Music Education

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

# Elementary Chorus (#5013010) 2015 - 2022 (current)

| Name                    | Description  |
|-------------------------|--|
|                         | Describe listening skills and how they support appreciation of musical works.  |
| MU.3.C.1.1:             | Clarifications:  |
|                         | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists  |
|                         | Respond to a musical work in a variety of ways and compare individual interpretations.   |
| MIL 3 C 1 2.            |  |
| 1010101121              | 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.  |
|                         | Identify musical characteristics and elements within a piece of music when discussing the value of the work.   |
| MU.3.C.3.1:             | Clarifications:  |
|                         | e.g., tempo, rhythm, timbre, form, instrumentation, texture  |
|                         | Identify musicians in the school, community, and media.  |
| MU 3 F 2 1 <sup>.</sup> | Clarifications:  |
|                         | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services   |
|                         | Describe opportunities for personal music-making   |
| MILSEDD.                | e.g., tempo, rhythm, timbre, form, instrumentation, texture         identify musiclans in the school, community, and media.         Clariffcations:       e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services         Describe opportunities for personal music-making.         Clariffcations:       e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music         Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.         Clariffcations:       e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups         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 musical vork.         1:       Clariffcations:         e.g., in dance, visual art, language arts, pulse, rhythm, fluency         2:       Identify, using correct music vocabulary, the elements in a musical work.         1:       Clariffcations:         e.g., hythm, pitch, timbre, form         2:       Clariffcations:         e.g., hythm, pitch, timbre, form         1:       Describe how tempo and dynamics can change the mood or emotion of a piece of music. |
| 10131112121             | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music  |
|                         | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole   |
| MIL2E21.                | Clarifications:  |
| WU.S.F.S.T.             | e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups   |
|                         | Identify significant information about specified composers and one or more of their musical works  |
| 10.3.11.1.2.            | 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.H.3.1:             | Clarifications:  |
|                         | e.g., in dance, visual art, language arts, pulse, rhythm, fluency  |
|                         | Identify, using correct music vocabulary, the elements in a musical work.  |
| MU.3.0.1.1:             | Clarifications:  |
|                         | e.g., rhythm, pitch, timbre, form  |
|                         | Identify and describe the musical form of a familiar song.   |
| MU.3.0.1.2:             | Clarifications:  |
|                         | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda   |
| MU.3.0.3.1:             | Describe how tempo and dynamics can change the mood or emotion of a piece of music.  |
|                         | Identify patterns in songs to aid the development of sequencing and memorization skills.   |
| MU.3.S.2.1:             | Clarifications:  |
|                         | e.g., parts of a round, parts of a layered work  |
| MU.3.S.3.1:             | Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.  |
|                         | ntify, using correct music vocabulary, the elements in a musical work.  rifications: ., rhythm, pitch, timbre, form  ntify and describe the musical form of a familiar song.  rifications: ., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda cribe how tempo and dynamics can change the mood or emotion of a piece of music.  ntify patterns in songs to aid the development of sequencing and memorization skills.  rifications: ., parts of a round, parts of a layered work g rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch. g simple la-sol-mi-re-do patterns at sight.  rifications: ., reading from hand signs; reading from nontraditional or traditional notation   |
| MU.3.S.3.3:             | Clarifications:  |
|                         | e.g., reading from hand signs; reading from nontraditional or traditional notation   |
|                         | Develop effective listening strategies and describe how they can support appreciation of musical works.  |
|                         | Clarifications:  |
| MU.4.C.1.1:             | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,  |
|                         | checklists   |
|                         | Describe, using correct music vocabulary, what is heard in a specific musical work.  |
| MU.4.C.1.2:             | Clarifications:  |
|                         | e.g., movement of melodic line, tempo, repeated and contrasting patterns   |
| MU.4.C.1.4:             | Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.  |
|                         | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.   |
| MU.4.C.2.1:             | 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.  |
|                         | Describe characteristics that make various musical works appealing.  |
| MU.4.C.3.1:             | Clarifications:  |
|                         | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation   |

|             | Describe roles and careers of selected musicians.   |
|-------------|---|
| MU.4.F.2.1: | 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 |
| MU.4.F.3.1: | Clarifications:   |
|             | e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely  |
| MU.4.H.1.2: | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |
|             | Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in                            |
| MU.4.H.3.1: |   |
|             | 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                       |
| MU.4.0.1.1: | specific styles.  |
|             | Clarifications:   |
|             | Identify how expressive elements and lyrics affect the mood or emotion of a song  |
| MU.4.0.3.1: | Clarifications:   |
|             | e.g., tempo, dynamics, phrasing, articulation   |
| MU.4.0.3.2: | 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.   |
| MU.4.S.1.3: | Clarifications:<br>e.a., introduction, interlude/bridge, coda, ABA, rondo   |
| MU.4.S.2.1: | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.   |
| MU.4.S.3.1: | Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.  |
|             | Perform extended pentatonic melodies at sight.  |
| MU.4.S.3.3: | Clarifications:   |
|             | Discuss and apply listening strategies to support appreciation of musical works   |
|             | Clarifications:   |
| MU.5.C.1.1: | e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists                |
|             | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |
| MU.5.C.1.2: | Clarifications:   |
|             | e.g., ittle, historical notes, quality recordings, instrumentation, expressive elements   |
| 10.5.6.1.4. | Define criteria, using correct music vocebulary, to critique one's own and others performance.  |
| MU.5.C.2.1: | Clarifications:   |
|             | e.g., intonation, balance, blend, timbre  |
| MU.5.C.2.2: | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |
| MU.5.C.3.T: | Describe jobs associated with various types of concert venues and performing arts centers.  |
| MU.5.F.2.1: | Clarifications:   |
|             | e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant   |
| MU.5.F.2.2: | Explain why live performances are important to the career of the artist and the success of performance venues.  |
|             | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.                            |
| MU.5.F.3.T: | e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented   |
| MU.5.H.1.2: | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |
|             | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |
| MU.5.H.3.1: | Clarifications:   |
|             | e.g., reading, whiting, observing, listening, evaluating, embellishing, revising  |
| MU 5 0 1 1  | Allaryze, using correct music vocabulary, the use of musical elements in various styles of music as a roundation for understanding the creative process.                    |
|             | 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.  |
| MU.5.0.3.1: | Clarifications:   |
|             | e.g., tempo, dynamics, timbre, texture, phrasing, articulation  |
| MU.5.0.3.2: | Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.  |
| MU.5.S.1.3: | Clarifications:   |
|             | e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation  |
| MU.5.S.1.4: | Sing or play simple melodic patterns by ear with support from the teacher.  |

| 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.  |
|                  | Perform simple diatonic melodies at sight.  |
| MU.5.S.3.3:      | Clarifications:<br>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.  |
|                  | <ul> <li>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.</li> <li>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.</li> </ul>   |
| LAFS.3.SL.1.1:   | <ul><li>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).</li><li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li><li>d. Explain their own ideas and understanding in light of the discussion.</li></ul>  |
|                  | Standard Relation to Course: Supporting   |
| 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.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:   | <ul> <li>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.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>   |
|                  | Standard Relation to Course: Supporting   |
| 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.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.  |
| LAFS.5.SL.1.1:   | <ul> <li>building on others' ideas and expressing their own clearly.</li> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>  |
| 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.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 |
|                  | אננפווע נט פרפטואטוו.   |
| 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 Look for and make use of structure.   |
| 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 $5 - 3(x)$  |

## 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

Course Number: 5013010
Course Solution: Grades PreK to 12 Education
Courses > Grade Group: Grades PreK to 5 Education
Courses > Subject: Music Education > SubSubject:
General >
Abbreviated Title: ELEM CHORUS
Course Status: Course Approved
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)

# Elementary Chorus (#5013010) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1:    | Clarifications:   |
|                | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|                | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2:    | 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.   |
|                | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1:    | Clarifications:   |
|                | e.g., tempo, rhythm, timbre, form, instrumentation, texture   |
|                | Identify musicians in the school, community, and media.   |
| MIL3 F 2 1·    | Clarifications  |
| 10.011.2.11    | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services  |
|                | Describe opportunities for personal music-making  |
| MILLA F. D. D. |   |
| IVIU.3.F.2.2.  | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music   |
|                | Collaborate with others to proste a musical presentation and caluse window individual contributions as an integral part of the whole  |
|                |   |
| MU.3.F.3.1:    | Clarifications:   |
|                | e.g., work together, communicate enectively, share tasks and responsibilities, work wer in cooperative rearning 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.H.3.1:    |   |
|                | e a lin dance visual art language arts pulse rhythm fluency   |
|                |   |
|                |   |
| MU.3.0.1.1:    | Clarifications:   |
|                |   |
|                | Identify and describe the musical form of a familiar song.  |
| MU.3.0.1.2:    | Clarifications:   |
|                |   |
| MU.3.0.3.1:    | Describe how tempo and dynamics can change the mood or emotion of a piece of music.   |
|                | identify patterns in songs to aid the development of sequencing and memorization skills.  |
| MU.3.S.2.1:    | Clarifications:   |
|                |   |
| MU.3.S.3.1:    | Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.   |
|                | Sing simple la-sol-mi-re-do patterns at sight.  |
| MU.3.S.3.3:    | Clarifications:   |
|                |   |
|                | Develop effective listening strategies and describe how they can support appreciation of musical works.   |
| MU.4.C.1.1:    | Clarifications:   |
|                | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,                                       |
|                |   |
|                | Describe, using correct music vocabulary, what is heard in a specific musical work.   |
| MU.4.C.1.2:    | Clarifications:   |
|                | e.g., movement of melodic line, tempo, repeated and contrasting patterns  |
| MU.4.C.1.4:    | Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.   |
|                | Identity and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  |
| MU.4.C.2.1:    | Clarifications:   |
|                | e.g., intonation, balance, biend, timbre, posture, breath support   |
| MU.4.C.2.2:    | Critique specific techniques in one's own and others performances using teacher-established criteria.   |
|                | Describe characteristics that make various musical works appealing.   |
| MU.4.C.3.1:    | Clarifications:   |
|                | e.g., tempo, rnytnm, dynamics, blend, timbre, form, texture, instrumentation  |

|             | Describe roles and careers of selected musicians.   |
|-------------|---|
| MU.4.F.2.1: | Clarifications:<br>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.  |
| MU.4.F.3.1: | Clarifications:<br>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely   |
| 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.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. |
|             | 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.  |
| MU.4.O.1.1: | Clarifications:<br>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.   |
| MU.4.O.3.1: | Clarifications:<br>e.g., tempo, dynamics, phrasing, articulation  |
| MU.4.0.3.2: | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.<br>Arrange a familiar song for voices or instruments by manipulating form.   |
| MU.4.S.1.3: | Clarifications:<br>e.g., introduction, interlude/bridge, coda, ABA, rondo   |
| MU.4.S.2.1: | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.   |
| MU.4.S.3.1: | Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.  |
| MU.4.S.3.3: | Clarifications:         e.g., high do, low sol, low la; vocal and/or instrumental   |
|             | Discuss and apply listening strategies to support appreciation of musical works.  |
| MU.5.C.1.1: | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening,<br>checklists  |
| MU.5.C.1.2: | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Clarifications: e.g., title, historical notes, quality recordings, instrumentation, expressive elements                           |
| MU.5.C.1.4: | Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.  |
|             | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |
| MU.5.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, timbre   |
| MU.5.C.2.2: | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |
| MU.5.C.3.1: | Develop criteria to evaluate an exemplary musical work from a specific period or genre.   |
| MU.5.F.2.1: | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant  |
| MU.5.F.2.2: | Explain why live performances are important to the career of the artist and the success of performance venues.  |
|             | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.  |
| MU.5.F.3.1: | Clarifications:<br>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented  |
| MU.5.H.1.2: | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |
| MU.5.H.3.1: | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.  Clarifications:  |
|             | e.g., reading, writing, observing, listening, evaluating, embellishing, revising  |
| MU 5 O 1 1  | Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.   |
| WU.5.0.1.1: | 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.  |
| MU.5.O.3.1: | Clarifications:<br>e.g., tempo, dynamics, timbre, texture, phrasing, articulation   |
| MU.5.0.3.2: | Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.<br>Arrange a familiar song by manipulating specified aspects of music  |
| MU.5.S.1.3: | Clarifications:<br>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation   |
| MU.5.S.1.4: | Sing or play simple melodic patterns by ear with support from the teacher.  |

| 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.3.3:     | Perform simple diatonic melodies at sight.  Clarifications: e.g., vocal and/or instrumental  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• 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.   |
| MA.K12.MTR.6.1:      | <ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to varify colutions through instifications:</li> </ul>         |
|                      | Apply mathematics to real-world contexts  |
| MA K12 MTD 7 1-      | <ul> <li>Apply indificient to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> </ul>   |
| MIA.K 12.1011 N.7.1. | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                      | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:      | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                      | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:      | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends   |

## 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 Path: Section: Grades PreK to 12 Education |
|-------------------------------------|---|
| Course Number 5012010               | Courses > Grade Group: Grades PreK to 5 Education |
| Course Number: 5013010              | Courses > Subject: Music Education > SubSubject:  |
|                                     | General >   |
|                                     | Abbreviated Title: ELEM CHORUS                    |
|                                     | Course Length: Year (Y)                           |
| Course Status: State Board 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) |

| Name        | Description   |
|-------------|---|
|             | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1: | Clarifications:   |
|             | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|             | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2: | Clarifications:   |
|             | e.g., move, draw, sing, play, gesture, conduct  |
|             | Identify families of orchestral and band instruments.   |
| MU.3.C.1.3: | Clarifications:   |
|             | e.g., strings, woodwinds, brass, percussion, keyboards  |
| MU.3.C.2.1: | Evaluate performances of familiar music using teacher-established criteria.   |
|             | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1: | Clarifications:   |
|             | e.g., tempo, rhythm, timbre, form, instrumentation, texture   |
|             | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1: | Clarifications:   |
|             | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services                                |
|             | Describe opportunities for personal music-making.   |
| MU.3.F.2.2: | Clarifications:   |
|             | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                         |
|             | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.                     |
| MU.3.F.3.1: | 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 |
| MU.3.H.3.1: |   |
|             | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |
|             | Identify using correct music vocabulary, the elements in a musical work   |
| MU 2 O 1 1. |   |
| 10.3.0.1.1. | e.g., rhythm, pitch, timbre, form   |
|             | Identify and describe the musical form of a familiar song   |
| MU 3 ∩ 1 2· |   |
| 10.3.0.1.2. | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda  |
| MU.3.0.3.1: | Describe how tempo and dynamics can change the mood or emotion of a piece of music.   |
|             | Identify patterns in songs to aid the development of sequencing and memorization skills.  |
| MU.3.S.2.1: | Clarifications:   |
|             | e.g., parts of a round, parts of a layered work   |
|             | Sing simple la-sol-mi-re-do patterns at sight.  |
| MU.3.S.3.3: | Clarifications:   |
|             | e.g., reading from hand signs; reading from nontraditional or traditional notation  |
|             | Develop effective listening strategies and describe how they can support appreciation of musical works.   |
|             | Clarifications:   |
| MU.4.C.1.1: | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,       |
|             | checklists  |
|             | Describe, using correct music vocabulary, what is heard in a specific musical work.   |
| MU.4.C.1.2: | 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.   |
|             | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.                                  |
| MU.4.C.2.1: | 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.   |
|             | Describe characteristics that make various musical works appealing.   |
| MU.4.C.3.1: | Clarifications:   |

|              | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation  |
|--------------|---|
|              | Describe roles and careers of selected musicians.   |
| MU.4.F.2.1:  | 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  |
|              | Discuss the safe, legal way to download songs and other media.  |
| MU.4.F.3.2:  | Clarifications:   |
|              | e.g., sharing personal and financial information, copying and sharing music   |
| MU.4.H.1.2:  | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |
|              | Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in                            |
| MU.4.H.3.1:  |   |
|              | 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.  |
| MU.4.O.1.1:  | 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.   |
| MU.4.0.3.1:  | Clarifications:   |
|              | e.g., tempo, dynamics, prrasing, articulation   |
| MU.4.0.3.2:  | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.  |
| MIL / S 1 3· |   |
| 10.4.3.1.3.  | e.g., introduction, interlude/bridge, coda, ABA, rondo  |
| MU.4.S.2.1:  | 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.  |
| MU.4.S.3.3:  | Clarifications:   |
|              | e.g., high do, low sol, low la; vocal and/or instrumental   |
|              | Discuss and apply listening strategies to support appreciation of musical works.  |
| MU.5.C.1.1:  | Clarifications:   |
|              | e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, ichecklists               |
|              | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |
| MU.5.C.1.2:  | Clarifications:   |
|              | e.g., title, historical notes, quality recordings, instrumentation, expressive elements   |
|              | Identify, aurally, selected instruments of the band and orchestra.  |
| MU 5 C 1 2   | Clarifications:   |
| 10.5.0.1.5.  | e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes,                           |
|              |   |
|              | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |
| MU.5.C.2.1:  | Clarifications:   |
| MU 5 C 2 2   | Describe changes, using correct music vocabulary, in one's own and/or others performance over time  |
| MU.5.C.3.1:  | 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.  |
| MU.5.F.2.1:  | Clarifications:   |
|              | e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant   |
| MU.5.F.2.2:  | Explain why live performances are important to the career of the artist and the success of performance venues.  |
|              | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.                            |
| MU.5.F.3.1:  | Clarifications:   |
|              | e.g., deucated, works toward mastery, punctual, prepared, dependable, sen-disciplined, solutions-onented  |
|              | Clarificatione:   |
| WU.5.F.3.2:  | e.g., downloading music and other digital media, sharing personal and financial information. copying music  |
| MU 5 H 1 2   | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class   |
|              | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |
| MU.5.H.3.1:  | Clarifications:   |
|              | e.g., reading, writing, 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                      |
| MU.5.0.1.1:  | Clarifications:   |

|                  | Examine and explain how expressive elements, when used in a selected musical work, affect personal response.   |
|------------------|--|
| MU.5.0.3.1:      | Clarifications:  |
|                  | e.g., tempo, dynamics, timbre, texture, phrasing, articulation   |
| 1U.5.0.3.2:      | 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.  |
| MU.5.S.1.3:      | Clarifications:  |
|                  | e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation   |
| MU.5.S.1.4:      | 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  |
| WU.5.S.2.1:      | performance.   |
| MU.5.S.2.2:      | Apply performance techniques to familiar music.  |
|                  | Perform simple diatonic melodies at sight.   |
| MU.5.S.3.3:      | 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 table to explore ideas under discussion.  |
|                  | <ul> <li>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</li> </ul>   |
| LAFS.3.SL.1.1:   | topics and texts under discussion).  |
|                  | c. Ask guestions 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  |
| LAFS.3.SL.1.2:   | quantitatively, and orally.  |
| LAFS.3.SL.1.3:   | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |
| 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.  |
|                  | 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.   |
| LAFS.4.SL.1.1:   | 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  |
| 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.R1.2.4:   | 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 enectively in a range of collaborative discussions (one-on-one, in groups, and teacher-red) 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.   |
| LAFS.5.SL.1.1:   | 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.  |
|                  | Standard Relation to Course: Supporting  |
| 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.  |
|                  | 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   |
| MAFS.K12.MP.5.1: | 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 us  |
|                  | Standard Relation to Course: Supporting  |
|                  | Attend to precision.   |
|                  |  |
|                  | ment of the standard standar |
|                  | mathematically proticient 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 size consistently and appropriately. They are careful about   |
| MAFS.K12.MP.6.1: | 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 guantities in a problem. They calculate accurately and efficiently   |

|                   | 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.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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

## 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 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: 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) |  |
|  |  |

| Name        | Description   |
|-------------|---|
|             | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1: | Clarifications:   |
|             | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|             | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2: | Clarifications:   |
|             | e.g., move, draw, sing, play, gesture, conduct  |
|             | Identify families of orchestral and band instruments.   |
| MU.3.C.1.3: | Clarifications:   |
|             | e.g., strings, woodwinds, brass, percussion, keyboards  |
| MU.3.C.2.1: | Evaluate performances of familiar music using teacher-established criteria.   |
|             | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1: | Clarifications:   |
|             | e.g., tempo, rhythm, timbre, form, instrumentation, texture   |
|             | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1: | Clarifications:   |
|             | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services                                |
|             | Describe opportunities for personal music-making.   |
| MU.3.F.2.2: | Clarifications:   |
|             | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                         |
|             | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.                     |
| MU.3.F.3.1: | 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.H.3.1: | Clarifications:   |
|             | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |
|             | Identify, using correct music vocabulary, the elements in a musical work.   |
| MU.3.0.1.1: | Clarifications:   |
|             | e.g., rhythm, pitch, timbre, form   |
|             | Identify and describe the musical form of a familiar song.  |
| MU.3.0.1.2: | 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.   |
|             | Identify patterns in songs to aid the development of sequencing and memorization skills.  |
| MU.3.S.2.1: | Clarifications:   |
|             | e.g., parts of a round, parts of a layered work   |
|             | Sing simple la-sol-mi-re-do patterns at sight.  |
| MU.3.S.3.3: | Clarifications:   |
|             | e.g., reading from hand signs; reading from nontraditional or traditional notation  |
|             | Develop effective listening strategies and describe how they can support appreciation of musical works.   |
| MU 4 C 1 1· | Clarifications:   |
|             | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,       |
|             | checklists  |
|             | Describe, using correct music vocabulary, what is heard in a specific musical work.   |
| MU.4.C.1.2: | 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.   |
|             | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.                                  |
| MU.4.C.2.1: | 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.   |
|             | Describe characteristics that make various musical works appealing.   |
| MU.4.C.3.1: | Clarifications:   |

|              | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation  |
|--------------|---|
|              | Describe roles and careers of selected musicians.   |
| MU.4.F.2.1:  | 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.  |
| MU.4.F.3.1:  | Clarifications:   |
|              | e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely  |
|              | Discuss the safe, legal way to download songs and other media.  |
| MU.4.F.3.2:  | Clarifications:<br>e.g., sharing personal and financial information, copying and sharing music  |
| MU.4.H.1.2:  | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |
|              | 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. |
| MU.4.H.3.1:  | Clarifications:<br>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 o specific styles.   |
| MU.4.O.1.1:  | Clarifications:<br>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.   |
| MU.4.0.3.1:  | Clarifications:   |
|              | e.g., tempo, dynamics, phrasing, articulation   |
| MU.4.0.3.2:  | 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.   |
| WIU.4.5.1.3: | e.g., introduction, interlude/bridge, coda, ABA, rondo  |
| MU.4.S.2.1:  | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.<br>Perform extended pentatonic melodies at sight.   |
| MU.4.S.3.3:  | Clarifications:<br>e.g., high do, low sol, low la; vocal and/or instrumental  |
|              | Discuss and apply listening strategies to support appreciation of musical works.  |
| MU.5.C.1.1:  | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening,<br>checklists  |
|              | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |
| MU.5.C.1.2:  | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements  |
|              | Identify, aurally, selected instruments of the band and orchestra.  |
| MU.5.C.1.3:  | Clarifications:<br>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes,<br>piano, harpsichord  |
|              | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |
| MU.5.C.2.1:  | Clarifications:<br>e.g., intonation, balance, blend, timbre   |
| MU.5.C.2.2:  | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |
| MU.5.C.3.1:  | 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.  |
| MU.5.F.2.1:  | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant  |
| MU.5.F.2.2:  | Explain why live performances are important to the career of the artist and the success of performance venues.  |
|              | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.  |
| MU.5.F.3.1:  | Clarifications:<br>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented  |
| MU.5.F.3.2:  | Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.  |
|              | Clarifications:<br>e.g., downloading music and other digital media, sharing personal and financial information, copying music   |
| MU.5.H.1.2:  | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |
|              | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |
| MU.5.H.3.1:  | Clarifications:<br>e.g., reading, writing, 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  |
| MU.5.0.1.1:  | 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.  |
| MU.5.O.3.1:     | Clarifications:<br>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.  |
|                 | Arrange a familiar song by manipulating specified aspects of music.   |
| MU.5.S.1.3:     | Clarifications:<br>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation   |
| MU.5.S.1.4:     | Sing or play simple melodic patterns by ear with support from the teacher.  |
| 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.3.3:     | Perform simple diatonic melodies at sight.  Clarifications:  e.g., vocal and/or instrumental  |
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| MA.K12.MTR.1.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
| 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>• Build understanding through modeling and using manipulatives.<br>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>• Progress from modeling problems with objects and drawings to using algorithms and equations.<br>• Express connections between concepts and representations.<br>• Choose a representation based on the given context or purpose.<br>Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations.  |
| MA.K12.MTR.3.1: | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use faredback to improve officiency when performing encloyations.</li> </ul>  |
|                 | <ul> <li>Use readback to improve efficiency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul> |

| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>Support students to develop generalizations based on the similarities found among problems.<br>Provide opportunities for students to create plans and procedures to solve problems.  |
|-----------------|---|
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.   |
|                 | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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: 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 Music Education (Elementary Grades 1-6)

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Elementary and Secondary Grades K-12)

# Elementary Orchestra (#5013030) 2015 - 2022 (current)

| Name         | Description   |
|--------------|---|
|              | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1:  | Clarifications:   |
|              | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|              | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2:  | Clarifications:   |
|              | e.g., move, draw, sing, play, gesture, conduct  |
|              | Identify families of orchestral and band instruments.   |
| MU.3.C.1.3:  | Clarifications:   |
|              | e.g., strings, woodwinds, brass, percussion, keyboards  |
| MU.3.C.2.1:  | Evaluate performances of familiar music using teacher-established criteria.   |
|              | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1:  | Clarifications:   |
|              | e.g., tempo, mythin, timbre, form, instrumentation, texture   |
|              | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1:  | Clarifications:   |
|              |   |
|              |   |
| MU.3.F.2.2:  | Clarifications:   |
|              | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole                      |
| МП 2 Г 2 1.  |   |
| WIU.3.F.3.1: | e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups                                |
| MIL 3 H 1 2· | Identify significant information about specified composers and one or more of their musical works   |
| 10.3.11.1.2. | 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.H.3.1:  | Clarifications:   |
|              | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |
|              | Identify, using correct music vocabulary, the elements in a musical work.   |
| MU.3.0.1.1:  | Clarifications:   |
|              | e.g., rhythm, pitch, timbre, form   |
|              | Identify and describe the musical form of a familiar song.  |
| MU.3.0.1.2:  | Clarifications:   |
|              | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda  |
| MU.3.0.3.1:  | Describe how tempo and dynamics can change the mood or emotion of a piece of music.   |
|              | identify patterns in songs to aid the development of sequencing and memorization skills.  |
| MU.3.5.2.1:  | clarifications:   |
|              | Sing simple la sol mi re do patterns at sight   |
| MILOCOO.     |   |
| 10.3.3.3.3.  | e.g., reading from hand signs; reading from nontraditional or traditional notation  |
|              | Develop effective listening strategies and describe how they can support appreciation of musical works.   |
|              | Clarifications:   |
| MU.4.C.1.1:  | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,       |
|              | checklists  |
|              | Describe, using correct music vocabulary, what is heard in a specific musical work.   |
| MU.4.C.1.2:  | 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.   |
|              | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.                                  |
| MU.4.C.2.1:  | 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.   |
|              |   |
| WU.4.C.3.1:  | Clarifications:   |

|              | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation  |
|--------------|---|
|              | Describe roles and careers of selected musicians.   |
| MU.4.F.2.1:  | 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.  |
| MU.4.F.3.1:  | Clarifications:   |
|              | e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely  |
|              | Discuss the safe, legal way to download songs and other media.  |
| MU.4.F.3.2:  | Clarifications:<br>e.g., sharing personal and financial information, copying and sharing music  |
| MU.4.H.1.2:  | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |
|              | 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. |
| MU.4.H.3.1:  | Clarifications:<br>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 o specific styles.   |
| MU.4.0.1.1:  | Clarifications:<br>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.   |
| MU.4.0.3.1:  | Clarifications:   |
|              |   |
| MU.4.0.3.2:  | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.  |
| MIL / S 1 3· |   |
| W0.4.3.1.3.  | e.g., introduction, interlude/bridge, coda, ABA, rondo  |
| MU.4.S.2.1:  | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.<br>Perform extended pentatonic melodies at sight.   |
| MU.4.S.3.3:  | Clarifications:   |
|              | Discuss and apply listening strategies to support appreciation of musical works   |
| MU.5.C.1.1:  | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists   |
|              | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |
| MU.5.C.1.2:  | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements  |
|              | Identify, aurally, selected instruments of the band and orchestra.  |
| MU.5.C.1.3:  | Clarifications:<br>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes,<br>piano, harpsichord  |
|              | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |
| MU.5.C.2.1:  | Clarifications:<br>e.g., intonation, balance, blend, timbre   |
| MU.5.C.2.2:  | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |
| MU.5.C.3.1:  | 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.  |
| MU.5.F.2.1:  | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant  |
| MU.5.F.2.2:  | Explain why live performances are important to the career of the artist and the success of performance venues.  |
|              | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.  |
| MU.5.F.3.1:  | Clarifications:<br>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented  |
|              | Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.  |
| MU.5.F.3.2:  | Clarifications:<br>e.g., downloading music and other digital media, sharing personal and financial information, copying music   |
| MU.5.H.1.2:  | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |
|              | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |
| MU.5.H.3.1:  | Clarifications:<br>e.g., reading, writing, 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  |
| MU.5.0.1.1:  | Clarifications:   |

|                       | Examine and explain how expressive elements, when used in a selected musical work, affect personal response   |
|-----------------------|---|
| 1115021.              |   |
| 10.5.0.3.1:           | e.g., tempo, dynamics, timbre, texture, phrasing, articulation  |
| MU 5 0 3 2·           | Derform expressive elements in a vocal or instrumental niece as indicated by the score and/or conductor   |
| 10.5.0.3.2.           | Arrange a familiar song by manipulating specified aspects of music  |
| 445612.               |   |
| /10.5.5.1.5.          | e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation  |
|                       | Cing or play simple meladic potterns by convert from the teacher  |
| vi0.5.5.1.4.          | Sing of play simple melodic patients by ear with support nom the teacher.   |
| MU.5.S.2.1:           | performance.  |
| MU.5.S.2.2:           | Apply performance techniques to familiar music.   |
|                       | Perform simple diatonic melodies at sight.  |
| MU.5.S.3.3:           | 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.  |
| LAFS.3.SL.1.1:        | 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 second |
|                       | topics and texts under discussion).   |
|                       | <ul> <li>Ask questions to check understanding or information presented, stay on topic, and link their comments to the remarks or others.</li> <li>d Explain their own ideas and understanding in light of the discussion.</li> </ul>  |
|                       | a. Explain their own deas and understanding in ight of the discussion.  |
|                       | Standard Relation to Course: Supporting   |
| 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,   |
| LAFS 3 SL 1 3.        | quantitativery, and orany.<br>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail  |
| LAFS.4.RL2.4:         | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.   |
|                       | 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.  |
| LAFS.4.SL.1.1:        | 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   |
| 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.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, naving read of studied required material, explicitly draw on that preparation and other information known about the tonic to explore ideas under discussion.   |
| LAFS.5.SL.1.1:        | h 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.   |
|                       | Chandrad Delation to Course the   |
| AES 5 SL 1 2.         | Standard Relation to Course: Supporting   |
| LAFS 5 SL 1 3         | Summarize 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.  |
|                       | Proticient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be beingul, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze  |
| MAFS.K12.MP.5.1:      | 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   |
|                       | Attenu 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   |
| MAES K12 MD / 1.      | reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about   |
| WIMES. NIZ. WIP. 0.1: | spearing units or measure, and tabeling axes to claring the correspondence with quantities in a problem. They calculate accurately and efficiently,   |
|                       |   |

|                   | 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.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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |
| SC.4.P.10.3:      | Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.  |

## 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, 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: 5013030

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)

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

## **Educator Certifications**

Music Education (Elementary Grades 1-6)

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Music (Elementary and Secondary Grades K-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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# Elementary Orchestra (#5013030) 2022 - And Beyond

| Name         | Description   |
|--------------|---|
|              | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1:  | Clarifications:   |
|              | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|              | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2:  | Clarifications:   |
|              | e.g., move, draw, sing, play, gesture, conduct  |
|              | Identify families of orchestral and band instruments.   |
| MU.3.C.1.3:  | Clarifications:   |
|              | e.g., strings, woodwinds, brass, percussion, keyboards  |
| MU.3.C.2.1:  | Evaluate performances of familiar music using teacher-established criteria.   |
|              | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1:  | Clarifications:   |
|              |   |
|              | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1:  | Clarifications:   |
|              | Describe appartunities for personal music making  |
| MU DEDD.     |   |
| WIU.3.F.Z.Z: | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                         |
|              | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole                      |
| MIL 2 F 2 1. | Clarifications:   |
| 10.3.1.3.1.  | 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.H.3.1:  | Clarifications:   |
|              | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |
|              | Identify, using correct music vocabulary, the elements in a musical work.   |
| MU.3.0.1.1:  | Clarifications:   |
|              | e.g., rhythm, pitch, timbre, form   |
|              | Identify and describe the musical form of a familiar song.  |
| MU.3.0.1.2:  | Clarifications:   |
|              | e.g., AB, ABABA, call-and-response, verse/remain, rondo, intro, coda  |
| MU.3.O.3.1:  | Describe how tempo and dynamics can change the mood or emotion of a piece of music.   |
| MIL2S21.     |   |
| WIU.3.3.2.1. | e.g., parts of a round, parts of a layered work   |
|              | Sing simple la-sol-mi-re-do patterns at sight   |
| MIL 3 S 3 3· | Clarifications:   |
| 10.0.0.0.0   | e.g., reading from hand signs; reading from nontraditional or traditional notation  |
|              | Develop effective listening strategies and describe how they can support appreciation of musical works.   |
|              | Clarifications:   |
| MU.4.C.1.1:  | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,       |
|              | checklists  |
|              | Describe, using correct music vocabulary, what is heard in a specific musical work.   |
| MU.4.C.1.2:  | 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.   |
|              | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.                                  |
| MU.4.C.2.1:  | Clarifications:   |
| MIL 4 C 2 2  | Critique specific techniques in one's own and others performances using teacher established arithme   |
| 10.4.0.2.2.  | Describe characteristics that make various musical works appealing.   |
| MU.4.C.3 1   | Clarifications:   |
|              |   |

|              | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation  |  |
|--------------|---|--|
|              | Describe roles and careers of selected musicians.   |  |
| MU.4.F.2.1:  | 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:<br>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely   |  |
|              | Discuss the safe, legal way to download songs and other media.  |  |
| MU.4.F.3.2:  | Clarifications:<br>e.g., sharing personal and financial information, copying and sharing music  |  |
| MU.4.H.1.2:  | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |  |
|              | 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. |  |
| MU.4.H.3.1:  | Clarifications:<br>e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves  |  |
| MUL 4 O 1 1. | Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions o specific styles.   |  |
| MU.4.0.1.1:  | Clarifications:<br>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.   |  |
| MU.4.O.3.1:  | Clarifications:<br>e.g., tempo, dynamics, phrasing, articulation  |  |
| MU.4.0.3.2:  | 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.   |  |
| MU.4.S.1.3:  | Clarifications:<br>e.g., introduction, interlude/bridge, coda, ABA, rondo   |  |
| MU.4.S.2.1:  | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.<br>Perform extended pentatonic melodies at sight.   |  |
| MU.4.S.3.3:  | Clarifications:<br>e.g., high do, low sol, low la; vocal and/or instrumental  |  |
|              | Discuss and apply listening strategies to support appreciation of musical works.  |  |
| MU.5.C.1.1:  | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening,<br>checklists  |  |
|              | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |  |
| MU.5.C.1.2:  | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements  |  |
|              | Identify, aurally, selected instruments of the band and orchestra.  |  |
| MU.5.C.1.3:  | Clarifications:<br>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes,<br>piano, harpsichord  |  |
|              | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |  |
| MU.5.C.2.1:  | Clarifications:<br>e.g., intonation, balance, blend, timbre   |  |
| MU.5.C.2.2:  | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |  |
| MU.5.C.3.1:  | 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.  |  |
| MU.5.F.2.1:  | clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant  |  |
| MU.5.F.2.2:  | Explain why live performances are important to the career of the artist and the success of performance venues.  |  |
| MU.5.F.3.1:  | Clarifications:     e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented   |  |
|              | Dractice cafe, logal, and responsible acquicition and use of music modia, and describe why it is important to do so   |  |
| MU.5.F.3.2:  | Clarifications:<br>e.g., downloading music and other digital media, sharing personal and financial information, copying music   |  |
| MU.5.H.1.2:  | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |  |
|              | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |  |
| MU.5.H.3.1:  | Clarifications:<br>e.g., reading, writing, 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  |  |
| MU.5.O.1.1:  | 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.   |  |  |
| MU.5.O.3.1:     | Clarifications:<br>e.g., tempo, dynamics, timbre, texture, phrasing, articulation  |  |  |
| MU.5.0.3.2:     | 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.  |  |  |
| MU.5.S.1.3:     | Clarifications:<br>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation  |  |  |
| MU.5.S.1.4:     | Sing or play simple melodic patterns by ear with support from the teacher.   |  |  |
| 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.3.3:     | Perform simple diatonic melodies at sight.  Clarifications: e.g., vocal and/or instrumental  |  |  |
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |  |  |
| MA.K12.MTR.1.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |  |  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> </ul>   |  |  |
| MA.K12.MTR.3.1: | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |  |  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> </ul>   |  |  |
| MA.K12.MTR.4.1: | <ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul> |  |  |

| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• 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: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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:<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |  |
| SC.4.P.10.3:      | Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.  |  |

## 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, 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: 5013030

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)

Course Status: State Board 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)

Instrumental Music (Elementary and Secondary Grades K-12)

| Name        | Description   |  |
|-------------|---|--|
|             | Describe listening skills and how they support appreciation of musical works.   |  |
| MU.3.C.1.1: | Clarifications:   |  |
|             | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |  |
|             | Respond to a musical work in a variety of ways and compare individual interpretations.  |  |
| MU.3.C.1.2: | Clarifications:   |  |
|             | e.g., move, draw, sing, play, gesture, conduct  |  |
| MU.3.C.2.1: | Evaluate performances of familiar music using teacher-established criteria.   |  |
|             | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |  |
| MU.3.C.3.1: | Clarifications:   |  |
|             | e.g., tempo, rhythm, timbre, form, instrumentation, texture   |  |
|             | Identify musicians in the school, community, and media.   |  |
| MU.3.F.2.1: | Clarifications:   |  |
|             | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services                                |  |
|             | Describe opportunities for personal music-making.   |  |
| MU.3.F.2.2: | Clarifications:   |  |
|             | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                         |  |
|             | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.                     |  |
| MU.3.F.3.1: | 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.H.3.1: | Clarifications:   |  |
|             | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |  |
|             | Identify, using correct music vocabulary, the elements in a musical work.   |  |
| MU.3.0.1.1: | Clarifications:   |  |
|             | e.g., rhythm, pitch, timbre, form   |  |
|             | Identify and describe the musical form of a familiar song.  |  |
| MU.3.0.1.2: | Clarifications:   |  |
|             | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda  |  |
| MU.3.0.3.1: | Describe how tempo and dynamics can change the mood or emotion of a piece of music.   |  |
|             | Identify patterns in songs to aid the development of sequencing and memorization skills.  |  |
| MU.3.S.2.1: | Clarifications:   |  |
|             | e.g., parts of a round, parts of a layered work   |  |
|             | Sing simple la-sol-mi-re-do patterns at sight.  |  |
| MU.3.S.3.3: | Clarifications:   |  |
|             | e.g., reading from hand signs; reading from nontraditional or traditional notation  |  |
|             | Develop effective listening strategies and describe how they can support appreciation of musical works.   |  |
| MU 4 C 1 1· | Clarifications:   |  |
|             | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,       |  |
|             | checklists  |  |
|             | Describe, using correct music vocabulary, what is heard in a specific musical work.   |  |
| MU.4.C.1.2: | Clarifications:   |  |
|             | e.g., movement of melodic line, tempo, repeated and contrasting patterns  |  |
|             | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.                                  |  |
| MU.4.C.2.1: | 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.   |  |
|             | Describe characteristics that make various musical works appealing.   |  |
| MU.4.C.3.1: | Clarifications:   |  |
|             | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation  |  |
|             | Describe roles and careers of selected musicians.   |  |
| MU.4.F.2.1: | 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.  |
|-------------|---|
| MU.4.F.3.1: | Clarifications  |
|             | e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely  |
| MU.4.H.1.2: | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |
|             | 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. |
| MU.4.H.3.1: | Clarifications:<br>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.  |
| MU.4.O.1.1: | Clarifications:<br>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.   |
| MU.4.0.3.1: | Clarifications:   |
|             | e.g., tempo, dynamics, phrasing, articulation   |
| MU.4.0.3.2: | 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.   |
| MU.4.S.1.3: | Clarifications:<br>e.g., introduction, interlude/bridge, coda, ABA, rondo   |
| MU.4.S.2.1: | 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.  |
| MU.4.S.3.3: | Clarifications:<br>e.g., high do, low sol, low la; vocal and/or instrumental  |
|             | Discuss and apply listening strategies to support appreciation of musical works.  |
| MU.5.C.1.1: | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists   |
|             | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |
| MU.5.C.1.2: | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements  |
|             | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |
| MU.5.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, timbre   |
| MU.5.C.2.2: | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |
| MU.5.C.3.1: | 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.  |
| MU.5.F.2.1: | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant  |
| MU.5.F.2.2: | Explain why live performances are important to the career of the artist and the success of performance venues.  |
|             | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.  |
| MU.5.F.3.1: | Clarifications:<br>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented  |
| MU.5.H.1.2: | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |
|             | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |
| MU.5.H.3.1: | Clarifications:<br>e.g., reading, writing, 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.   |
| MU.5.O.1.1: | Clarifications:<br>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.  |
| MU.5.O.3.1: | Clarifications:   |
|             | e.g., tempo, dynamics, timbre, texture, prirasing, articulation   |
| MU.5.0.3.2: | Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.  |
| MU.5.S.1.3: | Clarifications:   |
|             | e.g., aynamics, tempo, lyrics, torm, rhythm, instrumentation  |
| MU.5.S.1.4: | Sing or play simple melodic patterns by ear with support from the teacher.  |
| MU.5.S.2.1: | use expressive elements and knowledge or 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.   |
|             | Perform simple diatonic melodies at sight.  |
| MU.5.S.3.3: | Clarifications:<br>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.<br>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 otherwise there is a subject area.  |
|-------------------|--|
|                   | a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about   |
| LAFS 3 SL 1 1     | the topic to explore ideas under discussion.<br>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).  |
|                   | <ul> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>   |
|                   | Standard Relation to Course: Supporting  |
| 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,<br>quantitatively, and orally.   |
| LAFS.3.SL.1.3:    | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |
| 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.  |
|                   | 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,<br>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.   |
| LAFS.4.SL.1.1:    | 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  |
|                   | <ul> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>  |
|                   | Standard Relation to Course: Supporting  |
| 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.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,<br>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.   |
| LAFS.5.SL.1.1:    | b. Follow agreed-upon rules for discussions and carry out assigned roles.  |
|                   | <ul><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ul>   |
|                   | Standard Relation to Course: Supporting  |
| LAFS.5.SL.1.2:    | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| LAF5.5.5L.1.3:    | 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  |
| MAFS.K12.MP.5.1:  | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b>  |
|                   | Attend to precision.   |
| 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  |
|                   | LOOK FOR AND MAKE USE OF STRUCTURE.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

## 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.
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#### 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<br>Courses > Grade Group: Grades PreK to 5 Education<br>Courses > Subject: Music Education > SubSubject:<br>General > |  |
|  | Course Length: Year (Y)   |  |
| Course Status: Course Approved<br>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)              |
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Name                    | Description   |
|-------------------------|---|
|                         | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1:             | Clarifications:   |
|                         | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|                         | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2:             | Clarifications:   |
|                         | e.g., move, draw, sing, play, gesture, conduct  |
| MU.3.C.2.1:             | Evaluate performances of familiar music using teacher-established criteria.   |
|                         | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1:             | Clarifications:   |
|                         | e.g., tempo, rhythm, timbre, form, instrumentation, texture   |
|                         | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1:             | Clarifications:   |
|                         | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services                              |
|                         | Describe opportunities for personal music-making.   |
| MIL3E22                 | Clarifications  |
| 110.0.1 .2.2.           | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                       |
|                         | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole                    |
| MII 2 F 2 1.            | Clarifications:   |
| WIU.3.F.3.T.            | e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups                              |
|                         | Identify clarificant information about specified composers and one or more of their musical works   |
| 10.3.11.1.2.            | 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.H.3.1:             | Clarifications:   |
|                         | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |
|                         | Identify, using correct music vocabulary, the elements in a musical work.   |
| MIL 3 O 1 1·            | Clarifications  |
|                         | e.g., rhythm, pitch, timbre, form   |
|                         | Identify and describe the musical form of a familiar song.  |
| MU 3 O 1 2·             | Clarifications  |
| 1010101121              | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda  |
| MU 3 O 3 1 <sup>.</sup> | Describe how tempo and dynamics can change the mood or emotion of a piece of music  |
|                         | Identify patterns in songs to aid the development of sequencing and memorization skills.  |
| MU 3 S 2 1              | Clarifications:   |
|                         | e.g., parts of a round, parts of a layered work   |
|                         | Sing simple la-sol-mi-re-do patterns at sight   |
| MII 3 5 3 3·            | Clarifications:   |
| 10.5.5.5.5.             | e.g., reading from hand signs; reading from nontraditional or traditional notation  |
|                         | Develop effective listening strategies and describe how they can support appreciation of musical works  |
|                         | Clarifications  |
| MU.4.C.1.1:             | e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,     |
|                         | checklists  |
|                         | Describe using correct music vocabulary, what is beard in a specific musical work   |
| MU A C 1 2.             |   |
| 10.4.0.1.2.             | e.g., movement of melodic line, tempo, repeated and contrasting patterns  |
|                         | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others                                 |
| MIL 4 C O 1.            |   |
| WU.4.C.2.T:             | clarifications:   |
| MILACOO.                | Critique encelle techniques in ancie que and others performances using teacher actablished arteria  |
| WU.4.0.2.2.             | Describe characteristics that make various musical works appealing  |
| MILLA C 2 1.            |   |
| IVIU.4.0.3.1:           | e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation  |
|                         |   |
|                         |   |
| MU.4.F.2.1:             | Clarifications:   |
|                         | eigh counter, conductor, composer, studio mastellin, recording teennolan, 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.  |
|---------------|---|
| MU.4.F.3.1:   | Clarifications:   |
|               | e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely  |
| MU.4.H.1.2:   | Describe the influence of selected composers on the musical works and practices or traditions of their time.  |
|               | 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. |
| MU.4.H.3.1:   | Clarifications:<br>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.  |
| MU.4.O.1.1:   | Clarifications:<br>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.   |
| MU.4.0.3.1:   | Clarifications:<br>e.g., tempo, dynamics, phrasing, articulation  |
| MU.4.0.3.2:   | 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.   |
| MU.4.S.1.3:   | Clarifications:<br>e.g., introduction, interlude/bridge, coda, ABA, rondo   |
| MU.4.S.2.1:   | 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.  |
| MU.4.S.3.3:   | Clarifications:<br>e.g., high do, low sol, low la; vocal and/or instrumental  |
|               | Discuss and apply listening strategies to support appreciation of musical works.  |
| MU.5.C.1.1:   | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening,<br>checklists  |
|               | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.   |
| MU.5.C.1.2:   | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements  |
|               | Define criteria, using correct music vocabulary, to critique one's own and others performance.  |
| MU.5.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, timbre   |
| MU.5.C.2.2:   | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.   |
| MU.5.C.3.1:   | 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.  |
| MU.5.F.2.1:   | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant  |
| MU.5.F.2.2:   | Explain why live performances are important to the career of the artist and the success of performance venues.  |
| MU.5.F.3.1:   | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.<br>Clarifications:   |
|               | e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented   |
| MU.5.H.1.2:   | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.  |
|               | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.   |
| MU.5.H.3.1:   | Clarifications:<br>e.g., reading, writing, 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.   |
| MU.5.O.1.1:   | Clarifications:<br>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.  |
| MU.5.O.3.1:   | Clarifications:<br>e.g., tempo, dynamics, timbre, texture, phrasing, articulation   |
| MU.5.0.3.2:   | 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.   |
| MU.5.S.1.3:   | e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation  |
| MU 5 S 1 4·   | Sing or play simple melodic patterns by ear with support from the teacher   |
| MULE \$ 0.1.  | Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and   |
| IVIU.5.5.2.1: | performance.  |
| MU.5.S.2.2:   | Apply performance techniques to familiar music.   |
| MUESOD        | Periorm simple diatonic melodies at signt.  |
| IVIU.3.3.3.3: | e.g., vocal and/or instrumental   |

| 1               |  |
|-----------------|--|
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                 | Recognize students' effort when solving challenging problems.  Demonstrate understanding by representing problems in multiple ways.  |
| MA.K12.MTR.2.1: | <ul> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul> |
|                 | Complete tasks with mathematical fluency.  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
| MA K12 MTR 4 1- | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence</li> </ul>  |
|                 | 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.  |

|                   | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
|-------------------|--|
|                   |  |
|                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>   |
|                   | Check calculations when solving problems.  |
|                   | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1:   | Evaluate results based on the given context.   |
|                   | Clarifications:  |
|                   | Teachers who encourage students to assess the reasonableness of solutions:   |
|                   | <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask "Does this solution make sense? How do you know?"</li> </ul>  |
|                   | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>   |
|                   | • Strengthen students' ability to verify solutions through justifications.   |
|                   | Apply mathematics to real-world contexts.<br>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:  |
|                   | Provide opportunities for students to create models, both concrete and abstract, and perform investigations.   |
|                   | <ul> <li>Challenge students to question the accuracy of their models and methods.</li> </ul>   |
|                   | 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:  |
|                   | 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   |
|                   |  |
|                   | 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:  |
|                   | Make inferences to support comprehension   |
|                   |  |
| 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.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | 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, proved 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:  |
|                   | 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.   |
| FLA.K12 FF 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 |
|                   | English language learners communicate for cocial and instructional surpasses within the school setting   |
| ELU.KIZ.ELL.SI.I: | English language learners communicate for social and instructional purposes within the school setting.   |

## VERSION DESCRIPTION

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#### 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.

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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 Dath, Costien, Crades Drok to 10 Education |
|-------------------------------------|---|
|                                     | Course Path: Section: Grades Prek to 12 Education |
| Course Number 5012025               | Courses > Grade Group: Grades PreK to 5 Education |
| Course Number: 5013035              | 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    |   |

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

# Music - Grade Kindergarten (#5013060) 2015 - 2022 (current)

| Name                    | Description   |
|-------------------------|---|
|                         | Respond to music from various sound sources to show awareness of steady beat.   |
| MU.K.C.1.1:             | Clarifications:   |
|                         | e.g., steady beat, pulse  |
|                         | Identify various sounds in a piece of music.  |
| MU.K.C.1.2:             | Clarifications:   |
|                         | e.g., vocal/instrumental timbres, environmental sounds  |
|                         | Identify, visually and aurally, pitched and unpitched classroom instruments.  |
| MU.K.C.1.3:             | Clarifications:   |
|                         | e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp   |
| MU.K.C.1.4:             | Identify singing, speaking, and whispering voices.  |
| MU.K.C.2.1:             | Identify similarities and/or differences in a performance.  |
| MU.K.C.3.1:             | Share opinions about selected pieces of music.  |
|                         | Respond to and explore music through creative play and found sounds in the music classroom.   |
| MU.K.F.1.1:             | Clarifications:   |
|                         | e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets   |
|                         | Exhibit age-appropriate music and life skills that will add to the success in the music classroom.  |
| MU.K.F.3.1:             | Clarifications:   |
|                         | e.g., take turns, share, be a good listener, be respectful, display good manners  |
|                         | Respond to music from diverse cultures through singing and movement.  |
| MU.K.H.1.1:             | Clarifications:   |
|                         | e.g., nursery rhymes, singing games, folk dances  |
|                         | Respond to and/or perform folk music of American cultural sub-groups.   |
| MU.K.H.2.1:             | Clarifications:   |
|                         | e.g., African American, Anglo-American, Latin American, Native American   |
|                         | Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.  |
| MU.K.H.3.1:             | Clarifications:   |
|                         | e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing  |
|                         | Respond to beat, rhythm, and melodic line through imitation.  |
| MU.K.O.1.1:             | Clarifications:   |
|                         | e.g., locomotor and non-locomotor movement, body levels   |
|                         | Identify similarities and differences in melodic phrases and/or rhythm patterns.  |
| MU.K.O.1.2:             | Clarifications:   |
|                         | e.g., visually, aurally   |
|                         | Respond to music to demonstrate how it makes one feel.  |
| MU.K.O.3.1:             | Clarifications:   |
|                         | e.g., movement, drawings  |
|                         | Improvise a response to a musical question sung or played by someone else.  |
| MU K S 1 1 <sup>.</sup> | Clarifications:   |
|                         | e.g., melodic, rhythmic   |
|                         | Sing or play songs from memory.   |
| MILKS21.                | Clarifications:   |
| MO.R.0.2.1.             | e.g., rhymes, chants, poems   |
| MU.K.S.3.1:             | Sing songs of limited range appropriate to the young child and use the head voice.  |
|                         | Perform simple songs and accompaniments.  |
| MU.K.S.3.2:             | Clarifications:   |
|                         | e.g., singing, using body percussion or classroom instruments   |
|                         | Match pitches in a song or musical phrase in one or more keys.  |
| MILKS 3 3·              | Clarifications:   |
|                         | e.g., la, sol, mi   |
|                         | Imitate simple rhythm patterns played by the teacher or a peer.   |
| MUKS34.                 | Clarifications:   |
|                         | e.g., quarter note, quarter rest, beamed eighth notes   |
| LAFS.K.RL 1.2           | With prompting and support, retell familiar stories, including key details  |
|                         | i i o configura con contra constructiva constru |

| LAFS.K.RL.4.10:  | Actively engage in group reading activities with purpose and understanding.  |
|------------------|--|
|                  | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   |
| LAFS.K.SL.1.1:   | <ul> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul> |
|                  | 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.  |
|                  | Recognize locomotor skills.  |
| PE.K.C.2.1:      | Clarifications:<br>Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.  |
|                  | Recognize physical activities have safety rules and procedures.  |
| PE.K.C.2.2:      | Clarifications:  |
|                  | An example would be to put equipment away when not in use in order to keep the physical activity area safe.  |
| 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,   |
|                  | 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   |
| MAFS.K12.MP.5.1: | 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   |
|                  | 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  |
| MAFS.K12.MP.6.1: | 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 $x^2$  |
| MAFS.K12.MP.7.1: | + 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  |
|                  | -x <sup>2</sup> 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.K.U.S.T:      | Develop kinesthetic awareness by maintaining personal space and moving in pathways through space   |
| FLD K12 FLL SL 1 | English language learners communicate for social and instructional purposes within the school setting  |
|                  | Recognize the consequences of not following rules/practices when making healthy and safe decisions.  |
| HE K B 5 3       | Clarifications:  |
| HE.R.D.0.0.      | Injury to self and/or others.  |
| SC K P 10 1      | Observe that things that make sound vibrate  |
| TH.K.S.1.3       | Describe personal preferences related to a performance.  |
|                  |  |

## 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.

#### 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: Course 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)

# Music - Grade Kindergarten (#5013060) 2022 - And Beyond

| Name                    | Description  |
|-------------------------|--|
|                         | Respond to music from various sound sources to show awareness of steady beat.                                      |
| MU.K.C.1.1:             | Clarifications:  |
|                         | e.g., steady beat, pulse   |
|                         | Identify various sounds in a piece of music.   |
| MU.K.C.1.2:             | Clarifications:  |
|                         | e.g., vocal/instrumental timbres, environmental sounds   |
|                         | Identify, visually and aurally, pitched and unpitched classroom instruments.                                       |
| MU.K.C.1.3:             | Clarifications:  |
|                         | e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp  |
| MU.K.C.1.4:             | Identify singing, speaking, and whispering voices.   |
| MU.K.C.2.1:             | Identify similarities and/or differences in a performance.   |
| MU.K.C.3.1:             | Share opinions about selected pieces of music.   |
|                         | Respond to and explore music through creative play and found sounds in the music classroom.                        |
| MU.K.F.1.1:             | Clarifications:  |
|                         | e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets                              |
|                         | Exhibit age-appropriate music and life skills that will add to the success in the music classroom.                 |
| MU.K.F.3.1:             | Clarifications:  |
|                         | e.g., take turns, share, be a good listener, be respectful, display good manners                                   |
|                         | Respond to music from diverse cultures through singing and movement.   |
| MU.K.H.1.1:             | Clarifications:  |
|                         | e.g., nursery rhymes, singing games, folk dances   |
|                         | Respond to and/or perform folk music of American cultural sub-groups.  |
| MU.K.H.2.1:             | Clarifications:  |
|                         | e.g., African American, Anglo-American, Latin American, Native American  |
|                         | Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.       |
| MU.K.H.3.1:             | Clarifications:  |
|                         | e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing |
|                         | Respond to beat, rhythm, and melodic line through imitation.   |
| MU.K.O.1.1:             | Clarifications:  |
|                         | e.g., locomotor and non-locomotor movement, body levels  |
|                         | Identify similarities and differences in melodic phrases and/or rhythm patterns.                                   |
| МU К О 1 2 <sup>.</sup> | Clarifications:  |
|                         | e.g., visually, aurally  |
|                         | Respond to music to demonstrate how it makes one feel  |
| MU K O 3 1·             | Clarifications   |
| MO.R.0.3.1.             | e.g., movement, drawings   |
|                         | Improvise a response to a musical question sund or played by someone else  |
| MUKS11.                 | Clarifications:  |
| WO.R.J. 1.1.            | e.a., melodic, rhythmic  |
|                         | Sing or play songs from memory   |
| MUKSOL                  |  |
| WU.K.J.Z.T.             | e.g., rhymes, chants, poems  |
| MILKS31.                | Sing songs of limited range appropriate to the young child and use the head voice                                  |
| MO.R.3.3.1.             | Perform simple songs and accompaniments.   |
| MILKS32                 | Clarifications:  |
| WO.R.3.3.2.             | e.g., singing, using body percussion or classroom instruments  |
|                         | Match pitches in a song or musical phrase in one or more keys  |
| MILK S 3 3.             | Clarifications:  |
| WO.K.J.J.J.             | e.q., la, sol, mi  |
|                         | Imitate simple rhythm patterns played by the teacher or a peer   |
| MILKS24                 | Clarifications:  |
| WO.K.J.J.4.             | e.g., guarter note, guarter rest, beamed eighth notes  |
|                         | Mathematicians who narticinate in effortful learning both individually and with others                             |
|                         | Mathematicians who participate in enormal rearning both individually and With Others.                              |

| MA.K12.MTR.1.1: | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|-----------------|---|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>   |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br><b>Clarifications:</b><br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students'</b> ability <b>to construct relationships between their current</b> understanding and more sophisticated ways of thinking.<br>Assess the reasonableness of solutions:<br>Mathematicians who assess the reasonableness of solutions: |

| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|-----------------|--|
|                 | 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: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
| 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.  |
|                 | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>   |
| 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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1: | Use appropriate voice and tone when speaking or writing.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.<br>Clarifications:<br>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.<br>Clarifications:<br>An example would be to put equipment away when not in use in order to keep the physical activity area safe.  |

| 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.               |
| DA.K.O.3.1:       | Use movement to express a feeling, idea, or story.   |
| DA.K.S.3.3:       | Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.      |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |
|                   | Recognize the consequences of not following rules/practices when making healthy and safe decisions.    |
| HE.K.B.5.3:       | Clarifications:<br>Injury to self and/or others.   |
| SC.K.P.10.1:      | Observe that things that make sound vibrate.   |
| TH.K.S.1.3:       | Describe personal preferences related to a performance.  |

### 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 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 E0120/0               | Courses > Grade Group: Grades PreK to 5 Education |
| Course Number: 5013060              | Courses > Subject: Music Education > SubSubject:  |
|                                     | General >   |
|                                     | Abbreviated Title: MUSIC - GRADE K                |
|                                     | Course Length: Year (Y)                           |
| Course Status: State Board Approved |   |
| Grade Level(s): K                   |   |

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

# Music - Grade 1 (#5013070) 2015 - 2022 (current)

| Name         | Description  |
|--------------|--|
|              | Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.   |
| MU.1.C.1.1:  | Clarifications:  |
|              | e.g., beat, rhythm, phrasing, dynamics, tempo  |
|              | Respond to music from various sound sources to show awareness of differences in musical ideas.   |
| MU.1.C.1.2:  | Clarifications:  |
|              | e.g., moods, images  |
|              | Classify instruments into pitched and unpitched percussion families.   |
| MU 1 C 1 3   | Clarifications   |
|              | e.g., xylophone, glockenspiel, woodblock, tambourine   |
| MU.1.C.1.4:  | Differentiate between music performed by one singer and music performed by a group of singers.   |
|              | Identify the similarities and differences between two performances of a familiar song.   |
| MU.1.C.2.1:  | Clarifications:  |
|              | e.g., tempo, lyrics/no lyrics, style   |
| MU.1.C.3.1:  | Share different thoughts or feelings people have about selected pieces of music.   |
|              | Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.                 |
| MU.1.F.1.1:  | Clarifications:  |
|              | e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes                          |
|              | Describe how he or she likes to participate in music.  |
| MU.1.F.2.1:  | Clarifications:  |
|              | e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument   |
|              | Demonstrate appropriate manners and teamwork necessary for success in a music classroom.   |
| MU.1.F.3.1:  | Clarifications:  |
|              | e.g., take turns, share, be a good listener, be respectful, display good manners   |
|              | Perform simple songs, dances, and musical games from a variety of cultures.  |
| MII 1 H 1 1· | Clarifications:  |
|              | e.g., nursery rhymes, singing games, play parties, folk dances   |
| MU.1.H.1.2:  | Explain the work of a composer.  |
|              | Identify and perform folk music used to remember and honor America and its cultural heritage.  |
| MU.1.H.2.1:  | Clarifications:  |
|              | e.g., "This Land is Your Land," "Short'nin' Bread," "America"  |
|              | Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and |
|              | stories, and/or chants.  |
| MU.1.H.3.1:  | Clarifications:  |
|              | e.g., rhyming words, vowel sounds, characters, setting, mood   |
|              | Respond to contrasts in music as a foundation for understanding structure.   |
| MU.1.0.1.1:  | Clarifications:  |
|              | e.g., high/low, fast/slow, long/short, phrases   |
|              | Identify patterns of a simple, four-measure song or speech piece.  |
| MU.1.0.1.2:  | Clarifications:  |
|              | e.g., AABA, ABCA, ABAC   |
| MU.1.O.3.1:  | Respond to changes in tempo and/or dynamics within musical examples.   |
|              | Improvise a four-beat response to a musical question sung or played by someone else.   |
| MU.1.S.1.1:  | Clarifications:  |
|              | e.g., melodic, rhythmic  |
| MU.1.S.1.2:  | Create short melodic and rhythmic patterns based on teacher-established guidelines.  |
| MU.1.S.2.1:  | Sing or play songs, which may include changes in verses or repeats, from memory.   |
|              | Sing simple songs in a group, using head voice and maintaining pitch.  |
| MU.1.S.3.1:  | Clarifications:  |
|              | e.g., ioik songs, ninger-plays, can-ano-response, ecno songs   |
| MU.1.S.3.2:  | Play three- to five-note melodies and/or accompaniments on classroom instruments.  |
|              | Sing simple la-sol-mi patterns at signt.   |
| MU.1.S.3.3:  | Clarifications:  |
|              |  |
|              | iviator simple aural rnythm patterns in duple meter with written patterns.   |

| MU.1.S.3.4:                      | Clarifications:<br>e.g., quarter note/rest, beamed eighth notes  |
|----------------------------------|--|
| MU.1.S.3.5:                      | Show visual representation of simple melodic patterns performed by the teacher or a peer. 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 <sup>1</sup> 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 ( <sup>1</sup> Students are not required to independently read the word problems.)<br>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.<br>Standard Relation to Course: Supporting   |
| MAFS.K12.MP.5.1:                 | Use appropriate tools strategically.<br>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.<br>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 × 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) <sup>2</sup> 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:<br>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.<br>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).<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
|                                  | <ul> <li>c. Ask questions to clear up any contusion about the topics and texts under discussion.</li> <li>Standard Relation to Course: Supporting</li> </ul>   |
| 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.  |
| DA.1.0.3.1.                      | Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.  |
| DA.1.S.3.4:                      | Clarifications:<br>e.g., verbalized rhythm transferred to the feet   |
| PE.1.C.2.1:                      | Identify the critical elements of locomotor skills. Clarifications: 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.   |
| PE.1.C.2.2:                      | Clarifications:<br>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.  |
| ELD.K12.ELL.SI.1:                | English language learners communicate for social and instructional purposes within the school setting.   |
| HE.1.B.5.3:                      | Explain the consequences of not following rules/practices when making healthy and safe decisions.  Clarifications: Tooth decay and environmental damage  |
| ТН 1 С 1 3-                      | Evilain personal preferences related to a performance  |

## VERSION DESCRIPTION

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:

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: 5013070

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)

Course Status: Course Approved Grade Level(s): 1

### **Educator Certifications**

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

# Music - Grade 1 (#5013070) 2022 - And Beyond

| Name                    | Description  |
|-------------------------|--|
|                         | Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.   |
| MU.1.C.1.1:             | Clarifications:  |
|                         | e.g., beat, rhythm, phrasing, dynamics, tempo  |
|                         | Respond to music from various sound sources to show awareness of differences in musical ideas.   |
| MU.1.C.1.2:             | Clarifications:  |
|                         | e.g., moods, images  |
|                         | Classify instruments into pitched and unpitched percussion families.   |
| MU.1.C.1.3:             | Clarifications:  |
|                         | e.g., xylophone, glockenspiel, woodblock, tambourine   |
| MU.1.C.1.4:             | Differentiate between music performed by one singer and music performed by a group of singers.   |
|                         | Identify the similarities and differences between two performances of a familiar song.   |
| MU.1.C.2.1:             | Clarifications:  |
|                         | e.g., tempo, lyrics/no lyrics, style   |
| MU.1.C.3.1:             | Share different thoughts or feelings people have about selected pieces of music.   |
|                         | Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.                 |
| MU.1.F.1.1:             | Clarifications:  |
|                         | e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes                          |
|                         | Describe how he or she likes to participate in music.  |
| MU 1 F 2 1 <sup>.</sup> | Clarifications:  |
|                         | e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument   |
|                         | Demonstrate appropriate manners and teamwork necessary for success in a music classroom  |
| MII 1 E 2 1.            |  |
| WIO. 1.1 . 3. 1.        | e.g., take turns, share, be a good listener, be respectful, display good manners   |
|                         | Deform simple conder, dances, and musical games from a variaty of sultures   |
| MII 4 11 4 4            |  |
| MU.I.H.I.I:             | Clarifications:  |
| MIL11110.               |  |
| MU.I.H.I.Z.             | Explain the work of a composer.  |
| MIL1 IL0 1.             |  |
| WIQ.1.11.2.1.           | e.g., "This Land is Your Land," "Short'nin' Bread," "America"  |
|                         | Evolore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and |
|                         | stories, and/or chants.  |
| MU.1.H.3.1:             | Clarifications:  |
|                         | e.g., rhyming words, vowel sounds, characters, setting, mood   |
|                         | Respond to contrasts in music as a foundation for understanding structure.   |
| MU 1 O 1 1·             | Clarifications:  |
|                         | e.g., high/low, fast/slow, long/short, phrases   |
|                         | Identify patterns of a simple four-measure song or speech piece  |
| MU 1 O 1 2·             | Clarifications:  |
| 10.1.0.1.2.             | e.g., AABA, ABCA, ABAC   |
| MU 1 0 3 1·             | Respond to changes in tempo and/or dynamics within musical examples  |
| MO.1.0.0.1.             | Improvise a four-beat response to a musical question sung or played by someone else.   |
| MU 1 S 1 1 <sup>.</sup> | Clarifications:  |
|                         | e.g., melodic, rhythmic  |
| MU 1 S 1 2 <sup>.</sup> | Create short melodic and rhythmic patterns based on teacher-established guidelines   |
| MU.1.S.2.1:             | Sing or play songs, which may include changes in verses or repeats, from memory.   |
|                         | Sing simple songs in a group, using head voice and maintaining pitch.  |
| MU.1.S.3.1:             | Clarifications:  |
|                         | e.g., folk songs, finger-plays, call-and-response, echo songs  |
| MU.1.S.3.2:             | Play three- to five-note melodies and/or accompaniments on classroom instruments.  |
|                         | Sing simple la-sol-mi patterns at sight.   |
| MU.1.S.3.3:             | Clarifications:  |
|                         | e.g., reading from hand signs or iconic representations  |
|                         | Match simple aural rhythm patterns in duple meter with written patterns.   |

| MU.1.S.3.4:     | Clarifications:<br>e.g., quarter note/rest, beamed eighth notes  |
|-----------------|--|
| MU.1.S.3.5:     | Show visual representation of simple melodic patterns performed by the teacher or a peer.  Clarifications: e.g., draw, body/band signs, manipulatives, la sol mi   |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>                   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>                   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:   |

|                 | <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |
|-----------------|---|
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.          <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> </ul> </li> </ul>  |
|                 | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                 | Cite evidence to explain and justify reasoning.   |
|                 | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                 | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1: | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.   |

| DA.1.0.3.1:       | Create movement phrases to express a feeling, idea, or story.   |
|-------------------|---|
|                   | Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.   |
| DA.1.S.3.4:       | Clarifications:<br>e.g., verbalized rhythm transferred to the feet  |
|                   | Identify the critical elements of locomotor skills.   |
| PE.1.C.2.1:       | Clarifications:<br>Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.                        |
| PE.1.C.2.2:       | Identify safety rules and procedures for teacher-selected physical activities.  |
|                   | Clarifications:<br>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities. |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |
| HE.1.B.5.3:       | Explain the consequences of not following rules/practices when making healthy and safe decisions.   |
|                   | Clarifications:<br>Tooth decay and environmental damage.  |
| TH.1.S.1.3:       | Explain personal preferences related to a performance.  |

## VERSION DESCRIPTION

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.

### 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: 5013070

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)

Course Status: State Board Approved Grade Level(s): 1

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

# Music - Grade 2 (#5013080) 2015 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Identify appropriate listening skills for learning about musical examples selected by the teacher.   |
| MU.2.C.1.1:    | Clarifications:  |
|                | e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists  |
|                | Period to a piece of music and discuss individual interpretations  |
|                |  |
| MU.2.C.1.2:    | Clarifications:  |
|                | e.g., move, write, draw, describe, gesture   |
| MU.2.C.1.3:    | Classify unpitched instruments into metals, membranes, shakers, and wooden categories.   |
| MU.2.C.1.4:    | Identify child, adult male, and adult female voices by timbre.   |
| MU.2.C.2.1:    | Identify strengths and needs in classroom performances of familiar songs.  |
|                | Discuss why musical characteristics are important when forming and discussing opinions about music.  |
| MU.2.C.3.1:    | Clarifications:<br>e.g., tempo, rhythm, dynamics, instrumentation  |
|                | Create a musical performance that brings a story or poem to life.  |
|                |  |
| IVIU.2.F.I.I.  | e.g. sound carnets, original stories and noems, literary works   |
|                |  |
|                | Describe how people participate in music.  |
| MU.2.F.2.1:    | Clarifications:<br>e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials |
|                | Collaborate with others in a music presentation and discuss what was successful and what could be improved.  |
| MU.2.F.3.1:    | Clarifications:  |
|                | e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups   |
|                | Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures  |
|                |  |
| MU.2.H.1.1:    | e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato  |
| MU.2.H.1.2:    | Identify the primary differences between composed and folk music.  |
|                | Discuss how music is used for celebrations in American and other cultures.   |
| MU.2.H.2.1:    | Clarifications:<br>e.g., birthdays, New Year, national and religious holidays  |
| MU.2.H.3.1:    | Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.                                   |
|                | Identify basic elements of music in a song or instrumental excerpt.  |
| MU.2.O.1.1:    | Clarifications:<br>e.g., melody, rhythm, pitch, form   |
|                | Identify the form of a simple piece of music.  |
| MIL 2 O 1 2·   | Clarifications   |
| 10.2.0.1.2.    | e.g., AB, ABA, call-and-response   |
|                |  |
| MU 2 S 1 1     | Describe changes in tempo and dynamics within a musical work.  |
| MU 2.3.1.1:    | Improvise snort prirases in response to a given musical question.  |
| MIL 2 S 2 1.   | Sing or play songe, which may include changes in dynamics, lyring, and form, from memory   |
| MU.2.5.2.1:    | Sing or play songs, which may include changes in dynamics, tyrics, and form, from memory.  |
| MU.2.5.3.1:    | Sing songs in an appropriate range, using nead voice and maintaining pitch.  |
| WIU.2.5.3.2:   | Play simple inelodies and/of accompaniments on classroom instruments.  |
|                | sing simple la-sol-m-do patterns at signt.   |
| MU.2.S.3.3:    | Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations  |
| MU.2.S.3.4:    | Compare aural melodic patterns with written patterns to determine whether they are the same or different.  |
|                | Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
|                | Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.  |
| MU 2 S 3 5     | Clarifications:  |
|                | e.g., draw, body/hand signs, manipulatives, la-sol-mi  |
|                |  |
| LAF5.2.RI.1.1: | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding or key details in a text.   |
|                | Participate in consolidative conversations with unverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
|                | 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                                     |

| <u>.</u>          |   |
|-------------------|---|
| LAFS.2.SL.1.1:    | topics and texts under discussion).<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.  |
|                   |   |
| LAFS 2 SL 1 2     | Standard Relation to Course: Supporting<br>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media   |
|                   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a   |
| LAFS.2.SL.1.3:    | topic or issue.   |
|                   | Identify safety rules and procedures for selected physical activities.  |
| PE.2.C.2.2:       | Clarifications:<br>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.   |
|                   | Perform one folk or line dance accurately.  |
| PE.2.M.1.9:       | Clarifications:<br>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.   |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.2.0.3.1:       | Use movement to interpret feelings, stories, pictures, and songs.   |
| ELU.KIZ.ELL.SI.T: | English language learners communicate for social and instructional purposes within the school setting.  |
| HE.2.B.5.3:       | Clarifications:<br>Negative emotions, accidents, injuries, and pollution.   |
| TH.2.C.1.1:       | Describe a character in a story and tell why the character is important to the story.   |
|                   |   |

## 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: 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)

Course Status: Course Approved Grade Level(s): 2

| Music Education (Elementary Grades 1-6)            | on (Elementary Grades 1-6)           |
|--|--------------------------------------|
| Vocal Music (Elementary and Secondary Grades K-12) | lementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12)       | itary and Secondary Grades K-12)     |

# Music - Grade 2 (#5013080) 2022 - And Beyond

| Identify aggregate benching wild for learning about matcal examples solved by the teacher.           0.2.2.1.1:         Carrienteesis:<br>a.g. lists for form, voces/instruments: organize thoughts using listening maps, active listening, checklass           0.2.2.1.2:         Clarifications:<br>(a, none, write, draw, describe, gesture<br>(b) a place of music, and discuss includeul integretations.           0.2.2.1.3:         Clarifications:<br>(a, none, write, draw, describe, gesture<br>(b) a construction of the stream of musics.           0.2.2.1.4:         Identify child, adult mas, and adult transe tools by thethe.           0.2.2.5.1.4:         Identify child, adult mas, and adult transe locates by thethe.           0.2.2.5.1.4:         Identify child, adult mas, and adult transe locates by thethe.           0.2.2.5.1:         Clarifications:<br>(a, none, trippin, dynamics, instrumentation<br>(b) a construction provide participation in mode.           0.2.2.7.1:         Clarifications:<br>(a, sign) and the provide participation in mode.           0.2.2.7.2.1:         Clarifications:<br>(a, sign) and tripping participation and discuss what was successful and what coal be improved.           0.2.2.7.3.1:         Clarifications:<br>(a, sign) and tripping participation in mode.           0.2.2.7.3.1:         Clarifications:<br>(a, none, tripping participation and discuss what was successful and what coal be improved.           0.2.2.7.3.1:         Clarifications:<br>(a, sign) are sign, and a discuss in provide participation and discuss what was succesful and what coal be improved.           <   |
|---|
| NJ. 2.1.1:         Carine income:<br>b g is less for form, votes/instruments: organize thoughts using listening maps, active listening, checklists           NJ. 2.2.1.2:         Respond to a please of music and discuss individual interprotetors.           NJ. 2.2.1.3:         Clearing intervents in the methan, membranes, shakers, and woulden categories.           NJ. 2.2.1.3:         Clearing intervents in the methan, membranes, shakers, and woulden categories.           NJ. 2.2.1.3:         Clearing intervents in the methan in categories.           NJ. 2.2.1.3:         Clearing intervents in the methan in categories.           NJ. 2.2.1.3:         Clearing intervents in the methan in categories.           NJ. 2.5.1.1:         Clearing intervents.           Optimized intervents in categories intervents.         The methan intervents.           NJ. 2.5.1.1:         Clearing intervents.           Optimized categories.         Intervents.           NJ. 2.5.1.1:         Clearing intervents.           Optimized in musical participation in music.         Clearing intervents.           NJ. 2.5.1.1:         Clearing intervents.           Optimized in the protein participation in music.         Clearing intervents.           NJ. 2.5.1.1:         Clearing intervents.           Optimized in the protein participation in music.         Clearing intervents.           NJ. 2.5.1.1:         Clearing intervents.   |
| sqlaten for form, voces/instruments: organize thoughts using listning maps. textue listening, checkless           bit_2.C.1.2:         Bitspond to a place of music and discuss individual interpretations.           bit_2.C.1.3:         Clarifications:<br>e.g., music, wittle, drive, describe, gesture           bit_2.C.1.3:         Deasity guidation list interestin, mentanes, stakers, and wooden categories.           bit_2.C.1.3:         Deasity guidation list interestin, mentanes, stakers, and wooden categories.           bit_2.C.1.3:         Deasity dyn malacid characteristics are important when forming and discussing opinions about music.           bit_2.C.1.3:         Clarifications:<br>e.g., isono, frightm, dynamics, instrumentation           bit_2.T.1.1:         Clarifications:<br>e.g., stopping participate in music.           bit_2.T.1.1:         Clarifications:<br>e.g., stopping participate in music.           bit_2.T.2.1:         Clarifications:<br>e.g., stopping participate in music.           bit_2.T.2.1:         Clarifications:<br>e.g., stopping participate in music.           bit_2.T.2.1:         Clarifications:<br>e.g., tasket in a music presentition and clacase what was successful and wat could be improved.           bit_2.T.2.1:         Clarifications:<br>e.g., tasket in a music presentition and clacase what was successful and wat could be improved.           bit_2.T.2.1:         Clarifications:<br>e.g., tasket in a music presentition and clacase what was successful and wat could be improved.           bit_2.T.2.1:   |
| Bispont in a piece of music and discuss individual interpretations.         Clarifications:         Clarifications:           01.0.2.0.1.3:         Clarifications:         0.1   |
| U2 2 C 1 2:     Clarifications:<br>det, move, while, draw, describe, gesture<br>detuily stricted instruments increates, membranes, stakers, and wooden categories.<br>detuily stricted instruments when forming and discussing opinions about musit.<br>Cateffications:<br>detuils stricted participation music.<br>detuils analysis of participation in the first participation of the<br>detuils analysis of participation music.<br>detuils analysis of participation music.<br>detuils detuils and participation music.<br>details detuils and participation music desses, like concerts, parades, sound recording, video games, movie soundracks, television and<br>add. coarrigations:<br>deg. stake from, share, be agood listener, be respectivel, display good manners, work well in cooperative learning groups<br>Partime sangs, musicil games, darces, and single instrumental accorpointers from a vertey of nutures.<br>duil 2 L L L :<br>definition of a single participation on discuss vibil ways, or thymes to gain a faundation for exploring patterns in other<br>duilse, birther darge and participation on picture discuss.<br>duilse and the dargeore patterns, and single instrumental accorpt.<br>details dualses, like of the details on any participation of the coluters.<br>dual faults:<br>dual faults:<br>dual faults:<br>dual faults:<br>dual faults:<br>dual faults:<br>dual faults:<br>dual faults:   |
| In 2.2.1.2.       Distributions         10.2.2.1.3.       Classify upditched instruments into metatis, mentranes, stakars, and wonden categories.         V12.2.1.3.       Identity stringths and noots in classroom performances of tamilies scops.         V12.2.5.1.4.       Identity stringths and noots in classroom performances of tamilies scops.         V12.2.5.3.4.       Identity stringths and noots in classroom performances of tamilies scops.         V12.2.5.3.1.       Clarifications:         0.2.2.5.1.1.       Clarifications:         0.2.2.5.3.1.       Clarifications:         0.2.2.6.3.1.       Clarifications:         0.2.2.1.3.1.       Clarifications:  |
| U2.2.1.3:         Classify upitched instruments into metals, membranes, shakers, and wooden categories.           01.2.2.1.4:         Identify child, addit male, and addit framita volces by threm.           01.2.2.1:         Identify child, addit male, and addit framita volces by threm.           01.2.2.1:         Identify child, addit male, and addit framita volces by threm.           01.2.2.3:         Identify child, addit male, and addit framita volces by threm.           01.2.2.3:         Identify child, addit male, and addit framita volces by threm.           01.2.2.3:         Identify child instruments into metals, ming and discussing optimers about music.           01.2.5:1:         Clarifications:<br>e.g., sound chirots, original don's and poems, literary works.           01.2.7:5:2:         Clarifications:<br>e.g., songling with finally or friends, school music classes, live cancerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio carmercials.           01.2.7:5:1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           01.2.7:1:1:         Collaborate with others in a music presentation and discuss what was successful and what could be larger of the sound was a supersonal state of the sound wase sound was a supersonal state sound was a supersonal sta   |
| 01/2 1.1.3:     Libskip unplehen intrometis min metabs, minitarine, stavers, and weden talggines.       01/2 1.1.3:     Identify strengths and media with a dask toops by timbre.       01/2 1.1.3:     Identify strengths and media with a dask toops by timbre.       01/2 1.1.3:     Descess why mucal characteristics are important when forming and discussing optimons about music.       01/2 1.1.3:     Clarifications:       01/2 2.1.1:     Clarifications:       01/2 3.1:     Clarifications:       01/2 5.1:     Clarifications:       02/2 5.1:     Clarifications:       02/2 5.1:     Clarifications:       02/2 5.1:     Clar  |
| 01/20114       Identity child, adult mee, and adult tendek voices by finition.         01/20125       Identity strengths and needs in classroom performances of families range.         01/20131       Chartications:<br>a.g. tempo, rhythm. dynamics, instrumentation         01/20131       Chartications:<br>a.g. sound carpets, original stories and peems, literary works         01/20121       Chartications:<br>a.g. sound carpets, original stories and peems, literary works         01/20121       Chartications:<br>a.g. sound carpets, original stories and peems, literary works         01/20121       Chartications:<br>a.g. singing with family or filends, school music classes, like concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials         01/20121       Calibrations:<br>a.g., singing with family or filends, school music classes, like concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials         01/201213       Calibrations:<br>a.g., take tars, share, b.a. good listener, be respectful, display good manners, work well in cooperative learning groups         01/20131       Calibrations:<br>a.g., take tars, share, b.a. good listener, be respectful, display good manners, work well in cooperative learning groups         01/20131       Clarifications:<br>a.g., take tars, share, b.a. good listener, be respectful, display good manners, work well in cooperative learning groups         01/20131       Clarifications:<br>a.g., take tars, share, b.a. good listener, be respectful, display good manners, work well in cooperative learning<br>a.g. wellowy the  |
| all 24.2.31:         Identity direngths and media in classroom performances of handlar songe.           blacks are with mutical characteristics are important when forming and discussing opinions about music.         Classroom about music.           blacks are with mutical characteristics are important when forming and discussing opinions about music.         Classroom about music.           black are with a music opinion about brings a story or poent to life.         Classroom about about music.           black are with a music of performance that brings a story or poent to life.         Classroom about about music.           black are an used of performance that brings a story or poent to life.         Classroom about about about music.           black are an used of performance that brings a story or poent to life.         Classroom about about about about about music.           black are an used of performance about about about music.         Classroom about about about about about about about music.           black are an used of performance about about about about about about music.         Classroom about music.           black are an used of performance about a  |
| Decisions why mained characteristics are important when forming and discussing options about music.           MU.2.C.3.1:         Clarifications:<br>e.g. tempo, rhythin, dynamics, instrumentation           MU.2.F.3.1:         Clarifications:<br>e.g. sound carpets, original stories and poems. Ilterary works           MU.2.F.3.1:         Clarifications:<br>e.g. singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials           MU.2.F.3.1:         Clarifications:<br>e.g. singing with networks, television and discuss what was successful and what could be improved.           MU.2.F.3.1:         Clarifications:<br>e.g. singing with churs, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups<br>Perform songs, musical games, dances, and single instrumental accompaniments from a variety of cultures.           MU.2.H.3.1:         Clarifications:<br>e.g., brindays, New Year, national and religicus holdays<br>Perform and compare patterns, aurality and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other<br>contexts.           MU.2.O.1.1:         Clarifications:<br>e.g., Brindays, New Year, national and religicus holdays<br>Reg. Brindays, New Year, national and religi  |
| MU 2.C.3.1:       Clarifications:         4_9. tempo, rhythm, dynamics, listrumentation         Crate a musical performance that brings a story or point to life.         MU 2.F.3.1:       Chartications:         4_9. sund capets, original stories and poems, literary works         Discribe how people participate in music.         Clarifications:       e.g., singing with family or friends, school music classes, like concerts, parades, sound recordings, video games, movie soundtracks, television and rado commorcials         VU 2.F.3.1:       Collaborate with others in a music presentation and discuss what was successful and what could be improved.         VU 2.F.3.1:       Clarifications:       e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups         VU 2.H.1.1:       Clarifications:       e.g., multi-cultural and classroom pitched or non pitched instruments: bordun, ostinato         VU 2.H.2.1:       Clarifications:       e.g., multi-cultural and classroom pitched or non pitched instruments: bordun, ostinato         VU 2.H.2.1:       Clarifications:       e.g., multi-cultural and classroom pitched or in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         VU 2.H.2.1:       Clarifications:       e.g., male is and wisely. fourd         e.g., multi-cultural and classroom pitched in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contetests.         V   |
| Leg. temps, rhythm, dynamics, instrumentation         Create a musical performance that brings a story or pom 10 lfe.         MU.2.F.1.1:       Chrifications:         e.g., sound carptets, original stories and poens, literary works         Describe how people participate in music.         MU.2.F.2.1:       Chrifications:         e.g., single with fumily or friends, school music classes. Two concerts, parades, sound recordings, video games, movie soundtracks, television and rado. commercials         MU.2.F.3.1:       Chrifications:         e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups.         Perform songs, musical games, dances, and single instrumental accompaniments from a variety of cultures.         MU.2.H.1:       Chrifications:         e.g., multi-cultural and classoom pitched or non-pitched instruments: bordun, ostinato         MU.2.H.1:       Chartifications:         e.g., multi-cultural and religious holidays         MU.2.H.3:       Identify the primary and release and other cultures.         MU.2.H.3:       Chartifications:         e.g., brithdays. New Year, national and religious holidays         MU.2.O.1:       Chartifications:         e.g., neelody, rhythm, pitch, form         Identify the form of a simple piece of music.         MU.2.O.1:       Chartifications:         e.g., A  |
| U2.F.1.1:         Create a muscal performance that brings a story or poem to IRe.           MU.2.F.1.1:         Carifications:<br>e.g., sound carpets, original stories and poems, literary works.           MU.2.F.2.1:         Person people participate in music.           AU.2.F.2.1:         Carifications:<br>e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials           MU.2.F.3.1:         Carifications:<br>e.g., lake lurns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups           Perform song, musical games, dances, and simple instrumental accompaniments from a variety of cultures.           MU.2.H.1.1:         Carifications:<br>e.g., multi-cultural and classroom pitched instruments: bordun, ostinato           MU.2.H.1.2:         Identify the primary differences between composed and foik music.           MU.2.H.2.1:         Carifications:<br>e.g., multi-cultural and classroom pitched instruments: bordun, ostinato           MU.2.H.2.1:         Carifications:<br>e.g., with vasy, New Year, national and religious holidays           MU.2.H.2.1:         Carifications:<br>e.g., midlay, hythm, pitch, form           MU.2.O.1.1:         Carifications:<br>e.g., midlay, hythm, pitch, form           MU.2.0.1:1:         Inprovise short phrases in response           MU.2.0.1:1:         Describe changes in tempo and dynamiskal question.           MU.2.0.1:1:         Earification  |
| Bull 2.F.1.1:         Clarifications:<br>e.g., sound carpets, original stories and poorns, literary works           bull 2.F.2.1:         Describe how poople participate in music.           bull 2.F.2.1:         Clarifications:<br>e.g., singing with family or friends, school music classes. Ine concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials           bull 2.F.2.1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           bull 2.F.3.1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           bull 2.F.3.1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           bull 2.F.3.1:         Califications:<br>e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups           bull 2.H.1.1:         Clarifications:<br>e.g., musical games, darces, and simple instrumental accompaniments from a variety of cultures.           bull 2.H.1.2:         Identify the primary differences between composed and folk music.           bull 2.H.1.3:         Identify the primary differences between composed and folk music.           bull 2.H.1.1:         Identify the primary differences between composed and folk music.           bull 2.H.1.2:         Identify the primary differences between composed and folk music.           bull 2.H.1.1:         Identify the primary differences between comp   |
| e.g. sound carpets, original stories and poems, literary works           MU 2.F.2.1:         Describe how people participate in music.           MU 2.F.2.1:         Carifications:<br>e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>table commercials           MU 2.F.3.1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           MU 2.F.3.1:         Clarifications:<br>e.g., lake turns, share, be a good listene, be respectful, display good manners, work well in cooperative learning groups           MU 2.H.1.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments from a variety of cultures.           MU 2.H.1.2:         Identifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments. bordun, ostinato           MU 2.H.1.3:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments.           MU 2.H.1.3:         Identify basic elements of music in a song or instrumental excerpt.           MU 2.H.3.1:         Clarifications:<br>e.g., malory, hypthm, pitch, form           MU 2.O.1.1:         Clarifications:<br>e.g., AB, ABA, call and response           MU 2.O.3.1:         Describe changes in tempo and dynamics within a musical work.           MU 2.O.3.1:         Clarifications:<br>e.g., RA, ABA, call and response           MU 2.O.3.1:         Clarifications:<br>e.g., RA, ABA, call and response   |
| Describe how people participate in music.           AUU 2.F.2.1:         Clarifications:<br>a.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radio commercials           AUU 2.F.3.1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           Clarifications:<br>e.g., lake turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups           Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.           ILI 2.H.1.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato           UU 2.H.1.2:         Identify the primary differences between composed and foik music.           Discuss how music is used for celebrations in American and other cultures.         Clarifications:<br>e.g., bitthdays. New Year, national and religious holidays           UU 2.H.2.1:         Clarifications:<br>e.g., bitthdays. New Year, national and religious holidays         e.g. medoy, frythm, pitch, form           Identify basic elements of music in a song or instrumental excerpt.         Identify the form of a simple piece of music.           U.2.0.1.1:         Clarifications:<br>e.g., A& AAA. cali-and response         e.g. was proved and dynamics, tyrics, and form, from memory.           U.2.0.3.1:         Describe changes in tempo and dynamics within a musical work.         U.2.S.3.1:           U.  |
| U2.F2.1:         Clarifications:<br>e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>rade commercials           MU.2.F3.1:         Collaborate with others in a music presentation and discuss what was successful and what could be improved.           MU.2.F3.1:         Clarifications:<br>e.g., like turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups           MU.2.H.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments from a variety of cultures.           MU.2.H.2.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato           MU.2.H.2.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato           MU.2.H.2.1:         Clarifications:<br>e.g., multi-cultural and religious holidays           MU.2.H.3.1:         Clarifications:<br>e.g., bordung and prograp patterns, aurally and visually, found in songs. finger plays, or rhymes to gain a foundation for exploring patterns in other<br>contexts.           MU.2.0.1.1:         Clarifications:<br>e.g., AB, AB, cell and response           MU.2.0.1.2:         Clarifications:<br>e.g., AB, AB, cell and response           MU.2.5.1:         Improvise short phrases in response           MU.2.5.1:         Improvise short phrases in response           MU.2.5.1:         Improvise short phrases in response <td< th=""></td<>   |
| MU 2:F.2.1:       Laminations:<br>e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and<br>radic commercials         MU 2:F.3.1:       Collaborate with others in a music presentation and discuss what was successful and what could be improved.         MU 2:F.3.1:       Collaborate with others in a music presentation and discuss what was successful and what could be improved.         MU 2:F.3.1:       Carlifocations:<br>e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups         MU 2:H.1.1:       Clarifications:<br>e.g., music all games, dances, and simple instrumental accompaniments from a variety of cultures.         MU 2:H.1.2:       Identify the primary differences between composed and folk music.         MU 2:H.2.1:       Clarifications:<br>e.g., birthdays. New Year, national and religious holidays         MU 2:H.3.1:       Clarifications:<br>e.g., birthdays. New Year, national and religious holidays         MU 2:D.1.1:       Clarifications:<br>e.g., melody, rhythm, pitch, form         VU 2:D.1.1:       Clarifications:<br>e.g., AB, ABA, call-and-response         MU 2:D.1.2:       Clarifications:<br>e.g., AB, ABA, call-and-response         MU 2:D.1.2:       Create simple ostinati to accompany songs or poems.         MU 2:D.1.2:       Create simple ostinati to accompany songs or poems.         MU 2:D.1.2:       Create simple ostinati to accompany songs or poems.   |
| Current of the solution of the second sec |
| Collaborate with others in a music presentation and discuss what was successful and what could be improved.           MU.2.F.3.1:         Clarifications:<br>e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups           Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.           Clarifications:<br>e.g., multi-cultural and classroom pliched or non-pliched instruments: bordun, ostinato           VU.2.H.1.2:         Identify the primary differences between composed and folk music.           Discuss how music is used for celebrations in American and other cultures.           Clarifications:<br>e.g., birthdays, New Year, national and religious holidays           MU.2.H.3.1:         Clarifications:<br>e.g., birthdays, New Year, national and religious holidays           MU.2.0.1.1:         Clarifications:<br>e.g., melody, rhythm, pitch, form           U.2.0.1.1:         Clarifications:<br>e.g., AB, ABA, call-and-response           MU.2.0.1.2:         Clarifications:<br>e.g., AB, ABA, call-and-response           MU.2.0.1.1:         Describe changes in tempo and dynamics within a musical work.           MU.2.5.1:         Improves short prases in response to a given musical question.           MU.2.5.1:         Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.           MU.2.5.3.1:         Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory. <t< th=""></t<>   |
| Collaborate with others in a music presentation and discuss what was successful and what could be improved.           UU 2, F.3.1:         Clarifications:<br>e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups           MU 2, H.1.1:         Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.           MU 2, H.1.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato           MU 2, H.1.2:         Identify the primary differences between composed and folk music.           MU 2, H.2.1:         Clarifications:<br>e.g., birthdays, New Year, national and religious holidays           MU 2, H.3.1:         Clarifications:<br>e.g., birthdays, New Year, national and religious holidays           MU 2, H.3.1:         Clarifications:<br>e.g., melody, rhythm, pitch, form           MU 2, O.1.1:         Clarifications:<br>e.g., melody, rhythm, pitch, form           MU 2, O.1.2:         Clarifications:<br>e.g., A.8, A8A, cali-and-response           MU 2, S.3.1:         Improvise short phrases in response to a given musical question.           MU 2, S.3.1:         Sing songs in an appropriate range, using head voice and maintaining pitch.           MU 2, S.3.3:         Sing songs in an appropriate range, using head voice and maintaining pitch.           MU 2, S.3.3:         Sing songs in an appropriate range, using head voice and maintaining pitch.           MU 2, S.3.3: </th  |
| MU.2.F.3.1:       Clarifications:       e.g. take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups         MU.2.H.1.1:       Clarifications:       e.g., multiclutural and classroom pitched or non-pitched instruments: bordun, ostinato         MU.2.H.1.2:       Identify the primary differences between composed and folk music.         MU.2.H.2.1:       Identify the primary differences between composed and folk music.         MU.2.H.2.1:       Clarifications:         e.g., birthdays, New Year, national and religious holidays         MU.2.H.3.1:       Clarifications:         e.g., birthdays, New Year, national and religious holidays         MU.2.H.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.2:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.2:       Clarifications:       e.g., AB, ABA, cali-and-response         MU.2.0.1.1:       Identify the form of a simple piece of music.         MU.2.0.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.5.1.1:       Improvise short phrases in response to a given musical work.         MU.2.5.1.2:       Sing ongs in an appr   |
| e.g., take furns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups         Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.         Clarifications:         e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato         MU.2.H.1.2:       Identify the primary differences between composed and folk music.         Discuss how music is used for celebrations in American and other cultures.         MU.2.H.2.1:       Clarifications:         e.g., brintdays, New Year, national and religious holidays         NU.2.H.3.1:       Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         MU.2.0.1.1:       Clarifications:         e.g., melody, rhythm, pitch, form         Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.2:       Clarifications:         e.g., A.B. ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.5.3.1:       Improvise short phrases in response to a given musical question.         MU.2.5.3.1:       Sing songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.5.3.1:       Sing songs in an appropriate range, using head voke and mainitaining pitch.         MU.2  |
| Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.           NU.2.H.1.1:         Clarifications:<br>e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato           NU.2.H.1.2:         Identify the primary differences between composed and folk music.           Discuss how music is used for celebrations in American and other cultures.         Discuss how music is used for celebrations in American and other cultures.           NU.2.H.2.1:         Clarifications:<br>e.g., bitridays, New Year, national and religious holidays         e.g., bitridays, New Year, national and religious holidays           NU.2.H.3.1:         Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other<br>contexts.           NU.2.0.1.1:         Identify basic elements of music in a song or instrumental excerpt.           NU.2.0.1.2:         Clarifications:<br>e.g., melody, rhythm, pitch, form           NU.2.0.1.2:         Clarifications:<br>e.g., AB, ABA, call-and-response           NU.2.0.1.2:         Clarifications:<br>e.g., AB, ABA, call-and-response           NU.2.0.1.2:         Clarifications:<br>e.g., and dynamics within a musical work.           NU.2.5.1.2:         Create simple ostinat to accompany songs or poems.           NU.2.5.1.2:         Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.           NU.2.5.3.1:         Sing songs in an appropriate range, using he  |
| MU.2.H.1.1:       Clarifications:       e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato         MU.2.H.1.2:       Identify the primary differences between composed and folk music.         MU.2.H.2.1:       Identify the primary differences between composed and folk music.         MU.2.H.2.1:       Clarifications:       e.g., birthdays, New Year, national and religious holidays         MU.2.H.3.1:       Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         MU.2.0.1.1:       Clarifications:       e.g., meldody, rhythm, pitch, form         Identify basic elements of music in a song or instrumental excerpt.       Clarifications:         e.g., a.g., meldody, rhythm, pitch, form       Identify the form of a simple piece of music.         MU.2.0.1.2:       Clarifications:       e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.       Mu.2.5.1.1:         MU.2.5.3.1:       Improvise short phrases in response to a given musical question.       Mu.2.5.3.1:         MU.2.5.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.       Mu.2.5.3.1:         MU.2.5.3.2:       Play simple melodies and/or accompany songs or poems.       Mu.2.5.3.1:       Sing or play songs, which may includue changes in dynamics, lyrics, and form, from memory   |
| e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato         MU.2.H.1.2:       Identify the primary differences between composed and folk music.         MU.2.H.2.1:       Discuss how music is used for celebrations in American and other cultures.         MU.2.H.3.1:       Clarifications:<br>e.g., birthdays, New Year, national and religious holidays         MU.2.H.3.1:       Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         MU.2.0.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.2:       Clarifications:<br>e.g., melody, rhythm, pitch, form         MU.2.0.1.2:       Clarifications:<br>e.g., AB, ABA, call-and-response         MU.2.0.1.2:       Describe changes in tempo and dynamics within a musical work.         MU.2.5.1.2:       Create simple ostinat to accompany songs or poems.         MU.2.5.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.5.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.5.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.5.3.3:       Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.5.3.4:       Clarifications:<br>e.g., reading from hand signs and/or iconic o  |
| MU.2.H.1.2:       Identify the primary differences between composed and folk music.         Discuss how music is used for celebrations in American and other cultures.         MU.2.H.2.1:       Clarifications:         e.g., birthdays, New Year, national and religious holidays         Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         MU.2.H.3.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.O.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.O.1.1:       Identify the form of a simple piece of music.         MU.2.O.1.2:       Identify the form of a simple piece of music.         MU.2.O.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.3:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple le-sol-mi-do patterns at sight.       Clarifications:         e.g., reading from hand signs and/or locin traditional representations       e.g., reading from hand signs and/or locin traditional representations   |
| Discuss how music is used for celebrations in American and other cultures.           MU.2.H.2.1:         Clarifications:<br>e.g., birthdays, New Year, national and religious holidays           MU.2.H.3.1:         Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other<br>contexts.           MU.2.O.1.1:         Clarifications:<br>e.g., melody, rhythm, pitch, form           MU.2.O.1.2:         Clarifications:<br>e.g., melody, rhythm, pitch, form           MU.2.O.1.2:         Clarifications:<br>e.g., AB, ABA, call-and-response           MU.2.S.1:         Improvise short phrases in response to a given musical work.           MU.2.S.1:         Improvise short phrases in response to a given musical question.           MU.2.S.1:         Sing songs in an appropriate range, using head voice and maintaining pitch.           MU.2.S.1:         Sing songs in an appropriate range, using head voice and maintaining pitch.           MU.2.S.3:         Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations           MU.2.S.3:         Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations           MU.2.S.3.4:         Clarifications:<br>e.g., la-sol-mi-do; guarter note/rest, beamed eighth notes  |
| MU.2.H.2.1:       Clarifications:       e.g., birthdays, New Year, national and religious holidays         MU.2.H.3.1:       Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         MU.2.O.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.O.1.1:       Clarifications:       e.g., melody, rhythm, pitch, form         MU.2.O.1.2:       Identify the form of a simple piece of music.         MU.2.O.1.2:       Clarifications:       e.g., AB, ABA, call-and-response         MU.2.O.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.1.2:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do: guarter note/rest, beamed eighth notes   |
| e.g., birthdays, New Year, national and religious holidays         MU.2.H.3.1:       Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.         MU.2.O.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.O.1.1:       Clarifications:         e.g., melody, rhythm, pltch, form         MU.2.O.1.2:       Identify the form of a simple piece of music.         Clarifications:       e.g., AB, ABA, call-and-response         MU.2.O.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.2:       Create simple ostinat to accompany songs or poems.         MU.2.S.1.2:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         MU.2.S.3.3:       Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.4:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional represe  |
| MU.2.H.3.1:         Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.           MU.2.N.3.1:         Identify basic elements of music in a song or instrumental excerpt.           MU.2.O.1.1:         Clarifications:<br>e.g., melody, rhythm, pitch, form           Identify the form of a simple piece of music.         Clarifications:<br>e.g., AB, ABA, call-and-response           MU.2.O.1.2:         Clarifications:<br>e.g., AB, ABA, call-and-response         Clarifications:<br>e.g., AB, ABA, call-and-response           MU.2.S.3.1:         Describe changes in tempo and dynamics within a musical work.         Mull           MU.2.S.3.1:         Improvise short phrases in response to a given musical question.         Mull           MU.2.S.3.1:         Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         Mull           MU.2.S.3.2:         Play simple melodies and/or accompaniments on classroom instruments.         Sing single la-sol-mi-do patterns at sight.           MU.2.S.3.3:         Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         Compare aural melodic patterns with written patterns to determine whether they are the same or different.           MU.2.S.3.4:         Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| MU.2.H.3.1:       contexts.         Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.1:       Clarifications:         e.g., melody, rhythm, pitch, form         Identify the form of a simple piece of music.         Clarifications:         e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; guarter note/rest, beamed eighth notes  |
| MU.2.0.1.1:       Identify basic elements of music in a song or instrumental excerpt.         MU.2.0.1.1:       Clarifications:<br>e.g., melody, rhythm, pitch, form         MU.2.0.1.2:       Identify the form of a simple piece of music.         MU.2.0.1.2:       Clarifications:<br>e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.1.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.       Clarifications:<br>e.g., reading from hand signs and/or locnic or traditional representations         MU.2.S.3.4:       Compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| NU.2.0.1.1:       Clarifications:         e.g., melody, rhythm, pitch, form         MU.2.0.1.2:       Identify the form of a simple piece of music.         NU.2.0.1.2:       Clarifications:         e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.3.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations       Compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:       e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| e.g., melody, rhythm, pitch, form         MU.2.0.1.2:       Identify the form of a simple piece of music.         MU.2.0.1.2:       Clarifications:<br>e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.5.1.1:       Improvise short phrases in response to a given musical question.         MU.2.5.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.5.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.       Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:<br>e.g., ila-sol-mi-do; guarter note/rest, beamed eighth notes  |
| MU.2.0.1.2:       Identify the form of a simple piece of music.         MU.2.0.3.1:       Clarifications:         e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; guarter note/rest, beamed eighth notes  |
| MU.2.0.1.2;       Clarifications:<br>e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.       Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.0.1.2.       Clarifications:         e.g., AB, ABA, call-and-response         MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.0.3.1:       Describe changes in tempo and dynamics within a musical work.         MU.2.S.1:       Improvise short phrases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.S.1.1:       Improvise short privases in response to a given musical question.         MU.2.S.1.2:       Create simple ostinati to accompany songs or poems.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| MU.2.S.1.2.       Create simple ostituat to accompany songs of poens.         MU.2.S.2.1:       Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| MU.2.S.2.1:       Sing of play songs, which may include changes in dynamics, fyrics, and form, indiminentity.         MU.2.S.3.1:       Sing songs in an appropriate range, using head voice and maintaining pitch.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         MU.2.S.3.3:       Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Compare aural melodic patterns with written patterns to determine whether they are the same or different.         Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| MU.2.S.3.1:       Sing songs in an appropriate range, using near voice and maintaining pich.         MU.2.S.3.2:       Play simple melodies and/or accompaniments on classroom instruments.         MU.2.S.3.3:       Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.S.3.2:       Frag simple metodies and/or accompaniments on classroom instruments.         Sing simple la-sol-mi-do patterns at sight.         MU.2.S.3.3:       Clarifications:         e.g., reading from hand signs and/or iconic or traditional representations         Compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:         e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
| MU.2.S.3.3:       Clarifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.S.3.3:       Charifications:<br>e.g., reading from hand signs and/or iconic or traditional representations         MU.2.S.3.4:       Compare aural melodic patterns with written patterns to determine whether they are the same or different.         MU.2.S.3.4:       Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.S.3.4: Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.S.3.4: Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| MU.2.S.3.4: Clarifications:<br>e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes   |
| e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes  |
|   |
| Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.   |
| MU.2.S.3.5: Clarifications:   |
| e.g., draw, body/hand signs, manipulatives, la-sol-mi   |
|   |
| Mathematicians who participate in effortful learning both individually and with others:   |
| Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |

| MA.K12.MTR.1.1: | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li></ul>  |
|-----------------|---|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concret to pictorial to abstract representations as understanding progresses. Show students that various representations can have different purposes and can be useful in different situations.</li></ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency: <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul></li></ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>  |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>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.</li></ul> |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• 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.   |
| MA.K12.MTR.6.1:  | Evaluate results based on the given context.  |
|  | Clarifications:   |
|  | Teachers who encourage students to assess the reasonableness of solutions:  |
|  | <ul> <li>Prompt students to continually ask "Does this solution make sense? How do you know?"</li> </ul>  |
|  | Reinforce that students check their work as they progress within and after a task.  |
|  | <ul> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|  | Apply mathematics to real world contacts  |
|  | Mathematicians who apply mathematics to real-world contexts:  |
|  |   |
|  | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul>   |
|  | <ul> <li>Ose models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>  |
| MA.K12.MTR.7.1:  | Clarifications:   |
|  | Teachers who encourage students to apply mathematics to real-world contexts:  |
|  | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>  |
|  | 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 should use a combination of direct and indirect citations.   |
| ELA.K12.EE.1.1:  | 4. E Students continue with providus skills and reference comments made by speakers and pears. Students site taxts that they've directly  |
|  | 4-5 students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they ve directly<br>quoted paraphrased or used for information. When writing, students will use the form of citation dictated by the instructor or the style quide   |
|  | referenced by the instructor.   |
|  | 6.8 Students continue with previous skills and use a style quide to create a proper citation  |
|  | o o statema continue with providus skins and use a style galde 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:   |
| ELA.K12.EE.2.1:  | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
| ELA.K12.EE.2.1:  | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.<br>Make inferences to support comprehension.  |
| ELA.K12.EE.2.1:  | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.<br>Make inferences to support comprehension.<br>Clarifications:   |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:   | 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  |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:   | 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  |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.<br>Make inferences to support comprehension.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:   | 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.  |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:   | 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:         List interest is the base based on the title page. If the page is the terms and apply them in 2nd grade and beyond.  |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:   | 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 huild upon these skills by justifying what they are thinking. For example: "I think because " The  |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:<br>ELA.K12.EE.4.1:  | 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.   |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:<br>ELA.K12.EE.4.1:  | 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.  |
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| DA.2.0.3.1:       | Use movement to interpret feelings, stories, pictures, and songs.                                      |
|-------------------|--|
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |
|                   | Compare the consequences of not following rules/practices when making healthy and safe decisions.      |
| HE.2.B.5.3:       | Clarifications:<br>Negative emotions, accidents, injuries, and pollution.                              |
| TH.2.C.1.1:       | Describe a character in a story and tell why the character is important to the story.                  |

## 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)

Course Status: State Board Approved Grade Level(s): 2

### **Educator Certifications**

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

# Music - Intermediate 1 (#5013090) 2015 - 2022 (current)

| Name         | Description   |
|--------------|---|
|              | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1:  | Clarifications:   |
|              | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|              | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2:  | Clarifications:   |
|              | e.g., move, draw, sing, play, gesture, conduct  |
|              | Identify families of orchestral and band instruments.   |
| MU.3.C.1.3:  | Clarifications:   |
|              |   |
| MU.3.C.1.4:  | Discriminate between unison and two-part singing.   |
| M0.3.6.2.1.  | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1:  | Clarifications:   |
|              | e.g., tempo, rhythm, timbre, form, instrumentation, texture   |
|              | Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.                   |
| MU.3.F.1.1:  | Clarifications:   |
|              | e.g., sound carpets, original stories and poems, literary works   |
|              | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1:  | Clarifications:   |
|              | e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services                                |
|              | Describe opportunities for personal music-making.   |
| MU.3.F.2.2:  | Clarifications:   |
|              | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                         |
|              | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.                     |
| MU.3.F.3.1:  | Clarifications:   |
|              | e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups                                |
|              |   |
| MU.3.H.1.1:  | Clarifications:   |
| MII 3 H 1 2· | Identify significant information about specified composers and one or more of their musical works   |
| W0.3.11.1.2. | Identify timbre(s) in music from a variety of cultures.   |
| MU.3.H.1.3:  | Clarifications:   |
|              | e.g., metals, woods, shakers, strings, voice: adult, child  |
|              | Discuss how music in America was influenced by people and events in its history.  |
| MU.3.H.2.1:  | Clarifications:   |
|              | e.g., slavery, expansion of railroad, jazz, war, politics   |
|              | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and |
| MU.3.H.3.1:  | other teacher-selected contexts.  |
|              | Clarifications:   |
|              | Identify using correct music vocabulary, the elements in a musical work   |
| MIL 3 O 1 1· | Clarifications:   |
| M0.3.0.1.1.  | e.g., rhythm, pitch, timbre, form   |
|              | Identify and describe the musical form of a familiar song.  |
| MU.3.0.1.2:  | Clarifications:   |
|              | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda  |
| MU.3.0.2.1:  | Rearrange melodic or rhythmic patterns to generate new phrases.   |
| MU.3.0.3.1:  | 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.  |
|              | create an alternate ending to a familiar song.  |
| MU.3.5.1.2:  | e.g., dynamics, tempo, lyrics   |
|              | Identify natterns in songs to aid the development of sequencing and memorization skills   |
| MIL 3 S 2 1. |   |
| WI0.3.3.2.1. | viainications.  |

|                   | e.g., parts of a round, parts of a layered work  |
|-------------------|--|
| MU.3.S.3.1:       | Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.  |
| MU.3.S.3.2:       | Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.   |
|                   | Sing simple la-sol-mi-re-do patterns at sight.   |
| MU.3.S.3.3:       | Clarifications:  |
|                   | e.g., reading from hand signs; reading from nontraditional or traditional notation   |
|                   | Match simple aural rhythm patterns in duple and triple meter with written patterns.  |
| MU.3.S.3.4:       | Clarifications:  |
|                   | e.g., 2/4, 3/4, 4/4  |
|                   | Notate simple rbythmic and melodic patterns using traditional potation   |
| MULOSOF.          |  |
| 10.3.3.3.3.       | e.g., rhythmic: guarter notes, beamed eighth notes, half notes, guarter rests, half rests; melodic; la-sol-mi-do   |
|                   |  |
| LAF5.3.RI.1.1:    | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
|                   | 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   |
| LAF3.3.3L.1.1.    | 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  |
| LAFS.3.SL.1.2:    | quantitatively, and orally   |
| LAFS.3.SL.1.3:    | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  |
|                   | Use appropriate tools strategically.   |
|                   | <sub>F</sub> FF  |
|                   | 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  |
| MAFS.K12.MP.5.1:  | 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  |
| MAFS.K12.MP.6.1:  | 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.7.1:  | Mathematically profisions students look elecoly to discorp a pattern or structure. Voying students, for example, might paties that three and soven   |
|                   | 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) <sup>2</sup> 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.   |
| PE.3.C.2.2:       | Clarifications:  |
|                   | An example of a safety procedure is wearing a helmet when riding a bicycle.  |
|                   | Perform one dance accurately   |
|                   |  |
| PE.3.M.1.10:      | Clarifications:  |
|                   | some examples of values are square, contra, step and social.   |
| DA.3.H.1.1:       | Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.  |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |
| VA.3.H.1.3:       | Identity and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.  |

## 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.

#### 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: E012000           | Courses > Grade Group: Grades PreK to 5 Education |  |
| Course Number: 5015040           | 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 |   |  |
|                                  |   |  |

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

# Music - Intermediate 1 (#5013090) 2022 - And Beyond

| Name          | Description   |
|---------------|---|
|               | Describe listening skills and how they support appreciation of musical works.   |
| MU.3.C.1.1:   | Clarifications:   |
|               | e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists   |
|               | Respond to a musical work in a variety of ways and compare individual interpretations.  |
| MU.3.C.1.2:   | Clarifications:   |
|               | e.g., move, draw, sing, play, gesture, conduct  |
|               | Identify families of orchestral and band instruments.   |
| MU.3.C.1.3:   | 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.   |
|               | Identify musical characteristics and elements within a piece of music when discussing the value of the work.  |
| MU.3.C.3.1:   | Clarifications:   |
|               | e.g., tempo, rhythm, timbre, torm, instrumentation, texture   |
|               | Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.                   |
| MU.3.F.1.1:   | Clarifications:   |
|               | e.g., sound carpets, original stories and poems, interary works   |
|               | Identify musicians in the school, community, and media.   |
| MU.3.F.2.1:   | Clarifications:   |
|               |   |
|               | Describe opportunities for personal music-making.   |
| MU.3.F.2.2:   | Clarifications:   |
|               | e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music                         |
|               | Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.                     |
| MU.3.F.3.1:   | Clarifications:   |
|               | e.g., work togetter, communicate effectively, share tasks and responsibilities, work wer in cooperative rearring groups                                 |
|               |   |
| MU.3.H.1.1:   | clarifications:   |
| MII 2 H 1 2·  | Identify cignificant information about specified composers and one or more of their musical works   |
| 10.3.11.1.2.  | Identify significant information about specifical composers and one of more of their musical works.   |
| MU.3.H.1.3:   | Clarifications:   |
|               | e.g., metals, woods, shakers, strings, voice: adult, child  |
|               | Discuss how music in America was influenced by people and events in its history.  |
| MU.3.H.2.1:   | Clarifications:   |
|               | e.g., slavery, expansion of railroad, jazz, war, politics   |
|               | Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and |
| MIL 0 11 0 1. | other teacher-selected contexts.  |
| MU.3.H.3.1:   | Clarifications:   |
|               | e.g., in dance, visual art, language arts, pulse, rhythm, fluency   |
|               | Identify, using correct music vocabulary, the elements in a musical work.   |
| MU.3.0.1.1:   | Clarifications:   |
|               | e.g., rhythm, pitch, timbre, form   |
|               | Identify and describe the musical form of a familiar song.  |
| MU.3.0.1.2:   | Clarifications:   |
|               | e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda  |
| MU.3.0.2.1:   | Rearrange melodic or rhythmic patterns to generate new phrases.   |
| MU.3.0.3.1:   | Describe how tempo and dynamics can change the mood or emotion of a piece of music.   |
| IVIU.3.5.1.1: | Improvise myumis or melodies over osunati.  |
| MIL2S12.      |   |
| 10.3.3.1.2.   | e.g., dynamics, tempo, lyrics   |
|               | Identify natterns in sonas to aid the development of sequencing and memorization skills   |
| MIL 3 S 2 1.  |   |
| IVIU.J.J.Z.T. | oranneations.   |

|                              | e.g., parts of a round, parts of a layered work  |
|------------------------------|--|
| MU.3.S.3.1:                  | Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.  |
| MU.3.S.3.2:                  | Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.   |
| MIL2S22                      | Sing simple la-sol-ini-re-do patterns at signt.  |
| 10.3.3.3.3.                  | e.g., reading from hand signs; reading from nontraditional or traditional notation   |
|                              | Match simple aural rhythm patterns in duple and triple meter with written patterns.  |
| MU.3.S.3.4:                  | Clarifications:  |
|                              | e.g., 2/4, 3/4, 4/4  |
|                              | Notate simple rhythmic and melodic patterns using traditional notation.  |
| MU.3.S.3.5:                  | Clarifications:  |
|                              | e.g., rhythmic: quarter notes, beamed eighth notes, nair notes, quarter rests, nair rests; meiodic: ia-soi-mi-do   |
|                              | 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.  |
|                              | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Use and support each other when attempting a new method or approach.</li> </ul>  |
| MA.K12.MTR.1.1:              | Reip 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.  |
|                              | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' oblities to enable and enables only and enables.</li> </ul>  |
|                              | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                              | 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.   |
| MA K12 MTR 2 1               | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose</li> </ul>   |
| IVIA. K I Z. IVI I K. Z. I . | Clarifications:  |
|                              | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |
|                              | Help students make connections between concepts and representations.   |
|                              | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Cuide students from concrete to nictorial to obstract representations as understanding progresses.</li> </ul>                                       |
|                              | <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                              | 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:              | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                              | Clarifications:  |
|                              | Teachers who encourage students to complete tasks with mathematical fluency:   |
|                              | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple expective for students to practice efficient and generalizable methods.</li> </ul> |
|                              | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|                              | 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.   |
|                              | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task</li> </ul>   |
|                              | <ul> <li>Justify results by explaining methods and processes.</li> </ul>   |
|                              | 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:   |
|                              | <ul> <li>Establish a current which students ask questions of the teacher and their peers, and error is an opportunity for rearning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>                            |
|                              | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>   |
|                              | • 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.   |
|------------------|---|
|                  | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>  |
|                  | Decompose a complex problem into manageable parts.  |
|                  | Relate previously learned concepts to new concepts.   |
|                  | Look for similarities among problems.   |
| MA.R12.WITR.J.1. | 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   |
|                  | <ul> <li>Estimate to discover possible solutions.</li> <li>Lise henchmark quantities to determine if a solution makes sense.</li> </ul>             |
|                  | Check calculations when solving problems  |
|                  | Verify possible solutions by explaining the methods used  |
| MA K12 MTP 6 1.  | Verify possible solutions by explaining the methods used.     Evaluate results based on the given context   |
| MA.K12.WITK.0.1. |   |
|                  | Clarifications:   |
|                  | Have students estimate or predict solutions prior to solutions.   |
|                  | 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   |
|                  | <ul> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|                  |   |
|                  | Apply mathematics to real-world contexts.<br>Mathematicians who 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:   |
| 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 quide 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.KIZ.EE.Z.I:  | Clarifications:   |
|                  |   |
|                  | Make inferences to support comprehension.   |
|                  | Clarifications:   |
| 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.   |
|                  | 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                            |
|                  |   |
|                  | 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   |
| 1                | cost and accepted rates governing a specific format to dreate quality work.   |
|                  | Olavifications  |

| 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. |
|-------------------|---|
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
| PE.3.C.2.2:       | Clarifications:<br>An example of a safety procedure is wearing a helmet when riding a bicycle.  |
|                   | Perform one dance accurately.   |
| PE.3.M.1.10:      | Clarifications:<br>Some examples of dances are square, contra, step and social.   |
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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

| Course Path: Section: Grades PreK to 12 Education         Course Number: 5013090         Courses > Grade Group: Grades PreK to 5 Education         Courses > Subject: Music Education > SubSubject: | GENERAL INFORMATION    |  |
|---|------------------------|--|
| Course Number: 5013090 Courses > Subject: Music Education > SubSubject:   |                        | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades PreK to 5 Education |
|   | Course Number: 5013090 | Courses > Subject: Music Education > SubSubject:   |
|   |                        | 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)

# Music - Intermediate 2 (#5013100) 2015 - 2022 (current)

| Name        | Description   |  |
|-------------|---|--|
|             | Develop effective listening strategies and describe how they can support appreciation of musical works.   |  |
| MU.4.C.1.1: | Clarifications:<br>e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,<br>checklists  |  |
|             | Describe, using correct music vocabulary, what is heard in a specific musical work.   |  |
| MU.4.C.1.2: | Clarifications:<br>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.   |  |
|             | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  |  |
| MU.4.C.2.1: | Clarifications:<br>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.   |  |
|             | Describe characteristics that make various musical works appealing.   |  |
| MU.4.C.3.1: | Clarifications:<br>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation   |  |
|             | Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.   |  |
| MU.4.F.1.1: | Clarifications:<br>e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry   |  |
|             | Describe roles and careers of selected musicians.   |  |
| MU.4.F.2.1: | 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.  |  |
| MU.4.F.3.1: | Clarifications:<br>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely   |  |
|             | Discuss the safe, legal way to download songs and other media.  |  |
| MU.4.F.3.2: | Clarifications:<br>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.  |  |
|             | Perform, listen to, and discuss music related to Florida's history.   |  |
| MU.4.H.2.1: | Clarifications:<br>e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress,<br>intimidate, immortalize  |  |
|             | Identify ways in which individuals of varying ages and cultures experience music.   |  |
| MU.4.H.2.2: | Clarifications:<br>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:<br>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.  |  |
| MU.4.O.1.1: | Clarifications:<br>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque  |  |
| MU.4.0.2.1: | Create variations for selected melodies.  |  |
|             | Identify how expressive elements and lyrics affect the mood or emotion of a song.   |  |
| MU.4.O.3.1: | Clarifications:<br>e.g., tempo, dynamics, phrasing, articulation  |  |
| MU.4.0.3.2: | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.  |  |
|             | Improvise phrases, using familiar songs.  |  |
| MU.4.S.1.1: | Clarifications:<br>e.g., altering text, rhythm, pitch, melody   |  |
|                            | Create melodic patterns using a variety of sound sources.  |  |
|----------------------------|--|--|
| MU.4.S.1.2:                | Clarifications:  |  |
|                            | e.g., voice, instrument  |  |
|                            | Arrange a familiar song for voices or instruments by manipulating form.  |  |
| MU.4.S.1.3:                | Clarifications:  |  |
| MU 4 S 2 1·                | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearcal and performance   |  |
| MU.4.5.2.1:<br>MU.4.5.3.1: | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of reheats and performance.  |  |
| MU 4.3.3.1.                | Play rounds, canons, or layered ostination classroom instruments   |  |
| 10.4.3.3.2.                | Perform extended pentatonic melodies at sight.   |  |
| MIL / S 2 3·               | Clarifications:  |  |
| 10.4.3.3.3.                | e.g., high do, low sol, low la; vocal and/or instrumental  |  |
| MU.4.S.3.4:                | Play simple ostinati, by ear, using classroom instruments.   |  |
|                            | Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.  |  |
| MU 4 S 3 5                 | Clarifications:  |  |
|                            | e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do   |  |
| LAFS.4.RL.1.3:             | 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.   |  |
| LAFS.4.SL.1.1:             | 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.   |  |
|                            | a. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  |  |
|                            | Standard Relation to Course: Supporting  |  |
| 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.   |  |
|                            | Use appropriate tools strategically.   |  |
| 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. |  |
|                            | Attend to precision  |  |
| 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  |  |
|                            | Look for and make use of structure.  |  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |  |
| PE.4.C.2.2:                | Clarifications:  |  |
|                            | An example of a safety procedure is naving 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, tork, step and social.   |  |
| DA.4.H.3.3:                | Describe now dance and music can each be used to interpret and support the other.  |  |
| ELD.K12.ELL.SI.1:          | I. I. English language learners communicate for social and instructional purposes within the school setting.   |  |
| 30.4.P.10.3:               | 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<br>Courses > Grade Group: Grades PreK to 5 Education<br>Courses > Subject: Music Education > SubSubject:<br>General ><br>Abbreviated Title: MUSIC-INTERM 2<br>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) |

# Music - Intermediate 2 (#5013100) 2022 - And Beyond

| Name        | Description   |
|-------------|---|
|             | Develop effective listening strategies and describe how they can support appreciation of musical works.   |
| MU.4.C.1.1: | Clarifications:<br>e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening,<br>checklists  |
|             | Describe, using correct music vocabulary, what is heard in a specific musical work.   |
| MU.4.C.1.2: | Clarifications:<br>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.   |
|             | Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.  |
| MU.4.C.2.1: | Clarifications:<br>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.   |
|             | Describe characteristics that make various musical works appealing.   |
| MU.4.C.3.1: | Clarifications:<br>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation   |
|             | Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.   |
| MU.4.F.1.1: | Clarifications:<br>e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry   |
|             | Describe roles and careers of selected musicians.   |
| MU.4.F.2.1: | 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.  |
| MU.4.F.3.1: | Clarifications:<br>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely   |
|             | Discuss the safe, legal way to download songs and other media.  |
| MU.4.F.3.2: | Clarifications:<br>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.  |
|             | Perform, listen to, and discuss music related to Florida's history.   |
| MU.4.H.2.1: | Clarifications:<br>e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress,<br>intimidate, immortalize  |
|             | Identify ways in which individuals of varying ages and cultures experience music.   |
| MU.4.H.2.2: | Clarifications:<br>e.g., live concert, musical theatre, Internet, recordings  |
|             | 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. |
| MU.4.H.3.1: | Clarifications:<br>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.  |
| MU.4.0.1.1: | Clarifications:<br>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque  |
| MU.4.0.2.1: | Create variations for selected melodies.  |
|             | Identify how expressive elements and lyrics affect the mood or emotion of a song.   |
| MU.4.O.3.1: | Clarifications:<br>e.g., tempo, dynamics, phrasing, articulation  |
| MU.4.0.3.2: | Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.  |
|             | Improvise phrases, using familiar songs.  |
| MU.4.S.1.1: | Clarifications:<br>e.g., altering text, rhythm, pitch, melody   |

|  | Create melodic patterns using a variety of sound sources.   |
|--|---|
| MU.4.S.1.2:  | Clarifications:<br>e.g., voice, instrument  |
|  | Arrange a familiar song for voices or instruments by manipulating form.   |
| MU.4.S.1.3:  | Clarifications:<br>e.g., introduction, interlude/bridge, coda, ABA, rondo   |
| MU.4.S.2.1:  | Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.   |
| MU.4.S.3.1:  | Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.  |
| MU.4.S.3.2:  | Play rounds, canons, or layered ostinati on classroom instruments.  |
| MU.4.S.3.3:  | Clarifications:<br>e.g., high do, low sol, low la; vocal and/or instrumental  |
| MU.4.S.3.4:  | Play simple ostinati, by ear, using classroom instruments.  |
| MU.4.S.3.5: Notate simple obtained, by car, using classicon instruments.<br>MU.4.S.3.5: Clarifications:<br>a.g., chythmic: guarter potes, beamed eighth potes, half potes, whole potes; corresponding roots; dotted half potes, maladia. |   |
| MA.K12.MTR.1.1:  | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
|  | <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1:  | <ul> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul> |
| MA.K12.MTR.3.1:  | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>  |
| MA.K12.MTR.4.1:  | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>   |

|  | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|--|--|
|  | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1:  | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|  | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1:  | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1:  | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul> </li> </ul>  |
| 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.         Clarifications:         ELA.K12.EE.3.1:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer quest smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them 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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |  |
|                   | Use appropriate voice and tone when speaking or writing.   |  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>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:<br>Some examples of dances are line, square, contra, folk, step and social.  |  |
| DA.4.H.3.3:       | Describe how dance and music can each be used to interpret and support the other.  |  |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |  |
| SC.4.P.10.3:      | 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.

#### 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  | 5013100 |
|---------|---------|---------|
| COUI 36 | number. | 3013100 |

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: State Board 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) |

# Music - Intermediate 3 (#5013110) 2015 - 2022 (current)

| Name        | Description  |
|-------------|--|
|             | Discuss and apply listening strategies to support appreciation of musical works.   |
| MU.5.C.1.1: | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening,<br>checklists         |
|             | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.  |
| MU.5.C.1.2: | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements   |
|             | Identify, aurally, selected instruments of the band and orchestra.   |
| MU.5.C.1.3: | Clarifications:<br>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes,<br>piano, harpsichord |
| MU.5.C.1.4: | Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.   |
| MU.5.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, timbre  |
| MU.5.C.2.2: | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.  |
| MU.5.C.3.1: | Develop criteria to evaluate an exemplary musical work from a specific period or genre.  |
| MU.5.F.1.1: | Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.  |
|             | Describe jobs associated with various types of concert venues and performing arts centers.   |
| MU.5.F.2.1: | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant   |
| MU.5.F.2.2: | Explain why live performances are important to the career of the artist and the success of performance venues.   |
|             | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.   |
| MU.5.F.3.1: | Clarifications:<br>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented   |
|             | Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.   |
| MU.5.F.3.2: | Clarifications:<br>e.g., downloading music and other digital media, sharing personal and financial information, copying music  |
|             | Identify the purposes for which music is used within various cultures.   |
| MU.5.H.1.1: | Clarifications:<br>e.g., communication, celebration, ceremony  |
| MU.5.H.1.2: | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.   |
|             | Compare stylistic and musical features in works originating from different cultures.   |
| MU.5.H.1.3: | Clarifications:<br>e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns                        |
| MU.5.H.2.1: | Examine the contributions of musicians and composers for a specific historical period.   |
| MU.5.H.2.2: | Describe how technology has changed the way audiences experience music.  |
|             | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.  |
| MU.5.H.3.1: | Clarifications:<br>e.g., reading, writing, 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.                                    |
| MU.5.O.1.1: | Clarifications:<br>e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz                                   |
| MU.5.0.2.1: | Create a new melody from two or more melodic motifs.   |
|             | Examine and explain how expressive elements, when used in a selected musical work, affect personal response.   |
| MU.5.O.3.1: | Clarifications:<br>e.g., tempo, dynamics, timbre, texture, phrasing, articulation  |
| MU.5.0.3.2: | Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.   |
| MU.5.S.1.1: | Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.   |
| MU.5.S.1.2: | Compose short vocal or instrumental pieces using a variety of sound sources.   |
|             | Arrange a familiar song by manipulating specified aspects of music.  |
| MU.5.S.1.3: | Clarifications:<br>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation  |
| MU.5.S.1.4: | Sing or play simple melodic patterns by ear with support from the teacher.   |

| 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<br>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.  |
|                   | Perform simple diatonic melodies at sight.  |
| MU.5.S.3.3:       | Clarifications:<br>e.g., vocal and/or instrumental  |
| MU.5.S.3.4:       | Play melodies and accompaniments, by ear, using classroom instruments.  |
|                   | Notate rhythmic phrases and simple diatonic melodies using traditional notation.  |
| MU.5.S.3.5:       | Clarifications:<br>e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes;<br>syncopation  |
| LAFS.5.L.2.3:     | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.   |
|                   | Standard Relation to Course: Supporting         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   |
| LAFS.5.SL.1.1:    | <ul><li>the topic to explore ideas under discussion.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ul>   |
|                   | Standard Relation to Course: Supporting   |
| 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.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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:  | Attend to precision.<br>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. <b>Standard Relation to Course: Supporting</b>  |
| MAFS.K12.MP.7.1:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>Standard Relation to Course: Supporting   |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |
| TH.5.H.1.2:       | Participate in a performance to explore and celebrate a variety of human experiences.   |
|                   |   |

# 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              |   |
|----------------------------------|---|
| Course Number: 5013110           | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades PreK to 5 Education<br>Courses > Subject: Music Education > SubSubject:<br>General > |
|                                  | Abbreviated Title: MUSIC-INTERM 3   |
|                                  | 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) |

# Music - Intermediate 3 (#5013110) 2022 - And Beyond

| Name        | Description  |
|-------------|--|
|             | Discuss and apply listening strategies to support appreciation of musical works.   |
| MU.5.C.1.1: | Clarifications:<br>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening,<br>checklists         |
|             | Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.  |
| MU.5.C.1.2: | Clarifications:<br>e.g., title, historical notes, quality recordings, instrumentation, expressive elements   |
|             | Identify, aurally, selected instruments of the band and orchestra.   |
| MU.5.C.1.3: | Clarifications:<br>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes,<br>piano, harpsichord |
| MU.5.C.1.4: | Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.   |
|             | Define criteria, using correct music vocabulary, to critique one's own and others performance.   |
| MU.5.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, timbre  |
| MU.5.C.2.2: | Describe changes, using correct music vocabulary, in one's own and/or others performance over time.  |
| MU.5.C.3.1: | Develop criteria to evaluate an exemplary musical work from a specific period or genre.  |
| MU.5.F.1.1: | Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.  |
|             | Describe jobs associated with various types of concert venues and performing arts centers.   |
| MU.5.F.2.1: | Clarifications:<br>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant   |
| MU.5.F.2.2: | Explain why live performances are important to the career of the artist and the success of performance venues.   |
|             | Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.   |
| MU.5.F.3.1: | Clarifications:<br>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented   |
|             | Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.   |
| MU.5.F.3.2: | Clarifications:<br>e.g., downloading music and other digital media, sharing personal and financial information, copying music  |
|             | Identify the purposes for which music is used within various cultures.   |
| MU.5.H.1.1: | Clarifications:<br>e.g., communication, celebration, ceremony  |
| MU.5.H.1.2: | Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.   |
|             | Compare stylistic and musical features in works originating from different cultures.   |
| MU.5.H.1.3: | Clarifications:<br>e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns                        |
| MU.5.H.2.1: | Examine the contributions of musicians and composers for a specific historical period.   |
| MU.5.H.2.2: | Describe how technology has changed the way audiences experience music.  |
|             | Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.  |
| MU.5.H.3.1: | Clarifications:<br>e.g., reading, writing, 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.                                    |
| MU.5.O.1.1: | Clarifications:<br>e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz                                   |
| MU.5.0.2.1: | Create a new melody from two or more melodic motifs.   |
|             | Examine and explain how expressive elements, when used in a selected musical work, affect personal response.   |
| MU.5.0.3.1: | Clarifications:<br>e.g., tempo, dynamics, timbre, texture, phrasing, articulation  |
| MU.5.0.3.2: | Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.   |
| MU.5.S.1.1: | Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.   |
| MU.5.S.1.2: | Compose short vocal or instrumental pieces using a variety of sound sources.   |
|             | Arrange a familiar song by manipulating specified aspects of music.  |
| MU.5.S.1.3: | Clarifications:<br>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation  |
| MU.5.S.1.4: | Sing or play simple melodic patterns by ear with support from the teacher.   |

| 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<br>nerformance  |
|---------------------|---|
| 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.  |
|                     | Perform simple diatonic melodies at sight.  |
| MU.5.S.3.3:         | Clarifications:<br>e.g., vocal and/or instrumental  |
| MU.5.S.3.4:         | Play melodies and accompaniments, by ear, using classroom instruments.  |
|                     | Notate rhythmic phrases and simple diatonic melodies using traditional notation.  |
|                     | Clarifications:   |
| WIU.3.3.3.3.        | e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes;  |
|                     | syncopation   |
|                     | Mathematicians who participate in effortful learning both individually and with others:   |
|                     | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ack questions that will halp with solving the task.</li> </ul>  |
|                     | Ask questions that will help with solving the task.     Build perseverance by modifying methods as needed while solving a challenging task  |
|                     | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                     | 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.   |
|                     | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Decrease from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                     | Progress from modeling problems with objects and drawings to using algorithms and equations.     Express connections between concepts and representations   |
| MA.K12.MTR.2.1:     | 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.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                     | Solact afficient 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.  |
| MA.K12.M1R.3.1:     | Use feedback to improve efficiency when performing calculations.  |
|                     | Clarifications:   |
|                     | Teachers who encourage students to complete tasks with mathematical fluency:  |
|                     | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple expectively for students to practice efficient and generalizable methods.</li> </ul>                      |
|                     | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|                     | 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 methomatical ideas, versionlary and methods officially  |
|                     | Analyze the mathematical thinking of others   |
|                     | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>  |
|                     | Recognize errors and suggest how to correctly solve the task.   |
|                     | Justify results by explaining methods and processes.  |
| IVIA.N12.IVI1K.4.1: | Construct possible arguments based on evidence.   |
|                     | Clarifications:   |
|                     | <ul> <li>Leachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their nears, and error is an encourtwith for learning.</li> </ul> |
|                     | Create opportunities for students to discuss their thinking with peers  |
|                     | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>  |
|                     | • 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:   |

| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|-----------------|---|
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• 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.      Definition to the black blac |
| MA.K12.MTR.7.1: | <ul> <li>Perform investigations to gattler data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>referenced by the instructor.  |
|                 | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
| 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: | Clarifications:<br>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. Clarifications:  |

| 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. |
|-------------------|---|
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
| TH.5.H.1.2:       | Participate in a performance to explore and celebrate a variety of human experiences.   |

# 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.

### 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: 5013110

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 3 Course Length: Year (Y)

Course Status: State Board 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) |  |

# M/J Music Theory 1 (#1300000) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:   | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
| 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.   |
|                | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:   | Clarifications:<br>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.   |
|                | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.   |
| MU.68.F.3.3:   | Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting  |
|                | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:   | 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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:   | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication   |
|                | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:   | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:   | Clarifications:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:   | Clarifications:<br>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.   |
| MU.68.S.1.4:   | Clarifications:<br>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.  |
| MU.68.S.1.8:   | Demonstrate specified mixing and editing techniques using selected software and hardware.  |
|                | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:   | Clarifications:<br>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:<br>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.  |
|                | 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. |
| LAFS.6.SL.1.1: | <ul> <li>control roles for contegral discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under</li> </ul>   |

| 1                 | 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.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<br>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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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. <b>Standard Relation to Course: Supporting</b>  |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.KTZ.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

# 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:

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: 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)

# M/J Music Theory 1 (#130000) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              | e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:  |
|              | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
| 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.   |
|              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1: | Clarifications:<br>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.                                 |
|              | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.   |
| MU.68.F.3.3: | Clarifications:  |
|              | e.g., idea, development, editing, selling, revising, testing, presenting   |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | 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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
|              | Clarifications:  |
| MU.68.H.3.1: | 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   |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:  |
|              | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays                                  |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2: | 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.68.0.3.1: | Clarifications:  |
|              | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                                     |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1: | 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.   |
| MU.68.S.1.4: | 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.  |
| MU.68.S.1.8: | Demonstrate specified mixing and editing techniques using selected software and hardware.  |
|              | 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   |
| 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.  |
|              | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and methods as needed when working to solve tasks.</li> </ul> |
|              | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>     |
|              | • Thep and support each other when attempting a new method of approach.  |

| MA.K12.MTR.1.1:                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|------------------------------------|--|
| MA.K12.MTR.2.1:<br>MA.K12.MTR.3.1: | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:<br>• Build understanding through modeling and using manipulatives.<br>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>• Progress from modeling problems with objects and drawings to using algorithms and equations.<br>• Express connections between concepts and representations.<br>• Choose a representation based on the given context or purpose.<br><b>Clarifications:</b><br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations.<br>• Provide opportunities for students to use manipulatives when investigating concepts.<br>• Guide students from concrete to pictorial to abstract representations as understanding progresses.<br>• Show students that various representations can have different purposes and can be useful in different situations.<br>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 apily them to a new context.<br>• Use feedback to improve efficiency when performing calculations. |
|                                    | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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:                    | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1:                    | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>Support students to develop generalizations based on the similarities found among problems.<br>Provide opportunities for students to create plans and procedures to solve problems.   |
|                                    | <ul> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |

| MA K12 MTR 6 1     | Evaluate results based on the given context.   |
|--------------------|--|
| MA.RT2.WITK.0.1.   |  |
|                    | Clarifications:  |
|                    | leachers 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                    | Connect mathematical concepts to everyday experiences.   |
|                    | <ul> <li>Use models and methods to understand, represent and solve problems.</li> </ul>  |
|                    | • 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  |
|                    | <ul> <li>Support students as they validate conclusions by comparing them to the given situation</li> </ul>   |
|                    | Indicate how various concents can be applied to other disciplines  |
|                    |  |
|                    | Cite evidence to explain and justify reasoning.  |
|                    | Clarifications:  |
|                    | <ul> <li>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.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.</li> </ul> |
| FLΔ K12 FF 1 1·    | In ard grade, students should use a combination of direct and indirect citations.  |
|                    | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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.  |
| ELA.K12.EE.3.1:    | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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   |
| ELA.KIZ.EE.4.I:    | 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:  |
| 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.  |
|                    | Use appropriate voice and tone when speaking or writing.   |
| FLA K12 FF 6 1     | Clarifications:  |
| LLM.N. 12.LL.U. 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.   |
|                    | · · · · · · · · · · · · · · · · · · ·  |

# 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)

# M/J Music Theory 2 (#1300010) 2020 - 2022 (current)

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|              | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4: | Clarifications:<br>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.   |
| MU.68.F.1.2: | Create an original composition that reflects various performances that use "traditional" and contemporary technologies.  Clarifications:  a.g., MDL, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software  |
|              | Describe squarel relates a composition or performance could travel from anotar to consumer   |
| MU.68.F.2.1: | Clarifications:<br>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales   |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | Clarifications:<br>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.   |
|              | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.   |
| MU.68.F.3.3: | Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting  |
| 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.  |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | Clarifications:<br>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: | Identity 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 |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1: | Clarifications:<br>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:<br>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.68.0.2.2: | Clarifications:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |

| MU.68.0.3.2:      | 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.1.2:      | 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.1.5:      | Perform melodies with chord progressions. Clarifications: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar   |
| MU.68.S.1.6:      | Compose a melody, with or without lyrics, over a standard harmonic progression.  |
| MU.68.S.1.8:      | Demonstrate specified mixing and editing techniques using selected software and hardware.  |
| 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.  |
| 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 6–9 texts and tenics.   |
| LAFS.68.WHST.3.9: | Draw evidence from informational texts to support analysis reflection, and research.   |
|                   | <ul> <li>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.</li> <li>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.</li> </ul>  |
| LAFS.7.SL.1.1:    | <ul> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> 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.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.  |
| MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.   |
| 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<br>Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |
| ELU.KIZ.ELL.SI.T. | English language learners communicate for social and instructional purposes within the school setting.   |

# 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

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)

# M/J Music Theory 2 (#1300010) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|              | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4: | Clarifications:<br>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.   |
|              | Create an original composition that reflects various performances that use "traditional" and contemporary technologies.  |
| MU.68.F.1.2: | Clarifications:<br>e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software  |
|              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1: | Clarifications:<br>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales   |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | Clarifications:<br>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.   |
|              | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.   |
| MU.68.F.3.3: | Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting  |
| 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.  |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | Clarifications:<br>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:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>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:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
| MU.68.0.2.1: | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  |
|              | Clarifications:<br>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:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |

| MU.68.0.3.2:    | 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.   |
|-----------------|---|
|                 | Compose a short musical piece.  |
| MU.68.S.1.2:    | Clarifications:<br>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.1.5:    | Perform melodies with chord progressions. Clarifications: e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
| MU.68.S.1.6:    | Compose a melody, with or without lyrics, over a standard harmonic progression.   |
| MU.68.S.1.8:    | Demonstrate specified mixing and editing techniques using selected software and hardware.   |
|                 | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3:    | Clarifications:<br>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.  |
|                 | 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.   |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Using and support each other when attempting a new method or approach.</li> </ul>   |
| MA.K12.MTR.1.1: | Heip and support each other when attempting a new method or approach.   |
|                 | Clarifications:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                 | Cultivate a community of growth mindset learners.   |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>   |
|                 | • Develop students' ability to analyze and problem solve.   |
|                 | Recognize students' effort when solving challenging problems.   |
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> |
|                 | 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.  |
|                 |   |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                 | Select efficient and appropriate methods for solving problems within the given context.   |
|                 | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>  |
|                 | Complete tasks accurately and with confidence.  |
| MA.K12.MTR.3.1: | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 |   |
|                 | 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.   |
|                 | <ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> </ul>   |
|                 | 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: | <ul> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>   |
|-----------------|---|
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.6.1: | <ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul></li></ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |

|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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: 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

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)

# M/J Basic Music Theory (#1300025) 2020 - 2022 (current)

| Name              | Description  |
|-------------------|--|
|                   | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:      | Clarifications:  |
|                   | e.g., listening maps, active listening, checklists   |
|                   | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:      | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
| 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.   |
|                   | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:      | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                   | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:      | Clarifications:<br>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.68.0.3.1:      | Clarifications:  |
|                   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
|                   | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:      | 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.   |
| MU.68.S.1.4:      | Clarifications:<br>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.  |
|                   | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:      | Clarifications:<br>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:<br>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.  |
|                   | 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,  |
| LAFS 6 SL 1 1     | text, or issue to probe and reflect on ideas under discussion.   |
| EAT 0.0.0E. T. T. | 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 tonic, 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.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 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  |
| En 0.00.101.2.1.  | 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.   |
|                   | 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  |
| MAFS.K12.MP.5.1:  | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>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.<br>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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

## 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.

## GENERAL INFORMATION

Course Number: 1300025

Course Type: Elective Course 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 BASIC MUS THEORY Course Length: Semester (S) 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)

# M/J Basic Music Theory (#1300025) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent   |
| MUL / 0 C 1 0.  | Clarifications:   |
| MU.68.C.1.2:    | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
| 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.  |
|                 | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:    | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays  |
|                 | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2:    | Clarifications:<br>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  |
|                 |   |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:    | Clarifications:<br>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.  |
| MU.68.S.1.4:    | Clarifications:<br>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.   |
|                 | Sight-read standard exercises and simple repertoire.  |
| MIL 68 S 3 3·   | Clarifications  |
| 10.00.3.3.3.    | e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols  |
|                 | Compare written potentian to oural examples and analyze for accuracy of rhythm and nitch  |
|                 |   |
| MU.68.S.3.4:    | 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:   |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |
|                 | Ask questions that will help with solving the task.   |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
| MA K12 MTR 1 1  | Help and support each other when attempting a new method or approach.   |
| MART2.WITK.T.T. | 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.<br>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   |
|                 | Frogress non-modeling problems with objects and drawings to using algorithms and equations.     Eveness connections between concents and representations.   |
| MA K12 MTD 2 1. | Choose a representation based on the given context or purpose   |
| WARTZ.WITK.Z.T: | Choose a representation based on the given context or purpose.  |
|                 | Clarifications:   |
|                 | Liele students make connections between concents and representing problems in multiple ways:  |
|                 | <ul> <li>neip students make connections between concepts and representations.</li> <li>Dravide encertwrities for students to use manipulatives when investigations to a students to a students of the students of the</li></ul> |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>  |

|                 | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|-----------------|--|
|                 | Complete tasks with mathematical fluency.  |
| MA.K12.MTR.3.1: | <ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> </ul>  |
|                 | <ul> <li>Use reedback to improve efficiency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. Develop ctudents challer to instity methods and compare their responses of their peers.</li></ul>        |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>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.</li></ul> |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>  |

|                   | Indicate how various concepts can be applied to other disciplines.  |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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

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.

Course Type: Elective Course Course Status: State Board Approved Grade Level(s): 6,7,8 Courses > Grade Group: Grades 6 to 8 Education Courses > Subject: Music Education > SubSubject: General Music > Abbreviated Title: M/J BASIC MUS THEORY Course Length: Semester (S) Course Level: 2

# **Educator Certifications**

| Music (Elementary and Secondary Grades K-12)<br>Vocal Music (Elementary and Secondary Grades K-12)<br>Instrumental Music (Elementary and Secondary Grades K-12) | nstrumental Music (Secondary Grades 7-12)                |  |
|---|--|--|
| Vocal Music (Elementary and Secondary Grades K-12)<br>Instrumental Music (Elementary and Secondary Grades K-12)   | Jusic (Elementary and Secondary Grades K-12)             |  |
| Instrumental Music (Elementary and Secondary Grades K-12)   | /ocal Music (Elementary and Secondary Grades K-12)       |  |
|   | nstrumental Music (Elementary and Secondary Grades K-12) |  |
# M/J Understanding Music (#1300030) 2020 - 2022 (current)

| Name              | Description  |
|-------------------|--|
|                   | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:      | 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:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                   | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3:      | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|                   | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:      | Clarifications:<br>e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs   |
| MU.68.C.3.1:      | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.  |
|                   | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:      | Clarifications:<br>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.1.5:      | Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.  |
| 10.00.11.2.1.     | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MII 68 H 2 2·     | Clarifications:  |
| 10.00.11.2.2.     | 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.   |
|                   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:      | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|                   | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:      | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                   | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1:      | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                   | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
|                   | 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,  |
| LAFS 6 SL 1 1.    | text, or issue to probe and reflect on ideas under discussion.   |
| LAI 3.0.3L.1.1.   | <ul> <li>b. Follow rules for collegial discussions, set specific goals and detail by making comments that contribute to the tonic, text, or issue under</li> </ul>   |
|                   | 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.                        |
|                   | Attend to precision.   |

| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

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

## GENERAL INFORMATION

Course Number: 1300030

Course Type: Elective Course 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 UNDERSTAND MUSIC Course Length: Semester (S) 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) |

# M/J Understanding Music (#1300030) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:    | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                 | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3:    | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|                 | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:    | Clarifications:<br>e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs   |
| MU.68.C.3.1:    | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.  |
|                 | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:    | Clarifications:<br>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.1.5:    | 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.  |
|                 | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:    | Clarifications:<br>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.   |
|                 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:    | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication   |
|                 | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:    | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                 | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1:    | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                 | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> |
|                 | 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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |

| MA.K12.MTR.2.1:                    | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|------------------------------------|--|
|                                    | 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:<br>MA.K12.MTR.4.1: | 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.<br>Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence. |
|                                    | Clarifications:<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• Develop students' ability to justify methods and compare their responses to the responses of their peers.<br>Use patterns and structure to help understand and connect mathematical concepts.   |
| MA.K12.MTR.5.1:                    | <ul> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
|                                    | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul>   |

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|                   | 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:   | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul> |
|                   | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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: 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 EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

## GENERAL INFORMATION

Course Number: 1300030

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 UNDERSTAND MUSIC Course Length: Semester (S) Course Level: 2

Course Type: Elective Course Course Status: State Board 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)

# M/J Exploring Music Performance (#1300080) 2020 - 2022 (current)

| Name             | Description   |
|------------------|---|
|                  | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:     | Clarifications:   |
|                  | e.g., listening maps, active listening, checklists  |
|                  | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2:     | Clarifications:   |
|                  | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                  | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:     | Clarifications:   |
|                  | e.g., intonation, balance, blend, phrasing, rhythm  |
|                  | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:     | Clarifications:   |
|                  | e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
|                  | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1:     | 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.2.1:     | Describe the influence of historical events and periods on music composition and performance.   |
|                  | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| MU.68.H.3.1:     | Clarifications:   |
|                  | e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural   |
|                  |   |
|                  | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:     | Clarifications:   |
|                  | e.g., illeatte alla dance, movies, sporting events, video games, commercial advertising, social gamerings, even and rengious coronomics, pags   |
| MU.68.0.3.2:     | 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.   |
|                  | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1:     | Clarifications:   |
|                  |   |
|                  |   |
| MU.08.3.3.2.     | e.a., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                  | 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: | 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 legated on a website, and use them to pase 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   |
| MAFS.K12.MP.6.1: | 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   |
|                  |   |
| 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |
|                   | 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.        |
| LAFS.6.SL.1.1:    | 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.   |

## 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.

## GENERAL INFORMATION

| Course Number: 1300080         | Course Path: Section: Grades PreK to 12 Educatio<br>Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject<br>General Music ><br>Abbreviated Title: M/J EXPL MUS PERF<br>Course Length: Somester (S) |
|--------------------------------|---|
| Course Type: Elective Course   | Course Level: 2   |
| Course Status: Course Approved |   |
| Glade Level(S). 0,7,0          |   |

### **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)              |

# M/J Exploring Music Performance (#1300080) 2022 - And Beyond

| Name                              | Description  |
|-----------------------------------|--|
|                                   | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:                      | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|                                   | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:                      | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                                   | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:                      | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                                   | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:                      | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
|                                   | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:                      | Clarifications:<br>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.2.1:                      | Describe the influence of historical events and periods on music composition and performance.  |
|                                   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:                      | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|                                   | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:                      | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
| MU.68.0.3.2:                      | 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.  |
|                                   | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1:                      | Clarifications:<br>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:<br>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.  |
|                                   | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by medifying methods as peeded while solving a shallonging task.</li> </ul>   |
|                                   | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                                   | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.  |
|                                   | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Decognize students' affert when solving shallonging problems.</li> </ul>   |
|                                   | Recognize students errort when solving challenging problems.   |
|                                   | Demonstrate understanding by representing problems in multiple ways.<br>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.                   | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose</li> </ul>   |
| WITH N. I.Y. I.Y. I.Y. I.Y. Z. I. | 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.   |

|                 | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|-----------------|--|
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>                   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>   |
| MA.K12.MTR.5.1: | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>           |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.  |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>   |
| 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST\_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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 (S) Course Level: 2

Course Type: Elective Course 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) Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# M/J Music Transfer (#1300220) 2015 - 2022 (current)

## **Course Standards**

 Name
 Description

 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

#### 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

Course Type: Transfer Course Course Status: Course Approved Grade Level(s): 6,7,8

| Name            | Description  |
|-----------------|--|
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| 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  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> </ul> </li> </ul>  |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to peer concepts.</li> </ul> |

| MA.K12.MTR.5.1: | 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.  |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
|                 | Assess the reasonableness of solutions.<br>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.     Vorify possible calculations by explaining the methods used  |
| MA.K12.MTR.6.1: | <ul> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:  |
|                 | Teachers who encourage students to assess the reasonableness of solutions:   |
|                 | <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ack "Does this solution make sonso? How do you know?"</li> </ul>  |
|                 | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>   |
|                 | Strengthen students' ability to verify solutions through justifications.   |
|                 | Apply mathematics to real-world contexts.  |
|                 | Mathematicians who apply mathematics to real-world contexts:   |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, correspond and solve problems.</li> </ul>   |
|                 | <ul> <li>Ose models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> </ul>  |
| MA.K12.MTR.7.1: | Clarifications:  |
|                 | Teachers who encourage students to apply mathematics to real-world contexts:   |
|                 | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul>   |
|                 | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>  |
|                 | Indicate how various concepts can be applied to other disciplines.   |
|                 | Cite evidence to explain and justify reasoning.  |
|                 | Clarifications:<br>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.   |
| ELA.K12.EE.1.1: | 4.5 Students continue with previous skills and reference comments made by snakers and nears. 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.   |
|                 | Clarifications:  |
| 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   |
|                 | 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.   |
|                 | Use the accepted rules governing a specific format to create quality work.   |
|                 | Clarifications:  |
| 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 base instruction to an and a student creating a pactor based display must have instruction in how to effectively present information to |
|                 | do quality work.   |
|                 | Use appropriate voice and tone when speaking or writing.   |
|                 |  |

## 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

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.

## 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 Grade Level(s): 6,7,8

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare using correct music vacabulary, the aesthetic impact of a <b>performance to ope's own hypothesis of the composer's intent</b>                                     |
|                 | our is it   |
| MU.68.C.1.2:    | Clarifications:   |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                            |
| MU.68.C.2.1:    | Clarifications:   |
|                 | e.g., intonation, balance, blend, phrasing, rhythm  |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                       |
| MU.68.C.2.2:    | Clarifications:   |
|                 | e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
| MU.68.F.1.1:    | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.  |
| 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.2.3:    | 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.   |
| MIL 68 H 3 1    | 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  |
|                 | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:    | Clarifications:   |
|                 | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays                           |
|                 | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1:    | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                 | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to                          |
| MU.68.0.3.2:    | other musical works.  |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:    | 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.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                 | 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   |
| MU.68.S.3.5:    | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.   |
|                 | 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.  |
| LAFS.6.SL.1.1:  | c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the tonic, 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 mormation presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain now 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                      |
| LAFS.6.SL.2.4:  | 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.   |
|-------------------|---|
| MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br>Standard Relation to Course: Supporting |
| MAFS.K12.MP.6.1:  | Attend to precision.<br>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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>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.  |

## 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

## **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)

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare using correct music vecebulary, the postbatic impact of a performance to pro/s own hypothesis of the composer's intent                                  |
|                 | compare, using conect music vocabulary, the aesthetic impact of a performance to one slown hypothesis of the composer's intent.                                 |
| MU.68.C.1.2:    | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                  |
| MU.68.C.2.1:    | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                             |
| MU.68.C.2.2:    | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
| MU.68.F.1.1:    | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.                              |
| 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.2.3:    | 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.   |
|                 | Clarifications  |
| MU.68.H.3.1:    | 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  |
|                 | Discuss how the absence of music would affect other content areas and contexts  |
|                 |   |
| MU.68.H.3.2:    | Clarifications:<br>e.g. theatre and dance movies sporting events video games commercial advertising social gatherings civic and religious ceremonies plays      |
|                 | c.g., medie and dance, mories, sporting events, video games, commercial dave tising, social gamerings, even and religious colemonies, plays                     |
|                 | compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1:    | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
| 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 t                 |
| 10.00.0.3.2.    | other musical works.  |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:    | 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.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                 | 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.68.5.3.2:    | Clarifications:   |
|                 | e.g., posture, breathing, ningering, embouchare, bow technique, tuning, strumming   |
| 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.   |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                 | 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.   |
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways: |
|                 | Build understanding through modeling and using manipulatives.   |
|                 |   |

| MA.K12.MTR.2.1: | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>   |
|-----------------|--|
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.<br>Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:                                  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>   |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> 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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.<br>Apply mathematics to real-world contexts.  |
|                 | Mathematicians who apply mathematics to real-world contexts:   |

| MA.K12.MTR.7.1:   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
|-------------------|--|
|                   | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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** 

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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: 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

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)

# M/J Keyboard 2 (#1301040) 2020 - 2022 (current)

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>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.1.1: | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.<br>Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
| 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.1.5: | 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.  |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | Clarifications:<br>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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.O.2.2: | Clarifications:<br>e.g., scales; key signatures; relative major/minor; parallel major/minor  |
| 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.  |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1: | Clarifications:<br>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.   |
| MU.68.S.1.4: | Clarifications:<br>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.  |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  |
|              | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1: | Clarifications:<br>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:<br>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   |
| MU.68.S.3.5:      | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.   |
| 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<br>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<br>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.  |
|                   | 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.   |
| LAFS.7.SL.1.1:    | 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   |
| LAFS 7 SL 1 3     | clarity a topic, text, or issue under study.<br>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  |
| LAFS.7.SL.2.4:    | appropriate eye contact, adequate volume, and clear pronunciation.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |
| LLU.NIZ.ELL.31.1  | engnan ranguage rearrers communicate for social and instructional purposes within the school setting.   |

## 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

#### 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: 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 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)

# M/J Keyboard 2 (#1301040) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              | e.g., instelling maps, active instelling, thetekists   |
|              | compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>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.1.1: | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.   |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
| 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.1.5: | 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.  |
|              |  |
| WU.00.Π.2.2. | 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.<br>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2: | Clarifications:<br>e.g., scales; key signatures; relative major/minor; parallel major/minor  |
| MU.68.0.3.2: | 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.  |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1: | Clarifications:<br>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.   |
| MU.68.S.1.4: | Clarifications:<br>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.  |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  |
|              | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1: | Clarifications:<br>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:<br>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   |
| MU.68.S.3.4:    | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.   |
|                 | 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:  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will belo with solving the task</li> </ul>  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                 | 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:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:  |
|                 | Cultivate a community of growth mindset learners.  |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to applyze and problem solve</li> </ul>  |
|                 | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>                  |
|                 | <ul> <li>Express connections between concepts and representations.</li> </ul>  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:  |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> </ul>   |
|                 | Provide opportunities for students to use manipulatives when investigating concepts.   |
|                 | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various corresponditions can have different purposes and can be useful in different situations.</li> </ul> |
|                 | 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  |
| MA.K12.MTR.3.1: | 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.                              |
|                 | <ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>   |
|                 | • 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.  |
|                 | Mathematicalis who engage in discussions that renerci on the mathematical thinking of self and others.   |
|                 | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>  |
| MA.K12.MTR.4.1: | Compare the efficiency of a method to those expressed by others.   |
|                 | <ul> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Institut results by evaluating methods and processes</li> </ul>  |
|                 | <ul> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | Clarifications:  |
|                 | Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:   |
|                 | <ul> <li>Establish a current in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>                 |
|                 | • 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
|                 | Eocus on relevant details within a problem   |
|                 | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>   |
|                 |  |

|                 | <ul> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> </ul>  |
|-----------------|---|
| MA.K12.MTR.5.1: | 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.   |
| MA.K12.MTR.6.1: | <ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: Teachers who encourage students to assess the reasonableness of solutions:   |
|                 | Have students estimate or predict solutions prior to solving.   |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA K12 MTR 7 1  | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                 | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1: | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly guoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide</li> </ul> |
|                 | referenced by the instructor.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.   |
|                 | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
|                 | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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

Course Number: 1301040

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 2 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

| istrumental 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)              |  |

| Name         | Description  |
|--------------|--|
| MU.68.C.1.1: | Develop strategies for listening to unfamiliar musical works.  |
|              | Clarifications:  |
|              | e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                 |
| MU 68 C 1 2  | Clarifications   |
| W0.00.0.1.2. | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                    |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:  |
|              | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|              | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4: | Clarifications:  |
|              | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs  |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU 68 C 2 1  | Clarifications   |
| 10.00.0.2.1. | e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vecebulary, changes in one's own or others' musical performance resulting from practice or rehearcal               |
|              |  |
| MU.68.C.2.2: | Clarifications:  |
|              | e.g., biend, balance, ensemble playing, sononty, technique, tone quainty   |
| 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, kinestnetic, digital, and/or acoustic means to manipulate musical elements.               |
|              | create an original composition that reflects various performances that use traditional and contemporary technologies.                            |
| MU.68.F.1.2: | Clarifications:  |
|              | e.g., widit, internet video resources, personal digital assistants, wipa players, cell phones, digital recording, music software                 |
|              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1: | Clarifications:  |
|              | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                        |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:  |
|              | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants                                      |
| 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. |
|              | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                         |
| MU.68.F.3.3: | Clarifications:  |
|              | e.g., idea, development, editing, selling, revising, testing, presenting   |
| 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.1.5: | 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.  |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | 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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                |
| MU.68.H.3.1: | 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                                   |
|              | Create a composition, manipulating musical elements and evploring the effects of these manipulations   |
| MU.68.O.2.1: |  |
|              | LIARTITICATIONS:   |
|              | o.g., using electronic of paper-and-perior means to experiment with timbre, filelody, filytinn, harmony, form, tohality                          |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2: | 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   |
| MU.68.0.3.2:      | 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.  |
|                   | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:      | Clarifications:<br>e.g., blues, rock   |
|                   | Compose a short musical piece.   |
| MU.68.S.1.2:      | Clarifications:<br>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:      | Clarifications:  |
|                   | e.g., melodies using traditional classroom instruments and/or voice  |
|                   | Perform melodies with chord progressions.  |
| MU.68.S.1.5:      | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
| MU.68.S.1.6:      | Compose a melody, with or without lyrics, over a standard harmonic progression.  |
|                   | Perform music from memory to demonstrate knowledge of the musical structure.   |
| MU.68.S.2.1:      | Clarifications:<br>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.  |
| MU.68.S.3.1:      | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                   | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:      | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.6:      | Clarifications:<br>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.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.  |
|                   | 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.  |
| LAFS.8.SL.1.1:    | b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  |
|                   | 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.   |
| MAFS.K12.MP.5.1:  | moncient students are sufficiently raminar 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|---|
|                   | Attend to precision.<br>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:  | 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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>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.  |

## 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

### 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) |

# M/J Keyboard 3 (#1301050) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
|               | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:  | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                 |
| MU.68.C.1.2:  | Clarifications:  |
|               | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                    |
|               | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3:  | Clarifications:  |
|               | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|               | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:  | Clarifications:  |
|               | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs  |
|               | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:  | Clarifications:  |
|               | e.g., intonation, balance, blend, phrasing, rhythm   |
|               | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.              |
| MU.68.C.2.2:  | 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.               |
|               | Create an original composition that reflects various performances that use "traditional" and contemporary technologies.                          |
| MU.68.F.1.2:  | Clarifications:  |
|               | e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software                   |
|               | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:  | Clarifications:  |
|               | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                        |
|               | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:  | Clarifications:  |
|               | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants                                      |
| 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. |
|               | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                         |
| MU.68.F.3.3:  | Clarifications:  |
|               | e.g., idea, development, editing, selling, revising, testing, presenting   |
| 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.1.5:  | 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:  | clarifications:  |
|               | Classify the literature being studied by game, style, and/or time period   |
| MU.08.H.2.3:  | Classify the interature being studied by genre, style, and/or time period.   |
|               |  |
| MU.68.H.3.1:  | e a 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   |
|               | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU 68 O 1 1·  | Clarifications:  |
| 10.00.0.1.1.  | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                   |
|               | Create a composition, manipulating musical elements and exploring the effects of those manipulations   |
| MU 68 O 2 1.  | Clarifications:  |
| WIG.00.0.2.1. | e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality                              |
|               | Demonstrate knowledge of major and minor togalities through performance and composition  |
| MIL 69 O 2 2. | Clarifications:  |
| 10.00.0.2.2:  |  |

|                 | 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.68.0.3.1:    | Clarifications:  |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
| MU.68.0.3.2:    | 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.                        |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:    | Clarifications:<br>e.g., blues, rock   |
|                 | Compose a short musical piece.   |
| MU.68.S.1.2:    | Clarifications:<br>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.  |
|                 | Sing or play melodies by ear with support from the teacher and/or peers.   |
| MU.68.S.1.4:    | Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice   |
|                 | Perform melodies with chord progressions.  |
| MU.68.S.1.5:    | Clarifications:  |
|                 | e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar   |
| MU.68.S.1.6:    | Compose a melody, with or without lyrics, over a standard harmonic progression.  |
| MII 60 5 0 1.   |  |
| 10.00.3.2.1.    | 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.  |
| 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  |
| MU.68.S.3.5:    | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.  |
| MII 60 5 2 6.   | Clarifications:  |
| 10.00.3.3.0.    | 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.  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stev approach and maintain a positive mindest when working to achiev tasks.</li> </ul> |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>                 |
| 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 MTD 2 1. | Demonstrate understanding by representing problems in multiple ways.<br>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.  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> </ul>   |
|                 | 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.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes</li> </ul>   |
|                 | <ul> <li>Construct possible arguments based on evidence.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>  |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems. |
| M4 K12 MTR 6 1- | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>  |
| 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: | 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 guestion the accuracy of their medicine and methods  |
|                 | <ul> <li>Granenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |

|                   | Cite evidence to explain and justify reasoning.   |
|-------------------|---|
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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: 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: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

# M/J Guitar 1 (#1301060) 2020 - 2022 (current)

| Name              | Description  |
|-------------------|--|
|                   | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:      | Clarifications:  |
|                   | e.g., listening maps, active listening, checklists   |
|                   | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU 68 C 1 2       | Clarifications:  |
| 110.00.0.1.2.     | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                   | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:      | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                   | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:      | Clarifications:  |
|                   |  |
|                   | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:      | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
| 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.1.3:      | Describe how American music has been influenced by other cultures.   |
| 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.   |
|                   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:      | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
| 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.  |
|                   | Perform melodies with chord progressions.  |
| MU.68.S.1.5:      | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
| MU.68.S.2.2:      | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                   | 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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                   | 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  |
|                   | 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.   |
| LAFS.6.SL.1.1:    | b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  |
|                   |  |
|                   | d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  |
|                   |  |
| LAFS.6.SL.1.2:    | Standard Relation to Course: Supporting<br>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:    | 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.                        |
|                   | 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.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
|-------------------|--|
|                   | Attend to precision.   |
| 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.  |
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

## 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 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)

# M/J Guitar 1 (#1301060) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:<br>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:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:    | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:    | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
|                 | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:    | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
| 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.1.3:    | Describe how American music has been influenced by other cultures.   |
| 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.   |
|                 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:    | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
| MU.68.0.3.2:    | 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.  |
|                 | Perform melodies with chord progressions.  |
| MU.68.S.1.5:    | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
| MU.68.S.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                 | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1:    | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>    |
|                 | 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:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:<br>• 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.<br>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.   |

|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|-----------------|--|
| 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.   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul> |
|                 | <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>                    |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>            |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:<br>Connect mathematical concepts to everyday experiences.<br>Use models and methods to understand, represent and solve problems.   |
| MA.K12.MTR.7.1: | Perrorm 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:   |

|                   | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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: 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 Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

# M/J Guitar 2 (#1301070) 2020 - 2022 (current)

| Name          | Description   |
|---------------|---|
|               | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:  | Clarifications:   |
|               | e.g., listening maps, active listening, checklists  |
|               | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                                      |
| MU.68.C.1.2:  | Clarifications:   |
|               | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|               | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                        |
| MU.68.C.2.1:  | Clarifications:   |
|               | e.g., intonation, balance, blend, phrasing, rhythm  |
|               | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                   |
| MU.68.C.2.2:  | 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.   |
|               | Describe how concert attendance can financially impact a community.   |
| MU.68.F.2.2:  | Clarifications:   |
|               | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|               | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1:  | 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.1.2:  | Identify the works of representative composers within a specific style or time period.  |
|               |   |
| MU.68.H.1.4:  | Clarifications:   |
|               | 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.  |
|               | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| MII 68 H 3 1· | Clarifications:   |
| 10.00.11.3.1. | 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  |
|               | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:  | Clarifications:   |
|               | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays                       |
|               | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1:  | Clarifications:   |
|               | e.g., myrim, meiody, timbre, rorm, tonaity, narmony, expressive elements; chorai, orchestrai, band, ensemble  |
|               | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.                    |
| MU.68.0.3.1:  | Clarifications:   |
|               |   |
| MU.68.0.3.2:  | 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:   |
|               | 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  |
|               | Perform music from memory to demonstrate knowledge of the musical structure.  |
| MU.68.S.2.1:  | 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.   |

| MU.68.S.3.1:      | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                   | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  |
| MU.68.S.3.4:      | Clarifications:<br>e.g., error detection, interval reinforcement  |
|                   | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:      | Clarifications:<br>e.g., independently, collaboratively   |
|                   | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> </ul>  |
| LAI 3.0.3L.1.1.   | <ul> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>  |
| 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.1.2:    | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas   |
| 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  |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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 × 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

## 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

#### 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

Course Status: Course Approved Grade Level(s): 6,7,8

### **Educator Certifications**

# M/J Guitar 2 (#1301070) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>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:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>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.  |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | Clarifications:<br>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.1.2: | Identify the works of representative composers within a specific style or time period.   |
|              | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4: | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|              | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU.68.0.3.2: | 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:<br>e.g., melodies using traditional classroom instruments and/or voice   |
| MU.68.S.1.5: | Perform melodies with chord progressions.  |
|              | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
|              | Perform music from memory to demonstrate knowledge of the musical structure.   |
| MU.68.S.2.1: | Clarifications:<br>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.  |

| MU.68.S.3.1:    | Clarifications:<br>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:<br>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: 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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Brovide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.   |

| MA.K12.MTR.5.1: | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul></li></ul>  |
|-----------------|--|
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br><b>Clarifications:</b><br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 Path: Section: Grades PreK to 12 Education |
|-------------------------------------|---|
| Course Number: 1201070              | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1301070              | Courses > Subject: Music Education > SubSubject:  |
|                                     | Instrumental Music >                              |
|                                     | Abbreviated Title: M/J GUITAR 2                   |
|                                     | Course Length: Year (Y)                           |
|                                     | Course Level: 2                                   |
| Course Status: State Board Approved |   |
| Grade Level(s): 6,7,8               |   |

#### **Educator Certifications**

# M/J Guitar 3 (#1301080) 2020 - 2022 (current)

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | Clarifications:<br>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:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2: | Clarifications:<br>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.   |
|              | Describe several routes a composition or performance could travel from creator to consumer.   |
| MU.68.F.2.1: | Clarifications:<br>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales  |
|              | Describe how concert attendance can financially impact a community.   |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1: | Clarifications:<br>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.1.2: | 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 reatures in music originating from various cultures.<br>Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns  |
| MU.68.H.2.1: | Describe the influence of historical events and periods on music composition and performance.   |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2: | Clarifications:<br>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 |
|              | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2: | Clarifications:<br>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.68.0.3.1: | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
| MU.68.0.3.2: | 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:<br>e.g., melodies using traditional classroom instruments and/or voice  |
|-------------------|---|
|                   | Perform melodies with chord progressions.   |
| MU.68.S.1.5:      | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar   |
| MU.68.S.1.6:      | Compose a melody, with or without lyrics, over a standard harmonic progression.   |
|                   | Perform music from memory to demonstrate knowledge of the musical structure.  |
| MU.68.S.2.1:      | Clarifications:<br>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.   |
| MU.68.S.3.1:      | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                   | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3:      | Clarifications:<br>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:<br>e.g., error detection, interval reinforcement  |
| MIL 68 S 3 5      | Notate rhythmic phrases and/or melodies, in varying simple maters, performed by someone else  |
| W0.00.3.3.3.      | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:      | 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.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.8.SL.1.1:    | <ul> <li>issues, building on others' ideas and expressing their own clearly.</li> <li>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.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>  |
|                   | 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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:  | Attend to precision.<br>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 $x^2$ |
|-------------------|---|
| MAFS.K12.MP.7.1:  | + 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) <sup>2</sup> 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.  |

## 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**

# M/J Guitar 3 (#1301080) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
| MU.68.C.1.1:  | Develop strategies for listening to unfamiliar musical works.  |
|               | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:  | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|               | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:  | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|               | Critique, using correct music vocabulary, changes in one's own or othere' musical performance resulting from practice or rehearcal   |
| MU 40 C 2 2.  | Clarifications   |
| WU.00.C.2.2.  | 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.  |
|               | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:  | Clarifications:<br>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales   |
|               | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:  | Clarifications:  |
|               | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|               | Describe how studying music can enhance citizenship, leadership, and global thinking   |
| MII 60 E 2 1. |  |
| WU.00.F.3.T.  | 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.1.2:  | 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.   |
|               | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:  | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns                                |
| MU.68.H.2.1:  | Describe the influence of historical events and periods on music composition and performance.  |
|               | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:  | Clarifications:<br>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.   |
|               | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:  | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|               | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:  | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|               | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:  | Clarifications:  |
|               | e.g., myrim, nelody, timbre, form, tonaity, narmony, expressive elements; chorai, orchestrai, band, ensemble   |
|               | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:  | Clarifications:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU.68.0.3.2:  | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other expressive elements.  |
| MIL 60 S 1 2. | other musical works.   |
| 10.00.3.1.3.  | Sing or play melodies by ear with support from the teacher and/or peers.   |
|               |  |

| MU.68.S.1.4:    | Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice   |
|-----------------|--|
|                 | Perform melodies with chord progressions.  |
| MU.68.S.1.5:    | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
| MU.68.S.1.6:    | Compose a melody, with or without lyrics, over a standard harmonic progression.  |
|                 | Perform music from memory to demonstrate knowledge of the musical structure.   |
| MU.68.S.2.1:    | Clarifications:<br>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.  |
| MU.68.S.3.1:    | Clarifications:<br>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  |
|                 | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:    | Clarifications:<br>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  |
| MU.68.S.3.5:    | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.  |
| MIL 69 5 2 6.   |  |
| 10.00.3.3.0.    | e.g., independently, collaboratively   |
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> |
|                 | 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: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                 | <ul> <li>Provide students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |

| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>   |
|-----------------|---|
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul> |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br><b>Clarifications:</b><br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul> </li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul></li></ul>  |
| 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. Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1: | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |

| ELA.K12.EE.3.1:   | Make inferences to support comprehension.  |
|-------------------|--|
|                   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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: 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: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

# M/J Exploring Music 1 (#1301090) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|                | Compare using correct music vecabulary, the aesthetic impact of a performance to one's own hypothesis of the compaser's intent   |
|                | Obsidiant of a performance to one sown hypothesis of the composer's intent.  |
| MU.68.C.1.2:   | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:   | Clarifications:<br>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.  |
|                | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:   | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|                | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:   | Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect  |
| MIL 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.   |
|                | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:   | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns  |
|                | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:   | Clarifications:<br>e.g., from harpsichord to piano; from phonograph to CD  |
|                | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:   | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:   | Clarifications:<br>e.g., blues, rock   |
| MU.68.S.1.3:   | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing,  |
|                | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1:   | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                | 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. |
| LAFS.6.SL.1.1: | 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.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.   |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.  |

## 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

## **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)

# M/J Exploring Music 1 (#1301090) 2022 - And Beyond

| Name                        | Description   |
|-----------------------------|---|
|                             | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:                | Clarifications:   |
|                             | e.g., listening maps, active listening, checklists  |
|                             | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU 68 C 1 2 <sup>.</sup>    | Clarifications:   |
| 110.00.0.1.2.               | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                             | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:                | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|                             | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:                | 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.   |
|                             | Describe how concert attendance can financially impact a community.   |
| MU.68.F.2.2:                | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|                             | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU 68 F 3 1                 | Clarifications:   |
| 10.00.1.3.1.                | e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect  |
| MII 68 E 2 2                | Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media   |
| MU.00.F.3.2.<br>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.  |
|                             | Classify authentic stylistic features in music originating from various cultures.   |
|                             | Clarifications  |
| MU.68.H.1.4:                | e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns |
|                             | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2:                | Clarifications:<br>e.g., from harpsichord to piano; from phonograph to CD   |
|                             | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:                | Clarifications:   |
|                             |   |
|                             | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1:                | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|                             | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                               |
|                             | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:                | Clarifications:   |
|                             | e.g., blues, rock   |
| MU.68.S.1.3:                | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.   |
|                             | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1:                | Clarifications:<br>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   |
|                             | 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.   |
|                             | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |

| MA.K12.MTR.1.1: | <ul> <li>Help and support each other when attempting a new method or approach.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>   |
|-----------------|--|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul> |
|                 | 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:  |
|                 | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• 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: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> </ul>   |

| MA K12 MTR 6 1                    | <ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|-----------------------------------|--|
|                                   | 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:                   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation. <ul> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul></li></ul>   |
| 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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1:                   | Use appropriate voice and tone when speaking or writing.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during classes and performances.<br>English language learners communicate for social and instructional purposes within the school setting.  |

## 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)

# M/J Exploring Music 2 (#1301100) 2020 - 2022 (current)

| Name                     | Description  |
|--------------------------|--|
|                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:             | Clarifications:  |
|                          | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                          | Identify aurally instrumental styles and a variety of instrumental ensembles   |
| MUL / 0 C 1 2.           |  |
| MU.68.C.1.3:             | Clarifications:  |
|                          | c.g., classical, baroque, komanae, concemporary, jazz, pop, solo, duet, ino, quarter, small ensembles  |
|                          | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:             | Clarifications:  |
|                          | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs  |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:             | 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.  |
|                          | Describe several routes a composition or performance could travel from creator to consumer.  |
| MIL 68 E 2 1.            | Clarifications   |
| 10.00.1.2.1.             | e a MIDL and other technology production sharing on the Internet home studios professional recording studios sales                                   |
|                          |  |
|                          | Describe now studying music can ennance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:             | 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.   |
|                          | Classify authentic stylistic features in music originating from various cultures.  |
| MII 60 Ц 1 Л.            | Clarifications:  |
| 10.00.11.1.4.            | 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.   |
|                          | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
|                          | Clarifications:  |
| MU.68.H.3.1:             | 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   |
|                          | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU 68 O 1 1 <sup>.</sup> | Clarifications   |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                          | Describe how the combination of instrumentation and expressive elements in a musical work can canvou a specific theught idea, more and/as image      |
|                          | Describe now the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image    |
| MU.68.0.3.1:             | Clarifications:  |
|                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         |
|                          | Compose a short musical piece.   |
| MU.68.S.1.2:             | 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.  |
|                          | Perform music from memory to demonstrate knowledge of the musical structure.   |
| MU.68.S.2.1:             | Clarifications:  |
|                          | e.g., basic themes, patterns, tonality, melody, harmony  |
|                          | Sing and/or play ago appropriate reportaire avprosciuoly   |
| MU.68.S.3.1:             |  |
|                          | Clarifications:  |
|                          | e.g., technique, prirasing, dynamics, tone quality, blend, balance, intonation, kinestnetic support/response   |
|                          | Demonstrate proper vocal or instrumental technique.  |
| MU.68.S.3.2:             | 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.   |
| MU 68 S 3 4·             | Clarifications:  |
|                          |  |

|                   | e.g., error detection, interval reinforcement   |
|-------------------|---|
| 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:    | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>  |
|                   | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas   |
| LAFS.7.SL.1.2:    | 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<br>appropriate eye contact, adequate volume, and clear pronunciation.  |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>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.  |

## 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

#### 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**

# M/J Exploring Music 2 (#1301100) 2022 - And Beyond

| Name                     | Description  |
|--------------------------|--|
|                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:             | Clarifications:  |
|                          | e.g., guality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                          |  |
| MU.68.C.1.3:             | identify, auraliy, instrumental styles and a variety of instrumental ensembles.  |
|                          | Clarifications:  |
|                          | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|                          | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:             | Clarifications:  |
|                          | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs  |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MUL ( 0 C D D.           |  |
| MU.68.C.2.2:             | ciarifications:  |
|                          | e.g., biend, balance, ensemble playing, sononty, 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.  |
|                          | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:             | Clarifications:  |
|                          | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|                          | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MIL 68 E 3 1.            |  |
| 10.00.1 .3.1.            | 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.   |
|                          | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:             | 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.   |
|                          | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MIL (011-2-1.            | Clarifications:  |
| WU.08.H.3.1:             | 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   |
|                          | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU 68 O 1 1 <sup>.</sup> | Clarifications:  |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                          | Describe her the combination of instrumentation and currencely elements in a musical work can convey a propidic the right idea mand and/or image     |
| MU.68.O.3.1:             | Describe now 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,  |
|                          | Perform music from memory to demonstrate knowledge of the musical structure.   |
|                          | Clarifications   |
| IVIU.00.3.2.1.           | e a basic themes natterns tonality melody barmony  |
|                          |  |
| 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.  |
| MU.68.S.3.2:             | Clarifications:  |
|                          | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                          | Compare written notation to aural examples and analyze for accuracy of rhythm and nitch  |
|                          |  |
| MU.68.S.3.4:             | Clarifications:  |
|                 | e.g., error detection, interval reinforcement  |  |
|-----------------|--|--|
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |  |
| MA.K12.MTR.1.1: | Clarifications:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:<br>• Cultivate a community of growth mindset learners.<br>• Foster perseverance in students by choosing tasks that are challenging.<br>• Develop students' ability to analyze and problem solve.<br>• Recognize students' effort when solving challenging problems.  |  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>  |  |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |  |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.  |  |

| MA.K12.MTR.6.1:                   | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
|-----------------------------------|---|
|                                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                                   | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
|                                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| 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.   |
|                                   | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul> |
| ELA.K12.EE.1.1:                   | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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.   |
|                                   | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
|                                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:                   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:                   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:                   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during classes and performances.<br>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 Path: Section: Grades PreK to 12 Education |
|-------------------------------------|---|
| Course Number: 1201100              | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1301100              | 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)              |

# M/J Exploring Music 3 (#1301110) 2020 - 2022 (current)

| Name   | Description  |  |
|--|--|--|
|  | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |  |
| MU.68.C.1.2:   | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |  |
|  | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |  |
| MU.68.C.2.2:   | Clarifications:<br>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.   |  |
|  | Create an original composition that reflects various performances that use "traditional" and contemporary technologies.  |  |
| MU.68.F.1.2:   | Clarifications:<br>e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software  |  |
|  | Describe several routes a composition or performance could travel from creator to consumer.  |  |
| MU.68.F.2.1:   | Clarifications:<br>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.   |  |
|  | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.   |  |
| MU.68.F.3.3:   | Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting  |  |
| 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.   |  |
|  | Classify authentic stylistic features in music originating from various cultures.  |  |
| MU.68.H.1.4:   | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>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.   |  |
|  | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |  |
| MU.68.H.3.1:   | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |  |
|  | Compare performances of a musical work to identify artistic choices made by performers.  |  |
| MU.68.0.1.1: Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |  |  |
|  | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  |  |
| MU.68.0.2.1:   | Clarifications:<br>e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality   |  |
|  | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.   |  |
| MU.68.0.3.1:   | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |  |
|  | Compose a short musical piece.   |  |
| MU.68.S.1.2:   | Clarifications:<br>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.  |  |
|  | Sing or play melodies by ear with support from the teacher and/or peers.   |  |
| MU.68.S.1.4:   | Clarifications:<br>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:<br>e.g., basic themes, patterns, tonality, melody, harmony   |  |
|  | Sing and/or play age-appropriate repertoire expressively.  |  |
| MU.68.S.3.1:   | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |  |
|                      | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.   |  |
| MU.68.S.3.4:         | Clarifications:<br>e.g., error detection, interval reinforcement   |  |
| 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.8.SL.1.1:       | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>   |  |
| 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.   |  |
| 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. |  |
| Attend to precision. |  |  |
| 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<br>Look for and make use of structure.   |  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |  |
| LLD.N12.LLL.JI.I.    | English language loamers communicate for social and instructional parposes within the school setting.  |  |

# 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**

## 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: 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)

# M/J Exploring Music 3 (#1301110) 2022 - And Beyond

| Name           | Description  |  |
|----------------|--|--|
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |  |
| MU.68.C.1.2:   | Clarifications:  |  |
|                | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |  |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal                 |  |
|                | Obstitues  |  |
| MU.68.C.2.2:   | Clarifications:  |  |
|                | e.g., biend, balance, ensemble playing, sononcy, 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.                 |  |
|                | Create an original composition that reflects various performances that use "traditional" and contemporary technologies.                            |  |
| MU.68.F.1.2:   | Clarifications:  |  |
|                | e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software                     |  |
|                | Describe several routes a composition or performance could travel from creator to consumer.  |  |
| MU.68.F.2.1:   | 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.   |  |
|                | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                           |  |
| MII 68 F 3 3·  | Clarifications   |  |
|                | e.g., idea, development, editing, selling, revising, testing, presenting   |  |
| MIL 40 II 1 1. | Describe the functions of music from various cultures and time pariods   |  |
| МП 60 П 1 2.   | Identify the works of representative composers within a specific style or time periods.  |  |
| 10.00.11.1.2.  | Classify authentic stylistic features in music originating from various cultures   |  |
|                |  |  |
| MU.68.H.1.4:   | Clarifications:  |  |
|                | 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.08.H.2.1:   | Describe the influence of historical events and periods on music composition and performance.  |  |
| 10.00.11.2.3.  | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration                                   |  |
|                |  |  |
| MU.68.H.3.1:   | Clarifications:  |  |
|                | connections and traditions, ceremonial music, sales and advertising, communication   |  |
|                | Compare performance of a musical wark to identify article abalase mode by performance  |  |
|                | compare performances of a musical work to identify artistic choices made by performers.  |  |
| MU.68.0.1.1:   | Clarifications:  |  |
|                | e.g., rhythm, meiody, timbre, form, tohality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |  |
|                | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  |  |
| MU.68.0.2.1:   | Clarifications:  |  |
|                | e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality                                |  |
|                | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. |  |
| MU.68.0.3.1:   | Clarifications:  |  |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration       |  |
|                | Compose a short musical piece.   |  |
| MIL 60 S 1 2.  | Clarifications   |  |
| WIU.00.3.1.2.  | e q_using traditional_non-traditional_digital_or_classroom instruments and/or voice  |  |
|                |  |  |
| MU.68.5.1.3:   | 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:  |  |
|                | 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., basic themes, patterns, tonality, melody, harmony  |  |
|                | 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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |  |  |
| Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. |   |  |  |
| MU.68.S.3.4:   | Clarifications:   |  |  |
|  | Mathematicians who narticinate in effortful learning both individually and with others:   |  |  |
|  | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |  |  |
|  | Ask questions that will help with solving the task.   |  |  |
|  | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |  |  |
|  | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |  |  |
| MA.K12.MTR.1.1:  | Clarifications:   |  |  |
|  | Teachers who encourage students to participate actively in effortful learning both individually and with others:  |  |  |
|  | <ul><li>Foster perseverance in students by choosing tasks that are challenging.</li></ul>   |  |  |
|  | Develop students' ability to analyze and problem solve.   |  |  |
|  | Recognize students' effort when solving challenging problems.   |  |  |
|  | Demonstrate understanding by representing problems in multiple ways.<br>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.   |  |  |
|  | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>   |  |  |
| MA.K12.MTR.2.1:  | Choose a representation based on the given context or purpose.  |  |  |
|  | Clarifications:   |  |  |
|  | <ul> <li>Help students make connections between concepts and representations.</li> </ul>  |  |  |
|  | 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.  |  |  |
|  | <ul> <li>Adapt procedures to apply them to a new context.</li> </ul>  |  |  |
| MA.K12.MTR.3.1:  | Use feedback to improve efficiency when performing calculations.  |  |  |
|  | Clarifications:   |  |  |
|  | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>  |  |  |
|  | 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.<br>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.  |  |  |
|  | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>   |  |  |
| MA.K12.MTR.4.1:  | Justify results by explaining methods and processes.  |  |  |
|  | Construct possible arguments based on evidence.   |  |  |
|  | Clarifications:<br>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.   |  |  |
|  | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select sequence and present student work to advance and deepen understanding of correct and increasingly officient methods.</li> </ul>                                  |  |  |
|  | <ul> <li>Select, sequence and present student work to advance and deepen understanding of confect and increasingly encient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |  |  |
|  | Use patterns and structure to help understand and connect mathematical concepts.  |  |  |
|  | Encus on relevant details within a problem  |  |  |
|  | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>  |  |  |
|  | Decompose a complex problem into manageable parts.  |  |  |
|  | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems</li> </ul>   |  |  |
| MA.K12.MTR.5.1:  | Connect solutions of problems to more complicated large-scale situations.   |  |  |
| 1  |   |  |  |

|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |  |
|-----------------|--|--|
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |  |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Deferm investigations to active data and data minerial is a method is appropriate a Dedesian medals and methods to improve accuracy or officiance.</li> </ul>  |  |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |  |
|                 | Cite evidence to explain and justify reasoning.  |  |
|                 | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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   |  |
|                 | Make inferences to support comprehension.  |  |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |  |
| ELA.K12.EE.4.1: | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |  |
|                 | Use appropriate voice and tone when speaking or writing.   |  |
| ELA.K12.EE.6.1: | Clarifications:<br>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 te |  |
|-------------------|--|--|
| 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 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 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: 1201110              | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number. 1301110              | 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)

# M/J Band 1 (#1302000) 2020 - 2022 (current)

| Name   | Description  |  |
|--|--|--|
|  | Develop strategies for listening to unfamiliar musical works.  |  |
| MU.68.C.1.1:   | Clarifications:  |  |
|  | e.g., listening maps, active listening, checklists   |  |
|  | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |  |
| MU.68.C.2.1:   | Clarifications:  |  |
|  | e.g., intonation, balance, blend, phrasing, rhythm   |  |
|  | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |  |
| MU 68 C 2 2  | Clarifications:  |  |
|  | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |  |
| MU 68 F 3 2 <sup>.</sup>   | 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.2.3:   | 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.  |  |
|  | Clarifications:  |  |
| MU.68.H.3.1:   | 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   |  |
|  | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.   |  |
| MU.68.0.3.1:   | Clarifications:  |  |
|  | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |  |
| MIL 40 O 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   |  |
| MU.00.U.3.2.   | other musical works.   |  |
|  | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |  |
| MU.68.S.1.1:   | 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.   |  |
| MU.68.S.1.4:   | Clarifications:  |  |
|  | e.g., melodies using traditional classroom instruments and/or voice  |  |
| MU.68.S.2.2:   | Transfer performance techniques from familiar to unfamiliar pieces.  |  |
|  | 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  |  |
|  | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.   |  |
| MU.68.S.3.6:   | Clarifications:  |  |
|  | e.g., independently, collaboratively   |  |
|  | 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,  |  |
| LAFS.6.SL.1.1:   | text, or issue to probe and reflect on ideas under discussion.   |  |
|  | <ul> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>C. Pese and respond to specific guestions with elaboration and detail by making commonts that contribute to the topic, text, or issue under</li> </ul> |  |
|  | <ul> <li>c. i use and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under<br/>discussion</li> </ul>  |  |
|  | 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:   | 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.3.9: | Draw evidence from informational texts to support analysis reflection, and research.  |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |

# 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**

Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# M/J Band 1 (#1302000) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.    |
| MU.68.C.2.1:    | Clarifications:   |
|                 | e.g., intonation, balance, blend, phrasing, rhythm  |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.               |
| MU.68.C.2.2:    | 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.1.2:    | Identify the works of representative composers within a specific style or time period.  |
| MU.68.H.2.3:    | 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.                                 |
|                 | Clarifications:   |
| MU.68.H.3.1:    | 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  |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image |
| MU.68.0.3.1:    | 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  |
| MU.68.0.3.2:    | other musical works.  |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:    | 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.  |
| MU.68.S.1.4:    | Clarifications:   |
|                 | e.g., melodies using traditional classroom instruments and/or voice   |
| MU.68.S.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                 | Sing and/or play age-appropriate repertoire expressively.   |
| MU 68 S.3.1:    | Clarifications:   |
| Moloolalarit    | e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response                                       |
|                 | Demonstrate proper vocal or instrumental technique  |
| MILAQC22        |   |
| WIU.00.3.3.2.   | e a posture breathina, finaerina, embouchure, bow technique, tunina, strummina  |
|                 | Cight road standard avaraicas and simple reportains   |
|                 |   |
| MU.68.S.3.3:    | Clarifications:   |
|                 | e.g., note and rest values, key signatures, time signatures, expressive markings, special narmonic 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  |
| 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.   |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> </ul>   |
|                 | Build perseverance by modifying methods as needed while solving a challenging task.   |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|                 | Clarifications:   |
|                 | l eachers who encourage students to participate actively in effortful learning both individually and with others:                                 |
|                 | Cultivate a community of growth minuset learners.     Factor perseverance in students by choosing tasks that are challenging                      |
|                 | <ul> <li>Develop students' ability to analyze and problem solve</li> </ul>  |
|                 | bevelop statents ubinty to analyze and problem solve.   |

|                 | Recognize students' effort when solving challenging problems.  |
|-----------------|--|
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | 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.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"  |

|                   | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
|                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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)

# M/J Band 2 (#1302010) 2020 - 2022 (current)

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU.68.0.3.2: | 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.  |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1: | Clarifications:<br>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.   |
| MU.68.S.1.4: | Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice   |
|              | Perform melodies with chord progressions.  |
| MU.68.S.1.5: | Clarifications:<br>e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar  |
|              | Perform music from memory to demonstrate knowledge of the musical structure.   |
| MU.68.S.2.1: | Clarifications:<br>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.  |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|              | Sight-read standard exercises and simple repertoire  |
| MU.68.S.3.3: | Clarifications:<br>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:<br>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.   |

| MU.68.S.3.6:      | Clarifications:   |
|-------------------|---|
| LAFS.6.SL.1.1:    | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>  |
|                   | 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.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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:  | Attend to precision.<br>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.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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 discipling 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 highquality 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# 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**

Music (Elementary and Secondary Grades K-12) Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12)

# M/J Band 2 (#1302010) 2022 - And Beyond

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Identify aurally instrumental styles and a variety of instrumental ensembles   |
|                |  |
| MU.68.C.1.3:   | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:   | Clarifications:  |
|                | e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:   | 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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU 68 H 3 1    | 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 |
|                | 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   |
|                | Deferm the supressive elements of a musical work indicated by the musical space and for conductor, and transfer new local data and superiors are to  |
| MU.68.0.3.2:   | other musical works.   |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:   | 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.   |
| MU.68.S.1.4:   | Clarifications:  |
|                | e.g., melodies using traditional classroom instruments and/or voice  |
|                | Perform meladies with chard progressions   |
| MIL 40 S 1 E.  |  |
| IVIU.00.3.1.5. | e.g. keyboard/piano keyboard/piano and voice guitar, voice and guitar  |
|                |  |
|                | Perform music from memory to demonstrate knowledge of the musical structure.   |
| MU.68.S.2.1:   | Clarifications:  |
|                | e.g., basic themes, patterns, tonaiity, melody, narmony  |
| MU.68.S.2.2:   | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                | 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 nitch  |
| MIL 69 S 2 4.  |  |
| IVIU.00.5.3.4: | e.g., error detection, interval reinforcement  |
|                |  |
| MU.68.S.3.5:   | Notate mythinic phrases and/or melodies, in varying simple meters, performed by someone else.  |
|                | Develop and demonstrate emolent renearcal strategies to apply skins and techniques.  |

| MU.68.S.3.6:    | Clarifications:<br>e.g., independently, collaboratively  |
|-----------------|--|
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul> </li> </ul>   |
|                 | Recognize students' effort when solving challenging problems.  |
| MA.K12.MTR.2.1: | <ul> <li>Definition of the standard by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul> </li> </ul></li></ul>  |
|                 | <ul><li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>   |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• 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.  |
| MA.K12.MTR.6.1:   | 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   |
|                   | Verify possible solutions by explaining the methods used.     Evaluate results based on the given context  |
|                   |  |
|                   | Teachers who encourage students to assess the reasonableness of solutions:   |
|                   | Have students estimate or predict solutions prior to solving.  |
|                   | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>  |
|                   | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to varify colutions through justifications.</li> </ul>   |
|                   | Strengthen students ability to verify solutions through justifications.  |
|                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                   | Connect mathematical concents to everyday experiences  |
|                   | <ul> <li>Use models and methods to understand, represent and solve problems.</li> </ul>  |
|                   | • 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:   |
|                   | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to group of their group of the group</li></ul> |
|                   | <ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>  |
|                   | <ul> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                   | 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.  |
| 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.  |
|                   | 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.  |
|                   | Clarifications:  |
| 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.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
|                   | Clarifications:  |
| ELA.K12.EE.4.1:   | 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 2.12, students engage is conductione discussions along and welfing their responding refining and explains skills.  |
|                   | 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:<br>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 bevond, 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 DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of highquality 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 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: 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: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

| Music (Elementary and Secondary Grades K-12)              |
|---|
| nstrumental Music (Secondary Grades 7-12)                 |
| Instrumental Music (Elementary and Secondary Grades K-12) |

# M/J Band 3 (#1302020) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
| MU.68.C.1.1:   | Develop strategies for listening to unfamiliar musical works.  |
|                | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:   | Clarifications   |
|                | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3:   | Clarifications:<br>e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:   | Clarifications:  |
|                | Critique, using correct music vectobulary, changes in one's own or others' musical performance resulting from practice or rehearcal  |
|                | chuque, using correct music vocabulary, changes in one's own or others musical performance resulting from practice or renearsal.   |
| MU.68.C.2.2:   | Clarifications:<br>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.  |
|                | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:   | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|                | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:   | 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.   |
|                | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:   | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns                                |
|                | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:   | 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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:   | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|                | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:   | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:   | Clarifications:  |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
| MU.68.0.2.2:   | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
|                | Clarifications:<br>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:<br>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   |
| MU.68.0.3.2:   | other musical works.   |
|                |  |
| IVIU.08.5.1.1: | cianications.  |

|                   | 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.  |
| 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., basic memes, patterns, tonality, melody, narmony  |
| MU.68.S.2.2:      | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                   | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.5.3.1:      | Clarifications:   |
|                   |   |
|                   |   |
| MU.68.5.3.2:      | Clarifications:   |
|                   | Cight read standard suprises and simple reportsize  |
|                   |   |
| MU.68.5.3.3:      | Clarifications:   |
|                   |   |
|                   | compare written notation to adrai examples and analyze for accuracy of mythin and pitch.  |
| MU.68.5.3.4:      | Clarifications:   |
| MUL 40 S 2 E.     | Natata rhythmia phrases and/or maladias, in varying simple maters, parformed by someone also  |
| WIU.08.5.3.5:     | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques   |
| MIL 68 S 3 6.     | Clarifications:   |
| 10.00.3.3.0.      | e.g., independently, collaboratively  |
|                   | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical   |
| LAFS.68.RST.2.4:  | 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.  |
|                   | 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.   |
| LAFS.7.SL.1.1:    | 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   |
| LAES 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   |
| LAF3.7.3L.1.2.    | 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  |
|                   | 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.  |
|                   | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze  |
| MAFS.K12.MP.5.1:  | 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   |
|                   | 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   |
| MAFS.K12.MP.6.1:  | 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   |
|                   |   |
|                   | 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,<br>students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 2$ in preparation for learning shout the distributive preparative. In the superscript will |
| MAFS.K12.MP.7 1   | + 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   |

|                   | -y <sup>2</sup> 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.   |

# VERSION DESCRIPTION

I

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 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 Path: Section: Grades PreK to 12 Education |
|--------------------------------|---|
| Course Number: 1202020         | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1302020         | Courses > Subject: Music Education > SubSubject:  |
|                                | Instrumental Music >                              |
|                                | Abbreviated Title: M/J BAND 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)              |

# M/J Band 3 (#1302020) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
| MU.68.C.1.1:  | Develop strategies for listening to unfamiliar musical works.  |
|               | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:  | Clarifications:  |
|               | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|               | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3:  | Clarifications:  |
|               | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|               | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:  | Clarifications:  |
|               | e.g., intonation, balance, blend, phrasing, rhythm   |
|               | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:  | 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.  |
|               | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:  | Clarifications:  |
|               | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|               | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:  | 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 of time period.   |
|               |  |
| MU.68.H.1.4:  | e.g., rhythm, layered texture, key patterns, tonality, melodic line, guarter- or semi-tones, national folk melodies, improvisation, instrumentation, |
|               | aural/oral traditions, drumming patterns   |
|               | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:  | 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.   |
|               | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| МП 40 Ц 2 1.  | Clarifications:  |
| 10.00.11.5.1. | 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   |
|               | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:  | Clarifications:  |
|               | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays      |
|               | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1:  | Clarifications:  |
|               | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
| MU.68.0.2.2:  | 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.68.0.3.2:  | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to     |
|               | Utiler Husical WUKS.   |
| MIL 60 S 1 1. |  |
| WU.00.3.1.1:  | cial incations.  |

|                 | 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.   |
| MU.68.S.1.4:    | Clarifications:<br>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:<br>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.  |
| 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:<br>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 narmonic and/or notation symbols   |
| MIL 40 5 2 4.   | Compare written notation to aural examples and analyze for accuracy of rnythm and pitch.   |
| WU.08.3.3.4:    | 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.<br>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.  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as peeded while solving a challenging task.</li> </ul>                   |
|                 | <ul> <li>State engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.  |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>                                     |
|                 | 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.  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:<br>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.<br>Mathematicians who complete tasks with mathematical fluency:  |
|                 | Select efficient and appropriate methods for solving problems within the given context.  |
|                 | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>   |
|                 | 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.   |
|                 | 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: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul></li></ul>  |
|-----------------|--|
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>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.</li></ul> |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>referenced by the instructor.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |  |
|-------------------|--|--|
| ELA.K12.EE.4.1:   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |  |
|                   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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

Grade Level(s): 6,7,8

|                                    | Course Path: Section: Grades PreK to 12 Education |  |
|------------------------------------|---|--|
| Neuros Number: 1202020             | Courses > Grade Group: Grades 6 to 8 Education    |  |
| ourse number: 1302020              | Courses > Subject: Music Education > SubSubject:  |  |
|                                    | Instrumental Music >                              |  |
|                                    | Abbreviated Title: M/J BAND 3                     |  |
|                                    | Course Length: Year (Y)                           |  |
|                                    | Course Level: 2                                   |  |
| ourse Status: State Board Approved |   |  |

## Educator Certifications

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

Music (Elementary and Secondary Grades K-12)

# M/J Band 4 (#1302030) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:   | 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   |
|                | Identify, aurally, instrumental styles and a variety of instrumental ensembles.   |
| MU.68.C.1.3:   | Clarifications:   |
|                | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:   | Clarifications:   |
|                | e.g., intonation, balance, blend, phrasing, rhythm  |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:   | 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.  |
|                | Describe several routes a composition or performance could travel from creator to consumer.   |
| MU.68.F.2.1:   | Clarifications:   |
|                | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales   |
|                | Describe how concert attendance can financially impact a community.   |
| MU.68.F.2.2:   | Clarifications:   |
|                | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
| 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.  |
|                | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.  |
| MU.68.F.3.3:   | Clarifications:   |
|                | e.g., idea, development, editing, selling, revising, testing, presenting  |
| 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.  |
|                | Classify authentic stylistic features in music originating from various cultures.   |
| MU.68.H.1.4:   | Clarifications:   |
|                | e.g., mythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national rolk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns |
| MIL 40 LL 1 E. | Using representative musical works by celested compares elessify 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  |
| 10.00.11.2.1.  | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU 68 H 2 2·   | Clarifications:   |
| 10.00.11.2.2.  | 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.  |
|                | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:   | Clarifications:   |
|                | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1:   | 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   |
|                | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2    | 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.68.0.3.1    | Clarifications:   |
|                |   |

|                   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
|-------------------|---|
| MU.68.0.3.2:      | 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.   |
|                   | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:      | Clarifications:<br>e.g., blues, rock  |
|                   | Compose a short musical piece.  |
| MU.68.S.1.2:      | Clarifications:<br>e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice   |
|                   | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4:      | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.1:      | Clarifications:<br>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 namonic and/or notation symbols   |
| MIL 40 5 2 4.     | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  |
| WU.08.5.3.4:      | 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.  |
| MU.68.S.3.6:      | Clarifications:<br>e.g., independently, collaboratively   |
|                   | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical   |
| LAI 5.00.R31.2.4. | 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.  |
|                   | 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.   |
| LAFS.8.SL.1.1:    | 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:    | 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.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools |
| MAFS.K12.MP.5.1:  | 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<br>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   |
|                   |   |
|                   | reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about   |
| MAFS.K12.MP.6.1:  | 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.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 $x^2 + 9x + 14$ , 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   |
| 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 DESCRIPTION

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:

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: 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)

# M/J Band 4 (#1302030) 2022 - And Beyond

| Name                         | Description  |
|------------------------------|--|
| MU.68.C.1.1:<br>MU.68.C.1.2: | Develop strategies for listening to unfamiliar musical works.  |
|                              | Clarifications:  |
|                              | e.g., listening maps, active listening, checklists   |
|                              | 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                        |
|                              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU 68 C 1 3                  | Clarifications:  |
|                              | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|                              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU 68 C 2 1                  | Clarifications   |
| 10.00.0.2.1.                 | e.g., intonation, balance, blend, phrasing, rhythm   |
|                              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal                   |
| MU 49 C 2 2                  | Charifications:  |
| WIU.00.C.2.2.                | e.g., blend, balance, ensemble plaving, sonority, technique, tone quality  |
| MIL 40 C 0 0.                | Criticus percents composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peors         |
| 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                    |
|                              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MII 68 E 2 1 ·               | Clarifications   |
| 10.00.1.2.1.                 | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|                              | Describe how concert attendance can financially impact a community   |
| МЦ 40 Г 2 2.                 |  |
| WIU.00.F.2.2.                | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
| МЦ 40 Г 2 2.                 | Investigate and discuss laws that protect intellectual property, and practice sets, lease, and responsible acquisition and use of musical media      |
| WIU.00.F.3.2.                | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                             |
| МП 40 Г 2 2.                 | Clarifications:  |
| WIU.00.F.3.3.                | e.g., idea, development, editina, sellina, revisina, testina, presentina   |
| MIL 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  |
|                              | Classify authentic stylistic features in music originating from various cultures.  |
|                              | Clarifications:  |
| MU.68.H.1.4:                 | 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.  |
|                              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:                 | 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.   |
|                              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:                 | 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.68.0.2.1:                 | 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                                  |
|                              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:                 | 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   |
|-----------------|--|
| MU.68.0.3.2:    | 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.  |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:    | Clarifications:<br>e.g., blues, rock   |
| MU.68.S.1.2:    | Compose a short musical piece.   |
|                 | Clarifications:<br>e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice  |
|                 | Sing or play melodies by ear with support from the teacher and/or peers.   |
| MU.68.S.1.4:    | Clarifications:<br>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:<br>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.  |
| MU.68.S.3.1:    | Clarifications:<br>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:<br>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.68.5.3.4:    | e.g., error detection, interval reinforcement  |
| MU.68.S.3.5:    | Notate rhythmic phrases and/or melodies, in varving simple meters, performed by someone else.  |
|                 | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.   |
| MU.68.S.3.6:    | Clarifications:<br>e.g., independently, collaboratively  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|                 | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | 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.<br>Mathematicians who complete tasks with mathematical fluency:  |
|                 | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |

|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul></li></ul>   |
|-----------------|---|
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of sen and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
| 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.  |

|                   | ( 0 Students continue with providue skills and use a stude guide to proper sitetion  |
|-------------------|--|
|                   | o-o 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 DESCRIPTION

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

#### 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: 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: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

# M/J Orchestra 1 (#1302040) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
| 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.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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:   | 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 |
|                | Compare performances of a muchal work to identify artistic choices made by performance   |
| MUL (0.0.1.1   |  |
| MU.68.0.1.1:   | Clarifications:  |
|                | Describe how the combination of instrumentation and concessive elements, enough on equival and ensemble  |
| MUL (0.0.2.1   |  |
| MU.08.U.3.1:   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
|                | Deform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to  |
| MU.68.0.3.2:   | 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:  |
|                | 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., 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.  |
| 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, breatning, 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 narmonic and/or notation symbols   |
|                | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.   |
| MU.68.S.3.4:   | Clarifications:  |
|                |  |
|                | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.   |
| MU.68.S.3.6:   | Clarifications:  |
|                |  |
| 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  |
| 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.3.9: | Draw evidence from informational texts to support analysis reflection, and research.  |
| MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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. <b>Standard Relation to Course: Supporting</b>  |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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  |
| FLD K12 FLL SL 1  | English language learners communicate for social and instructional purposes within the school setting   |
| 220.012.222.00.11 | Light hangedge fournete commandate for social and instructional parposes within the solidor sociality.  |

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

#### 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

#### **Educator Certifications**

# M/J Orchestra 1 (#1302040) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:    | Clarifications:  |
|                 | e.g., intonation, balance, blend, phrasing, rhythm   |
| 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.   |
|                 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:    | 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 |
|                 | Compare performances of a musical work to identify artistic choices made by performance  |
|                 | compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:    | Clarifications:  |
|                 | C.g., Hydrin, herody, thiste, form, tohanty, harmony, expressive elements, enough, orderestial, band, ensemble   |
|                 | besche now the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/of image.   |
| MU.68.U.3.1:    | Clarifications:  |
|                 | Deform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to  |
| MU.68.0.3.2:    | 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:  |
|                 | 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., 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.  |
| 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  |
|                 | 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.     Duild persoverance by modifying methods as peeded while solving a challenging task.  |
|                 | Stav engaged and maintain a positive mindset when working to solve tasks   |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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: | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
|-----------------|---|
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul>                 |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.  |

| 1                 |   |
|-------------------|---|
| MA.K12.MTR.7.1:   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul><li>Connect mathematical concepts to everyday experiences.</li><li>Use models and methods to understand, represent and solve problems.</li></ul>  |
|                   | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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.

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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

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

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)              |

| Name           | Description   |
|----------------|---|
|                | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:   | 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                           |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.          |
| MU.68.C.2.1:   | Clarifications:   |
|                | e.g., intonation, balance, blend, phrasing, rhythm  |
|                | Describe several routes a composition or performance could travel from creator to consumer.   |
| MU.68.F.2.1:   | 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.        |
| 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.  |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                       |
| MU.68.H.3.1:   | 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  |
|                | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1:   | Clarifications:   |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image       |
| MU.68.0.3.1:   | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration            |
| MU.68.0.3.2:   | 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.  |
|                | Improvise rnythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:   | Clarifications:   |
|                |   |
| 110.00.3.1.3.  | Sing or play melodies by ear with support from the teacher and/or peers   |
| MIL 40 S 1 4.  |   |
| 110.00.3.1.4.  | e.g., melodies using traditional classroom instruments and/or voice   |
|                | Barfarm music from momenty to demonstrate knowledge of the musical structure  |
|                |   |
| MU.68.5.2.1:   | e a basic themes patterns topality melody barmony   |
| MU (0 C 0 0.   | Transfer performance techniques from families to unfamilies pieces  |
| WIU.08.3.2.2:  | Sing and/or play age appropriate reportoire expressively  |
| MUL ( 0 C 2 1. |   |
| 110.00.3.3.1.  | e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response   |
|                |   |
|                |   |
| MU.68.5.3.2:   | clarifications:   |
|                | Ciekt read standard eversions and simple reportation  |
| MU.68.S.3.3:   |   |
|                | Clarifications:   |
|                | Compare written notation to surel examples and anchine for accuracy of thether and siteh  |
| MU.68.S.3.4:   | compare written notation to aural examples and analyze for accuracy of rhythm and pitch.  |
|                | Clarifications:   |
|                |   |
|                | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:   | 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 |

| LAFS.6.SL.1.1:    | <ul> <li>issues, building on others' ideas and expressing their own clearly.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>  |
|-------------------|---|
|                   | Standard Relation to Course: Supporting   |
| LAFS.6.SL.1.2:    | 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.3.9: | Draw evidence from informational texts to support analysis reflection, and research.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
| 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. <b>Standard Relation to Course: Supporting</b>  |
| MAFS.K12.MP.7.1:  | Look for and make use of structure.<br>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.<br>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.  |

## 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

# GENERAL INFORMATION

Course Number: 1302050

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

Course Status: Course Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | 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   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                        |
| MU.68.C.2.1: | Clarifications:   |
|              | e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Describe several routes a composition or performance could travel from creator to consumer.   |
| MU.68.F.2.1: | 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.                      |
| 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.  |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| MU.68.H.3.1: | 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  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1: | Clarifications:   |
|              | e.g., mythm, melody, timore, form, tonaity, narmony, expressive elements; chorar, orchestrar, band, ensemble  |
|              | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image                     |
| MU.68.0.3.1: | Clarifications:   |
|              | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                          |
| MU.68.0.3.2: | 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. |
|              | Improvise rbythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions  |
| MIL 68 S 1 1 |   |
| 10.00.3.1.1. | 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.  |
| 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., 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.   |
| 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   |
| 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   |
|              | 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:   |

| MA.K12.MTR.1.1: | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li></ul>  |
|-----------------|--|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> 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.<br>Mathematicians who assess the reasonableness of solutions:  |

| DA.68.S.2.1:<br>ELD.K12.ELL.SI.1: | Sustain tocused attention, respect, and discipline during classes and performances.<br>English language learners communicate for social and instructional purposes within the school setting.  |
|-----------------------------------|--|
| ELA.K12.EE.6.1:                   | Clarifications:<br>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.5.1:                   | Clarifications:<br>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 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:                   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>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.   |
| 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.2.1:                   | Read and comprehend grade-level complex texts proficiently.  Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                                   | <ul> <li>4-3 students continue with previous skins 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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| FI & K12 FE 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.  |
| MA.K12.MTR.7.1:                   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> |
| MA.K12.MTR.6.1:                   | <ul> <li>Evaluate results based on the given context.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>  |
| MA.K12.MTR.6.1:                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |

#### 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

#### 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: 1302050

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

Course Status: State Board Approved Grade Level(s): 6,7,8

#### Educator Certifications

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                  |
| MU.68.C.1.2:    | Clarifications:   |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                     |
|                 | Identify, aurally, instrumental styles and a variety of instrumental ensembles.   |
| MU.68.C.1.3:    | Clarifications:   |
|                 | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.    |
| MU.68.C.2.1:    | Clarifications:   |
|                 | e.g., intonation, balance, blend, phrasing, rhythm  |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.               |
| MU.68.C.2.2:    | 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.   |
|                 | Describe several routes a composition or performance could travel from creator to consumer.   |
| MU.68.F.2.1:    | 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.  |
| 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.  |
| MU.68.H.1.5:    | Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.   |
|                 | Analyze now technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2:    | Clarifications:   |
| MIL 40 11 2 2.  | Classify the literature being studied by genre, style, and/or time period   |
| 1010.00.11.2.3. | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration                                  |
|                 |   |
| MU.68.H.3.1:    | 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  |
|                 | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1:    | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                    |
|                 | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2:    | 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.68.0.3.1:    | 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  |
| MU.68.0.3.2:    | other musical works.  |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:    | 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   |
|                 | Perform music from memory to demonstrate knowledge of the musical structure.  |
| MU.68.S.2.1:    | 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.   |
|-------------------|---|
| MU.68.S.3.1:      | Clarifications:   |
|                   | e.g., technique, phrasing, dynamics, tone quality, biend, balance, intonation, kinestnetic support/response   |
|                   | Demonstrate proper vocal or instrumental technique.   |
| MU.68.5.3.2:      | 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:<br>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.  |
| MU.68.S.3.6:      | Clarifications:<br>e.g., independently, collaboratively   |
| LAFS 40 DST 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   |
| LAF3.00.K31.2.4.  | 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.  |
|                   | 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.   |
| LAFS.7.SL.1.1:    | 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.  |
|                   | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze  |
| WAF5.K12.WP.5.1:  | 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   |
| MAFS.K12.MP.6.1:  | specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,   |
|                   | 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.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,<br>students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ in propagation for learning about the distributive property. In the suggestion we |
|                   | + 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 number y and y                    |
|                   | 77 as a minute a positive number times a square and use that to realize that its value cannot be more than 5 for any real humbers X and y.  |
| 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 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.

#### 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: 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 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)

| Decket strange for filtering to unfinite makes eases.           Outside Strates         E.g., belong maps, action latering, bookies           Strates         Comparison and grant makes excluding, beer grant and excluding of the sembles' largest of a performance to back soon hypothesis of the compare's index.           Outside Strates         Comparison and grant makes excluding, beer grant and grant and without a performance, compare to this instrumentation, expression elements, the           Outside Strates         Comparison and grant makes excluding, performance, separiment with a weeky of statumentation, and make approximate strate and the separation and the approximate excluding and the separation of the second performance excluding from practice or rehears.           Outside Strates         Contractions:<br>E.g., filteriations:<br>E.g., filteriation:<br>E.g., filteriations:<br>E.g., filteriations:<br>E.g., filteriations | Name                        | Description   |
|---|-----------------------------|---|
| Built Biol       Contractions:<br>Biol       Contractions:<br>Biol <thcontractions:<br>Biol</thcontractions:<br>  |                             | Develop strategies for listening to unfamiliar musical works.   |
| a. J. Starling maps, action is being, chooses         b. Dergen, singly rate in user vanishing, the action in injust of a performance, som pysithesis of the compare's induct.         b. 04, 04, 01, 12       Dergen, singly rate in user vanishing, the action injust of a performance, compare to the second of the compare's induct.         b. 04, 04, 01, 12       Dergen, singly rate induces and a variety of instrumental eventsia.         b. 04, 04, 01, 12       Dergen, singly rate induces and variety of instrumental eventsia.         b. 04, 04, 02, 13       Dergen, singly rate induces and variety of instrumental eventsia.         b. 04, 04, 02, 13       Dergen, singly rate induces and variety of instrumental eventsia.         b. 04, 04, 02, 13       Dergen, singly rate induces and variety of instrumental eventsia.         b. 04, 04, 02, 14       Dergen, singly rate induces and variety of instrumental eventsian instrumental eventsian instrumental eventsian eventsian instrumental eventsian eventsian instrumental eventsian eve  | MU.68.C.1.1:                | Clarifications:   |
| Compare_using correct nucles vecabulary. The assimilation impact of a performance to one's own hypothesis of the composer's intent.           Description         estimation           Add A6.C.1.2:         Charitations:<br>estimation         estimation           Add A6.C.1.2:         Charitations:<br>estimation         estimation           Add A6.C.1.2:         Charitations:<br>estimation         estimation           Comparitation         Estimation         estimation         estimation           Comparitation         Estimation         estimation         estimation           Comparitation         Estimation         estimation         estimation         estimation         estimation           Comparitation         estimation   |                             | e.g., listening maps, active listening, checklists  |
| Bit Number of State         Contractions         Every state         State           MULAB C. 1.3         Contractions         Every state         St   |                             | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                            |
| bit downly, actively indexemble styles and a versely of instruments on request notes, instrumentation, expressive elements, the         bit downly, actively, indexemble styles and a versely of instruments         bit downly, actively, indexemble styles and a versely of instruments         bit downly, actively, indexemble styles and a versely of instruments         bit downly, actively, indexemble styles and a versely of instruments         bit downly, actively, indexemble styles and a versely of instruments         bit downly, actively, indexemble styles, and a versely of instruments         bit downly, actively, actively, and actively of solutions, and make appropriate actively instruments with guidance term tectores and peers.         bit downly, actively, actively, actively, indexe in an actively of solutions, and make appropriate actively instruments byles, and actively actively, actively, actively of actively, actively, actively actively of actively actively actively actively instruments byles, and actively instruments byles and actively a   | MU.68.C.1.2:                | Clarifications:   |
| Biolity, autaity, instrumental types and a versing of instrumental anomates.         Build Ref. 1.3       Charitactions:<br>a.g., divided, Barrique, Somantic, contemporty, Joy, pp., skile, duel, tris, quartel, small momentals<br>Charitactions:<br>a.g., intentions, bains, bench, phrasing, rhythm         Aut Jan C. 2.1       Charitactions:<br>a.g., intention, bains, bench, phrasing, intythm         Aut Jan C. 2.2       Charitactions:<br>a.g., intention, bains, bench, phrasing, intythm         Aut Jan C. 2.1       Charitactions:<br>a.g., intentions, bains, bench, phrasing, intythm         Aut Jan C. 2.2       Charitactions:<br>a.g., intentions, bains, censor bio playing, scoretty, technolus, tone quality         Aut Jan C. 2.1       Charitactions:<br>a.g., Intentions, and other technology, production, varing on the internet, hone studies, professional recording studies, sales<br>a.g., Intentions, and diversion laws that provides interface and a specific sity for genre.         Aut Jan D. 2.2       Charitactions:<br>a.g., Intention diversion and the profession or profession and recording studies, sales<br>a.g., Intention and diversion and the provession cultures and trine profess.         Aut Jan D. 2.2       Charitactions:<br>a.g., Intention and diversion and the profession and profession and a specific sity or genre.         Aut Jan D. 2.2       Describe how American mack has been influenced by other cultures.         Aut Jan D. 2.2       Charitactions:<br>a.g., Intention anomy mack is by scienced concounse, shells and responsible acquired and experimental.         Aut Jan D. 2.3       Charitactions:<br>a.g., information anomy mack as been influe  |                             | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                               |
| MU 68:0.1.3:         Clainfractions:  |                             | Identify, aurally, instrumental styles and a variety of instrumental ensembles.   |
| e.g. Cassical, Barcous, Bornethic Contemporty, 182 ppp, 540, dute, this, quarter, and insemblies       continues         Will ABL C.D.1:       Characterization and processors compriment with a variety of solutions, and make appropriate adjustments with guidence from leastness and poess.         Will ABL C.D.2:       Characterizations:<br>e.g., inhoration, Balance, insemble playing, scoredty, technique, there guildly.         Will ABL C.D.2:       Characterizations:<br>e.g., inhorations:<br>g.g. Leon, Leon, Leon, ensemble playing, scoredty, technique, there guildly.         Will ABL C.D.2:       Characterizations:<br>g.g., MIDI and other technology, production, starting on the interact, hore guildly.         Will ABL T.D.2:       Characterizations:<br>g.g., MIDI and other technology, production, starting on the interact, hore studies, protessional recording studies, sales<br>monostation and discuss less. The besin influenced by other characterization studies and responsible angulation and use of musici media table<br>musici protein and discuss less. The besin influenced by other characterization studies and responsible angulation and use of musici media table<br>musici protein and discuss less. The besin influenced by other characterization compared and experiment.         Will ABL T.D.       Describe how and microt model how besin influenced by other characterization and experiments.         Will ABL T.D.       Describe how and microt model how and will an appecific at by and experiment.         Will ABL T.D.2:       Charifications:<br>g.g., forth heritaging proteinations of musici from various columes, submit and will by an appecific at by and experiment.         Will ABL T.D.2:       Cha  | MU.68.C.1.3:                | Clarifications:   |
| Childrap personal performance, experiment with a warkey of solutions, and make appropriate adjustments with guidance from teachers and peers.           NU 88.0.2.1         Clarifications:<br>e.g., inhoration, biano, phano, pinon, pino     |                             | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles   |
| MU 68 C 2.1:       Carrientons:       End _ information, balance, binding, phrasing, rhythm         MU 68 C 2.2:       Carrientons:       Caligue, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.         MU 68 C 2.2:       Carrientons:       In   |                             | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.              |
| B.G., instruction, basics, and, prinsing in yritin       Image: Critique, using correct make vacuableny, changes in one's own or others' musical performance resulting from practice or rehearsal.         B.G. Critique, using correct make vacuableny, changes in one's own or others' musical performance resulting from practice or rehearsal.       Image: Critique, using correct make vacuableny, changes in one's own or others' musical performance resulting from practice or rehearsal.         B.G. Critique, using correct make vacuableny, changes in one's own or others' musical performance resulting from practice or rehearsal.       Image: Critique, using correct make vacuableny, changes in one's own or others' musical performance resulting from practice or rehearsal.         B.G. F. 21:       Carrifications:       Image: Critique, using a musical work is an exemption in a specific style or genre.         B.G. M.D. B. 1.12:       Internetions:       Image: Critique, using a framework in a specific style or time period.         B.G. B. 1.2:       Using representative musical works by selected composers, closify compositional characteristics common to a specific time period and/or genre.         B.G. B. 1.2:       Using representative musical works by selected composers, closify compositional characteristics common to a specific time period and/or genre.         B.G. Garifications:       Image: from photograph to CD       Image: from photograph to CD         G.G. from harps: from of to plano: triom phonograph to CD       Image: from and traditions, ceremonial music, sales and diver cotexts through interdicciplinary collaboration.         Garifications: <td>MU.68.C.2.1:</td> <td>Clarifications:</td>   | MU.68.C.2.1:                | Clarifications:   |
| Orbital         Using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.           04.66.0.2.1         Apply specific correct may an use and the valuable why a musical work is an exemptar in a specific style or genne.           04.66.0.3.1         Apply specific correct and the valuable why a musical work is an exemptar in a specific style or genne.           04.66.0.3.1         Carifications:         0 - minor and other technology, production, sharing on the Internet, home studies, professional recording studies, sales           04.66.7.3.2         Investigate and docume laws that protocil intellectual property; and practice safe, legal, and responsible acquisition and use of musical media.           04.66.8.7.3         Use of the functions of music from values that protocil intellectual property; and practice safe, legal, and responsible acquisition and use of musical media.           04.66.8.7.3         Use of the functions of music from values that protocil thin a specific style or time period.           04.66.8.7.3         Use of the functions of music from values the specific time period.           04.66.8.7.3         Carifications:         Specific time period and/or genre.           04.66.8.7.3         Carifications:         Specific time period and/or genre.           04.66.8.7.2         Carifications:         Specific time period and/or genre.           04.66.8.7.2         Carifications:         Specific time period and/or genre.           04.66.8.7.3  |                             | e.g., intonation, balance, blend, phrasing, rhythm  |
| MU 68 C.2.2:       Clarifications:       e.g., blink bulance, ensemble playing, sonotity, technique, tane quality         MU 68 C.3.1:       Apply specific criteria to evaluate with a musical work is an exemplar in a specific style or gene.         Describe several routes a composition or performance could have from creator to comsumer.         MU 68 F.3.1:       Clarifications:         e.g., MD1 and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         MU 68 F.3.1:       Describe the functions of masic from various cultures and time periods.         MU 68 H.1.2:       Identity the works of representative composers within a specific style or time period.         MU 68 H.1.2:       Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or gene:         Analyze how technology in as changed the way music is created, performed, acquired, and experienced.         MU 68 H.3.1:       Clarifications:         e.g., from harpschord to plano. from phonograph to CD         MU 68 H.3.1:       Clarifications:         e.g., representative maxical works by selected content areas and/or contexts through interdisciplinary collaboration.         Clarifications:       e.g., from harpschord to plano. from phonograph to CD         MU 68 H.3.1:       Clarifications:         e.g., routh and other content areas and/or content areas and/or contexts through interdisciplinary collaboration.<  |                             | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                         |
| Bit (AB C.3.1:       Apply specific trifes to evaluate why a muscle work is an exception as specific style or genre.         Describe several routes a composition or performance could travel from creator to consumer.       Clarifications:         0.1.6.0.1:       Clarifications:       0.1.6.0.1:         0.1.6.0.1:       Describe several routes a composition or performance could travel from creator to consumer.       Clarifications:         0.1.6.0.1:       Describe the functions of music from various cultures and time periods.         0.1.6.0.1:       Describe the functions of music from various cultures and time periods.         0.1.6.0.1:       Describe the functions of music from various cultures and time periods.         0.1.6.0.1:       Describe the functions of music from various cultures.         0.1.6.0.1:       Describe the functions of music from various cultures.         0.1.6.0.1:       Describe the vary music is created, performed, acquired, and experienced.         0.1.6.0.1:       Clarifications:       e.g., school: other music dasses, social studies day energy, style, and/or contexts through interdisciplinary collaboration.         0.1.6.0.1:       Clarifications:       e.g., school: other music dasses, social studies, dance, physical education, science, health, math, world languages: community: cultural connections among music and other contents through performance.         0.1.6.0.2:       Clarifications:       e.g., school: other music: dasses, dask and adverting: communication, scinensets.  | MU.68.C.2.2:                | Clarifications:   |
| MU 68 C.3.1       Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or gene.         Describe several routes a composition or performance could travel from creator to consume.         Clarifications:       g., MID1 and other technology, production, sharing on the Internet, home studies, professional recording studies, sales         MU 68 F.3.2       Investigate and discuss laws that protect inhelentual graperty, and practice safe, legal, and responsible acquisition and use of musical media.         MU 68 F.3.1       Describe her functions of music from various cultures and time period.         MU 68 H.1.3       Describe how American music has been influenced by other cultures.         MU 68 H.2.2       Clarifications:         e.g., from herpschord to plano, from phonograph to CD       Analyze how technology has changed the way music is created, performed, acquired, and experimedel.         MU 68 H.2.3       Classify the Ilterature being studied by gene, style, and/or time period.         MU 68 H.3.1:       Clarifications:         e.g., school: other music classes, scolal studies, daree, physical education, science, heath, math, world languages: community: cultural connections and traditions, ceremonial music; alse and dore training, performance.         MU 68 O.3.1:       Clarifications:         e.g., exhool: other music classes, scolal studies, daree, physical education, science, heath, math, world languages: community: cultural connections and traditions, ceremonial music; alse and dore trainding, foramunication. <t< td=""><td></td><td>e.g., blend, balance, ensemble playing, sonority, technique, tone quality</td></t<>   |                             | e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
| Description         Description         Description         Description           04.66.F.2.1:         Clarifications:         a.g., MID and other technology, production, sharing on the Internet, home studios, professional recording studios, sales           04.66.F.3.2:         Investigate and discuss laws that protect intelectuates and time periods.           04.66.F.3.2:         Investigate and discuss laws that protect intelectuates and time periods.           04.66.F.3.1:         Description bow Amrican musics from versions confures and time periods.           04.66.F.3.1:         Using representative composers within a specific style of time period.           04.66.F.3.1:         Using representative musical works by selected composors, classify compositional characteristics common to a specific time period and/or genre.           04.66.F.3.1:         Clarifications:         a.g., from harpsichord to plane. from phonograph to CD           04.66.F.3.1:         Clarifications:         a.g., from harpsichord to plane, from phonograph to CD           04.66.F.3.1:         Clarifications:         a.g., from harpsichord to plane, comparise and/or contexts through interdisciplinary collaboration.           04.66.F.3.1:         Clarifications:         a.g., from harpsichord to plane, from phonograph to CD           04.66.F.3.1:         Clarifications:         a.g., from harpsichord to plane, seless, social studies, dance, physical education, science, health, math, world languages: community: outural connections among music, and other c   | 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 P. 2.1:       Iclamications:         e.g. MUB 08 F 3.2:       Investigate and discuss laws that protect intelectual property, and practice safe, legal, and responsible acquisition and use of musical media.         MU 68 F 3.2:       Investigate and discuss laws that protect intelectual property, and practice safe, legal, and responsible acquisition and use of musical media.         MU 68 F 3.2:       Investigate and discuss laws that protect intelectual property, and practice safe, legal, and responsible acquisition and use of musical media.         MU 68 F 3.1:       Describe how American music has been influenced by other cultures.         MU 68 H 1.3:       Describe how American music has been influenced by other cultures.         MU 68 H 2.1:       Clarifications:         e.g., from harpsichord to plane: from phonograph to CD       Clarifications:         e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages: community: cultural connections: and qualities, correnation music, values and advertising; commarkation         MU 68 O 1.1:       Carifications:       e.g., school: other music diasses, social studies, parallel major/minor         MU 68 O 2.2:       Clarifications:       e.g., nonliny, hermony, expressive elements; choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor innalities through performance and composition.       Clarifications:         e.g., scales, key signatures; relative major/minor; paralel major/minor; paralel major/minor; d.g., scales, ke  |                             | Describe several routes a composition or performance could travel from creator to consumer.   |
| UL 68 F. 3.2         Investigate and discuss that protect intellectual property, and practice scales, providence reading requestion and use of musical media.           WL 68 H.1.1:         Describe the functions of music from various cultures and time periods.           WL 68 H.1.3:         Describe the functions of music from various cultures and time periods.           WL 68 H.1.3:         Describe how American music has been influenced by other cultures.           WL 68 H.2.3:         Using representative composes within a specific style or time period.           WL 68 H.2.3:         Clarifications:         e.g. from harpischord to plane: from phonograph to CD           Ø.4.6.H.2.3:         Clarifications:         e.g. from harpischord to plane: from phonograph to CD           WL 68 H.3.1:         Clarifications:         e.g. from harpischord to plane: from phonograph to CD           WL 68 H.3.1:         Clarifications:         e.g. from harpischord to plane: from phonograph to CD           WL 68 H.3.1:         Clarifications:         e.g. from harpischord to plane: from phonograph to CD           WL 68 H.3.1:         Clarifications:         e.g. from harpischord to plane: from phonograph to CD           WL 68 H.3.1:         Compare performances of a musical work to identify artistic cholese made by performers.           Clarifications:         e.g. from harpischord to plane: from phonograph to CD           Demonstrate knowolidige of major and minor tonalitis through performance and com  | MU.68.F.2.1:                | Clarifications:   |
| Mul 68, 9.2.         Investigate and usacks takes in poles. Interesting inplaying an playtic statute status status status and the unit status multic.           Mul 68, H.1.2.         Internity the works of representative composers within a specific style or time period.           Mul 68, H.1.2.         Usering the hunctions of music from various cultures and time periods.           Mul 68, H.1.2.         Usering representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.           Analyze how lecthology has changed the way music is created, performed, acquired, and experienced.         Clarifications:           é.g., from harpsichord to plano; from phonograph to CD         Clarifications:           é.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages community: cultural connections and traditions, accernonial music, sales and adverting, communication           Mul 68, 0.1.1:         Clarifications:         e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages community: cultural connections and traditions, accernonial music, sales and adverting, communication           Mul 68, 0.1.1:         Clarifications:         e.g., rhythm, miology, limbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble           0.g., scales, key signatures: relative major/minor:         p.scales, key signatures: relative major/minor:           0.g., scales, key signatures: relative major/minor:         p.scales, harmoni   | МП 40 Г 2 2.                | Investigate and discuss laws that protect intellectual property, and practice color legal, and responsible acquisition and use of musical media             |
| Mul 68, H.1.2:       Identify the works of representative composers within a specific style or time period.         MUL 68, H.1.3:       Describe how American music has been influenced by other cultures.         MUL 68, H.1.5:       Using representative composers within a specific style or time period.         Analyze how technology has changed the way music is created, performed, acquired, and experienced.       Clarifications:         e.g., from harpschord to plano: from phonograph to CD       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:       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, 0.1.1:       Clarifications:       e.g., frythm, molody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonality performance and composition.       Clarifications:       e.g., scales; key signatures: relative major/minor; parallel major/minor         MU 68, 0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image e.g.  | MU.08.F.3.2:<br>MU.68.H.1.1 | Describe the functions of music from various cultures and time periods  |
| MU.68.H.1.3:       Describe how American music has been influenced by other cultures.         MU.88.H.1.5:       Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.         MU.88.H.2.2:       Clarifications:<br>e.g., from harpsichord to plano: from phonograph to CD         MU.88.H.2.3:       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.         Clarifications:<br>e.g., from harpsichord to plano: from phonograph to CD         MU.68.H.3.1:       Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages: community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication         MU.68.0.1.1:       Clarifications:<br>e.g., scales, key signatures; relative major/minor; parallel major/minor         MU.68.0.2.2:       Clarifications:<br>e.g., cashs: key signatures; relative major/minor; parallel major/minor         MU.68.0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical score and/or conductor, and transfer new knowledge and experiences to<br>other musical works.         MU.68.0.3.1:       Clarifications:<br>e.g., clarifications:<br>e.g., begins wastings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.1:       Clarifications:<br>e.g., bulkes, rock <td< td=""><td>MU.68.H.1.2:</td><td>Identify the works of representative composers within a specific style or time period.</td></td<>  | MU.68.H.1.2:                | Identify the works of representative composers within a specific style or time period.  |
| 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.2.2:       Clarifications:       e.g., from harpsichord to plano: from phonograph to CD         MU 68.H.2.3:       Clarifications:       e.g., from harpsichord to plano: from phonograph to CD         MU 68.H.2.3:       Clarifications:       e.g., from harpsichord to plano: from phonograph to CD         MU 68.H.3.1:       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 68.0.1.1:       Clarifications:       e.g., school: other music classes, social studies, dance, physical education, schere, health, math, world languages: community: cultural connections and traditions, ceremonial music, sales and advertising, communication         MU 68.0.1.1:       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         MU 68.0.2.2:       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, 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 68.0.3.1:       Clarifications:       e.g., tempo markings, expression markings,  | MU.68.H.1.3:                | Describe how American music has been influenced by other cultures.  |
| Analyze how technology has changed the way music is created, performed, acquired, and experienced.         MU.68.H.2.2:       Clarifications:         e.g., from harpsichord to plano: from phonograph to CD         MU.68.H.2.3:       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.         MU.68.H.3.1:       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 adverting, communication         MU.68.0.1.1:       Clarifications:         e.g., rhythm, melody, linbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.         Clarifications:       e.g., cales: key signatures: relative major/minor: parallel major/minor         e.g. scales: key signatures: relative major/minor: parallel major/minor       e.g. throm thre, rhythm, orchestration         MU.68.0.3.1:       Clarifications:       e.g., there omarkings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, limbre, frythm, orchestration         MU.68.0.3.1:       Clarifications:       e.g. heldeis to accompany familiar songs and/or standard harmonic progressions.         MU.68.0.3.1:       Clarifications:   | 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.2.2:       Clarifications:       e.g., from harpsichord to plane: from phonograph to CD         MU 68.H.2.3:       Classify the literature being studied by gerre, style, and/or time period.         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 68.0.1.1:       Compare performances of a musical work to identify artistic choices made by performers.         Clarifications:       e.g., rhythm, meldy, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         MU 68.0.2.2:       Clarifications:       e.g., tenythm, meldy, timbre, form, tonality, harmony, expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU 68.0.3.1:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, limbre, rhythm, orchestration         MU 68.0.3.2:       Other musical work is a accompany familiar songs and/or standard harmonic progressions.         MU 68.0.3.1:       Clarifications:       e.g., tempo markings, articulation markings, phrasing, scales, modes, harmonic structure, limbre, rhythm, orchestration         MU 68.0.3.1:       Clarifications:       e.g., blues, rock         MU 68.5.1.3:   |                             | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| B.g., from harpsichord to plane; from phonograph to CD         MU, 68, H.2.3:       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.         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, 0.1.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         MU. 68, 0.2.2:       Clarifications:       e.g., chythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         MU. 68, 0.3.1:       Clarifications:       e.g., schoel: other music, segnession markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU. 68, 0.3.2:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU. 68, 0.3.1:       Clarifications:       e.g., blues, rock         MU. 68, 0.3.2:       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, 0.3.1:       Clarifications:       e.g., blues, rock         MU. 68,   | MU.68.H.2.2:                | Clarifications:   |
| MU 68.H.2.3:       Classify the literature being studied by gene, style, and/or time period.         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 68.0.1.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.       Clarifications:       e.g., flythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.       Clarifications:       e.g., flythm, melody, timbre, form, tonality, harmony, expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU 68.0.3.1:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU 68.0.3.2:       Other musical work indicated by the musical score and/or conductor, and transfer new knowledge and ex  |                             | e.g., from harpsichord to plano; from phonograph to CD  |
| Identity Connections among music and other content areas and/or contexts through interdisciplinary consolution.         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. 68.0.1.1:       Compare performances of a musical work to identify artistic choices made by performers.         Clarifications:       e.g., chythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.       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 e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU. 68.0.3.1:       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. 68.5.1.1:       Clarifications:       e.g., blues, rock         MU. 68.5.1.3:       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 instr  | MU.68.H.2.3:                | Classify the literature being studied by genre, style, and/or time period.  |
| MU. 68.H.3.1:       Clarifications:<br>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         Demonstrate knowledge of major and minor tonalities through performance and composition.       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:       Describe how the combination of instrumentation 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:       Clarifications:         e.g., blues, rock       Sing or play melodies by ear with support from the teacher and/or peers.         MU. 68.S.1.4:       Clarifications:         e.g., nebudie using traditional classroom instruments and/or voice         Perform music from memory to demonstrate knowledge of the musical structure.         Clarifications:  |                             |   |
| Improvementation       Compare performances of a musical work to identify artistic choices made by performers.         MU.68.0.1.1:       Clarifications:       e.g., hythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.       Clarifications:       e.g., hythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble         MU.68.0.2.2:       Clarifications:       e.g., scales; key signatures; relative major/minor; parallel major/minor         MU.68.0.3.1:       Clarifications:       e.g., scales; key signatures; relative major/minor; parallel major/minor         MU.68.0.3.2:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU.68.0.3.2:       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.         Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.5.1.1:       Clarifications:         e.g., blues, rock       Sing or play melodies by ear with support from the teacher and/or pers.         MU.68.5.1.4:       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice       Perform music from memory to demonstrate knowledge of the musical structure.   | MU.68.H.3.1:                | Clarifications:<br>e.g. school: other music classes, social studies, dance, physical education, science, health, math, world languages; community; cultural |
| Compare performances of a musical work to identify artistic choices made by performers.           MU. 68.0.1.1:         Clarifications:<br>e.g., thythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble           MU. 68.0.2.2:         Clarifications:<br>e.g., scales; key signatures; relative major/minor: parallel major/minor:<br>e.g., scales; key signatures; relative major/minor: parallel major/minor           MU. 68.0.3.1:         Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image<br>Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration           MU. 68.0.3.2:         Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to<br>other musical works.           MU. 68.S.1.1:         Clarifications:<br>e.g., blues, rock         Clarifications:<br>e.g., blues, rock           MU. 68.S.1.4:         Clarifications:<br>e.g., melodies by ear with support from the teacher and/or poers.           MU. 68.S.1.4:         Clarifications:<br>e.g., melodies by ear with support from the teacher and/or poers.           MU. 68.S.1.4:         Clarifications:<br>e.g., melodies by ear with support from the teacher and/or poers.           MU. 68.S.1.4:         Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony  |                             | connections and traditions, ceremonial music, sales and advertising, communication  |
| MU. 68.0.1.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble         MU. 68.0.2.2:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble         MU. 68.0.3.1:       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         Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU. 68.0.3.2:       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:       Clarifications:         e.g., blues, rock       e.g., blues, rock         MU. 68.S.1.4:       Clarifications:         e.g., 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.         Clarifications:       e.g., melodies using traditional classroom instruments and/or voice         VII 68.S.2.1:       Clarifications:     <  |                             | Compare performances of a musical work to identify artistic choices made by performers.   |
| e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble         Demonstrate knowledge of major and minor tonalities through performance and composition.         Clarifications:       e.g., scales; key signatures; relative major/minor; parallel major/minor         MU.68.0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU.68.0.3.1:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       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.         Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.S.1.1:       Clarifications:         e.g., blues, rock       Sing or play melodies by ear with support from the teacher and/or voicing.         MU.68.S.1.4:       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice         MU.68.S.1.4:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         MU.68.S.1.4:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony   | MU.68.0.1.1:                | Clarifications:   |
| Demonstrate knowledge of major and minor tonalities through performance and composition.         MU.68.0.2.2:       Clarifications:<br>e.g., scales; key signatures; relative major/minor; parallel major/minor         MU.68.0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to<br>other musical works.         Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.S.1.1:       Clarifications:<br>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:       Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice         Perform music from memory to demonstrate knowledge of the musical structure.       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         MU.68.S.2.1:       Clarifications:<br>e.g., basic t  |                             | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
| MU. 68. 0.2.2:       Clarifications:         e.g., scales; key signatures; relative major/minor; parallel major/minor         MU. 68. 0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU. 68. 0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU. 68. 0.3.2:       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. 0.3.1:       Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU. 68. 0.3.2:       Clarifications:         e.g., blues, rock       Sing or play melodies by ear with support from the teacher and/or voicing.         MU. 68. S. 1.4:       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice         MU. 68. S. 2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony.         MU. 68. S. 2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony.  |                             | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| e.g., scales; key signatures; relative major/minor; parallel major/minor         MU.68.0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU.68.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       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.68.5.1.1:       Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         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       Perform music from memory to demonstrate knowledge of the musical structure.         MU.68.S.2.1:       Clarifications:       e.g., basic themes, patterns, tonality, melody, harmony         e.g., decomption the set of the musical structure.       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice       e.g., melodies using traditional classroom instruments and/or voice         WU.68.S.2.1:       Clarifications:       e.g., basis themes, patterns, tonality, melody, harmony   | MU.68.0.2.2:                | Clarifications:   |
| Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU.68.0.3.1:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to<br>other musical works.         MU.68.0.3.2:       Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.0.3.1:       Clarifications:<br>e.g., blues, rock         MU.68.5.1.3:       Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.         MU.68.5.1.4:       Clarifications:<br>e.g., melodies by ear with support from the teacher and/or peers.         MU.68.5.1.4:       Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice         Perform music throm memory to demonstrate knowledge of the musical structure.       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         MU.68.5.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony   |                             | e.g., scales; key signatures; relative major/minor; parallel major/minor  |
| MU.68.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       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.68.0.3.2:       Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.S.1.1:       Clarifications:         e.g., blues, rock       Clarifications:         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       Perform music from memory to demonstrate knowledge of the musical structure.         MU.68.S.2.1:       Clarifications:       e.g., basic themes, patterns, tonality, melody, harmony  |                             | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image           |
| e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       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.68.5.1.1:       Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.5.1.1:       Clarifications:<br>e.g., blues, rock         MU.68.5.1.3:       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:<br>e.g., melodies using traditional classroom instruments and/or voice         MU.68.5.1.4:       Perform music from memory to demonstrate knowledge of the musical structure.         MU.68.5.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony   | MU.68.0.3.1:                | Clarifications:   |
| MU.68.0.3.2:       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.         MU.68.S.1.1:       Clarifications:<br>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.         MU.68.S.1.4:       Clarifications:<br>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.         MU.68.S.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony  |                             | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                |
| Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.S.1.1:       Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.         MU.68.S.1.1:       Clarifications:<br>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.         MU.68.S.1.4:       Clarifications:<br>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:<br>e.g., basic themes, patterns, tonality, melody, harmony   | 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            |
| MU.68.S.1.1:       Clarifications:<br>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.         MU.68.S.1.4:       Clarifications:<br>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.         MU.68.S.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony  | WIU.00.U.3.2:               | other musical works.  |
| MU.68.S.1.1:       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.         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., basic themes, patterns, tonality, melody, harmony         MU.60.0.0       Tempforement backplanes form for the contraction of the interview.  |                             | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| 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:<br>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.         MU.68.S.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony   | MU.68.S.1.1:                | Clarifications:   |
| MU.68.S.1.3:       Affange a short musical piece by manipulating melody, form, mythin, 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.         MU.68.S.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony   | MUL ( 0 C 1 2.              | Arrange e short musical piece by manipulating malady, form, rhythm, and/or upicing  |
| MU.68.S.1.4:       Clarifications:<br>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.         MU.68.S.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony   | IVIU.08.5.1.3:              | An ange a short musical piece by manipulating melody, form, rnythm, and/or voicing.   |
| M0.00.5.1.1.       Drainfleations.         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., basic themes, patterns, tonality, melody, harmony  | MU.68.S.1.4:                |   |
| 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   |                             | e.g., melodies using traditional classroom instruments and/or voice   |
| MU.68.S.2.1: Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony   |                             | Perform music from memory to demonstrate knowledge of the musical structure.  |
| e.g., basic themes, patterns, tonality, melody, harmony   | MU.68.S.2.1:                | Clarifications:   |
|   |                             | e.g., basic themes, patterns, tonality, melody, harmony   |
| NU.08.5.2.2.: I ranster performance techniques from familiar to unfamiliar pieces.  | MU.68.S.2.2:                | Transfer performance techniques from familiar to unfamiliar pieces.   |

| 1                | Sing and/or play age-appropriate repertoire expressively.   |
|------------------|---|
| MU.68.S.3.1:     | Clarifications:<br>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:<br>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:<br>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.  |
| MU.68.S.3.6:     | Clarifications:   |
|                  | e.g., independentry, conadorativery   |
|                  | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |
|                  | Ask questions that will help with solving the task.   |
|                  | Build perseverance by modifying methods as needed while solving a challenging task.   |
|                  | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach</li> </ul>                                 |
| 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.   |
|                  | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to apply and problem solve.</li> </ul>  |
|                  | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                  | 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.   |
|                  | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>                         |
| MA.K12.MTR.2.1:  | <ul> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                  | Clarifications:   |
|                  | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                  | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>                      |
|                  | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>  |
|                  | 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:  |
|                  | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain floxibility and accuracy while performing procedures and mental calculations.</li> </ul> |
|                  | Complete tasks accurately and with confidence.  |
| MA V12 MTD 2 1.  | Adapt procedures to apply them to a new context.  |
| WA.K12.WITK.5.1. | Use feedback to improve efficiency when performing calculations.  |
|                  | Clarifications:   |
|                  | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>  |
|                  | 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.<br>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.  |
|                  | 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.   |
|                  | Greate opportunities for students to discuss their thinking with peers.   |

|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|-----------------|--|
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications. |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.  |
| MA.K12.MTR.7.1: | <ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>   |
|                 | 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<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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.  |
|                 | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>  |
|                 | Read and comprehend grade-level complex texts proficiently.  |
| ELA.K12.EE.2.1: | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                 | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1: | Ciarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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.

#### **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 Path: Section: Grades Prek to 12 Education |
|-------------------------------------|---|
| Course Number: 1202040              | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1302000              | Courses > Subject: Music Education > SubSubject:  |
|                                     | Instrumental Music >                              |
|                                     | Abbreviated Title: M/J ORCH 3                     |
|                                     | 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) |

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU 68 C 1 2·   |  |
| 10.00.0.1.2.   | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3:   | Clarifications:  |
|                | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:   | Clarifications:  |
|                | e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:   | 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.1.1:   | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.                   |
|                | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:   | Clarifications:  |
|                | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|                | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:   | Clarifications:  |
|                | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|                | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU 68 F 3 1    | 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.     |
|                | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                             |
| MU.68.F.3.3:   | Clarifications:  |
|                | e.g., idea, development, editing, selling, revising, testing, presenting   |
| 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.   |
|                | Classify authentic stylistic features in music originating from various cultures.  |
| MII 60 LI 1 4. | Clarifications:  |
| 10.00.11.1.4.  | 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.  |
|                | Analyze now technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:   | Clarifications:  |
|                |  |
| MU.68.H.2.3:   | 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.                                    |
| MU.68.H.3.1:   | Clarifications:  |
|                | connections and traditions, ceremonial music, sales and advertising, communication   |
|                | Discuss how the absence of music would affect other content areas and contexts   |
| MIL 68 H 2 2   | Clarifications:  |
| wi0.00.11.3.2. | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays      |
|                | Compare performances of a musical work to identify artistic choices made by performance  |
| MUL ( 0 0 1 1  |  |
| WU.08.U.1.1:   | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, hand, epsemble                                       |
|                | Create a composition manipulating musical elements and surfacing the effects of these manipulating   |
|                | create a composition, manipulating musical elements and exploring the effects or those manipulations.  |

| MU.68.0.2.1:       | 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.68.0.2.2:       | 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.68.0.3.1:       | Clarifications:  |
|                    | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
| MUL 40 O 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   |
| 1010.00.0.3.2.     | other musical works.   |
|                    | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:       | 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.   |
| 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., 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.  |
| 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  |
| 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.   |
| MU.68.S.3.6:       | Clarifications:  |
|                    | e.g., independently, collaboratively   |
| LAFS 68 RST 2 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  |
| EAI 3.00.1(31.2.4. | 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.   |
|                    | 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 expressions their own clearly.  |
|                    | a Come to discussions prepared baying 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.  |
| EAT 3.0.3E.1.1.    | 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  |
|                    | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,   |
| LAF5.8.5L.1.2:     | 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 rocused, concrent manner with relevant evidence, sound valid reasoning, and weil-chosen details: use appropriate eve contact, adequate volume, and clear propunciation  |
|                    | Use appropriate tools strategically  |
|                    |  |
| 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 incident 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.   |
|                    | stanuaru keration to course, supporting  |

|                   | Attend to precision.   |
|-------------------|--|
| 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. <b>Standard Relation to Course: Supporting</b>   |
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

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

#### GENERAL INFORMATION

Course Number: 1302070

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 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)              |

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              | e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2: | Clarifications:  |
|              | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|              | Identify, aurally, instrumental styles and a variety of instrumental ensembles.  |
| MU.68.C.1.3: | Clarifications:  |
|              | e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles  |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1: | Clarifications:  |
|              | e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2: | 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.1.1: | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.                   |
|              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1: | Clarifications:  |
|              | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:  |
|              | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | 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.     |
|              | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                             |
| MU.68.F.3.3: | Clarifications:  |
|              | e.g., idea, development, editing, selling, revising, testing, presenting   |
| 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.08.H.1.3: | Classify authentic stylistic features in music originating from various cultures   |
|              |  |
| MU.68.H.1.4: | e.g., rhythm, lavered texture, key patterns, tonality, melodic line, guarter- 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.  |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | 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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MU.68.H.3.1: | Clarifications:  |
|              | e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural            |
|              |  |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:  |
|              | e.g., meane and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays        |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: | Clarifications:  |
|              | e.g., mymm, meiody, umbre, form, tonality, narmony, expressive elements; choral, orchestral, band, ensemble  |
|              | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  |

| MU.68.0.2.1:    | Clarifications:<br>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.68.0.2.2:    | Clarifications:<br>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   |
| 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.   |
| MU.68.S.1.4:    | Clarifications:<br>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.<br>Clarifications:<br>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.   |
| 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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |

| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
|-----------------|--|
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.   |
| MA.K12.MTR.6.1: | <ul> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> <b>Clarifications:</b> <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
|                 | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>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.<br>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.  |
|                                    | Read and comprehend grade-level complex texts proficiently.  |
| ELA.K12.EE.2.1:                    | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                                    | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:                    | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                                    | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:                    | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>ELA.K12.EE.6.1: | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                                    | Use appropriate voice and tone when speaking or writing.   |
|                                    | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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 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 4 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

#### **Educator Certifications**

| Name                     | Description   |
|--------------------------|---|
|                          | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:             | Clarifications:   |
|                          | e.g., listening maps, active listening, checklists  |
|                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                        |
| MU.68.C.1.2:             | Clarifications:   |
|                          | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                           |
|                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.          |
| MU.68.C.2.1:             | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                     |
| MU.68.C.2.2:             | 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.  |
|                          | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1:             | Clarifications:   |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                          | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.      |
| MU.68.0.3.1:             | Clarifications:   |
|                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre, rhythm, orchestration            |
|                          | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:             | Clarifications:   |
|                          | e.g., blues, rock   |
|                          | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4:             | Clarifications:   |
|                          | Deferm music from memory to demonstrate knowledge of the musical structure  |
| MUL 40 S O 1.            |   |
| WIU.00.3.2.1.            | e.g., basic themes, patterns, tonality, melody, harmony   |
| MU 68 S 2 2 <sup>.</sup> | Transfer performance techniques from familiar to unfamiliar pieces  |
|                          | 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:<br>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.  |
| MU.68.S.3.6:             | Clarifications:   |
|                          | e.g., independently, collaboratively  |
|                          | 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.   |
|                          | text, or issue to probe and reflect on ideas under discussion.  |
| LAFS.6.SL.1.1:           | 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.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.  |
| MAFS.K12.MP.5.1:  | <ul> <li>Use appropriate tools strategically.</li> <li>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.</li> <li>Standard Relation to Course: Supporting</li> </ul> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 English language learners communicate for cocial and instructional numbers within the school setting  |
| ELD.NIZ.ELL.SI.I. | English language learners communicate for social and instructional purposes within the school setting.  |

#### VERSION DESCRIPTION

Students with little or no instrumental 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 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: 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 INSTRU TECNQS 1

## **Educator Certifications**
| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                                     |
| MU.68.C.1.2:    | Clarifications:  |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                       |
| MU.68.C.2.1:    | Clarifications:  |
|                 | e.g., intonation, balance, blend, phrasing, rhythm   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                  |
| MU.68.C.2.2:    | 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.   |
|                 | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:    | Clarifications:  |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image                    |
| MU.68.0.3.1:    | Clarifications:  |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                         |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:    | Clarifications:  |
|                 | e.g., blues, rock  |
|                 | 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:  |
|                 |  |
| MU.68.5.2.2:    | Sing and/or play age-appropriate repertoire expressively   |
| MIL 68 S 3 1    |  |
| M0.00.3.3.1.    | 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:  |
| 10.00.0.0.2.    | 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  |
| 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.   |
| 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.  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build persoverance by medifying methods as peeded while solving a shallenging task.</li> </ul> |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.  |

|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|-----------------|--|
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Ose recoduct to improve enclosely when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>   |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>                       |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
| Ι               | reachers who encourage students to assess the reasonableness of solutions:   |

|                   | <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
|                   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>   |
| MA.K12.MTR.7.1:   | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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.   |
|                   | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>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.  |

# VERSION DESCRIPTION

Students with little or no instrumental 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 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.

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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 INSTRU TECNQS 1 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

### **Educator Certifications**

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              | e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |
| MU.68.C.1.2: | Clarifications:  |
|              | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |
| MU.68.C.2.1: | Clarifications:  |
|              | e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                |
| MU.68.C.2.2: | Clarifications:  |
|              | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | Clarifications:  |
|              | e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect     |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2: | 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.   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: | Clarifications:  |
|              | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2: | 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.68.0.3.1: | 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   |
| MU.68.0.3.2: | other musical works.   |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1: | Clarifications:  |
|              | e.g., blues, rock  |
|              | 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., 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.  |
| 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  |
| 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.  |
|-------------------|---|
| MU.68.S.3.6:      | 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.7.SL.1.1:    | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>  |
|                   | <ul> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>  |
|                   | Standard Delation 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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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 × 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) <sup>2</sup> 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.KIZ.ELL.SI.T: | 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

#### 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 INSTRU TECNQS 2 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

# **Educator Certifications**

# M/J Instrumental Techniques 2 (#1302090) 2022 - And Beyond

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                                      |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                        |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                   |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1: | Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect     |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2: | Clarifications:<br>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.  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.O.2.2: | Clarifications:<br>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:<br>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. |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1: | Clarifications:<br>e.g., blues, rock  |
|              | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4: | Clarifications:<br>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., basic themes, patterns, tohainty, melody, namony  |
| MU.08.5.2.2: | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|              | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3: | Clarifications:<br>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:<br>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.   |
|-----------------|--|
| MU.68.S.3.6:    | Clarifications:<br>e.g., independently, collaboratively  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts.</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>   |

|                   | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|-------------------|---|
|                   | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
|                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1:   | Evaluate results based on the given context.  |
|                   | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
|                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
| MA.K12.MTR.7.1:   | Clarifications:   |
|                   | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>  |
|                   | Challenge students to question the accuracy of their models and methods.  |
|                   | <ul><li>Support students as they validate conclusions by comparing them to the given situation.</li><li>Indicate how various concepts can be applied to other disciplines.</li></ul>  |
|                   | Cite evidence to explain and justify reasoning.   |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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.   |
|                   |   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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: 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 INSTRU TECNOS 2 Course Length: Year (Y) Course Level: 2

Course Status: State Board Approved Grade Level(s): 6,7,8

## **Educator Certifications**

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1: | Clarifications:<br>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.  |
|              | Classify authentic stylistic features in music originating from various cultures.   |
| MU.68.H.1.4: | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2: | Clarifications:<br>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.  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2: | Clarifications:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
| MU.68.0.3.2: | 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.   |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1: | Clarifications:<br>e.g., blues, rock  |
|              | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4: | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.1: | Clarifications:<br>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:<br>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:<br>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.  |
| MU.68.S.3.6:      | Clarifications:<br>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.8.SL.1.1:    | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>  |
|                   | 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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>Standard Relation to Course: Supporting   |
| FLD.K12 FLL SL 1  | English language learners communicate for social and instructional purposes within the school setting   |
|                   | g. angelige resider of bookar and not detend parposed within the benefit of botting.  |

# 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**

## 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: 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 Course Length: Year (Y) Course Level: 2

Course Status: Course Approved Grade Level(s): 6,7,8

## **Educator Certifications**

# M/J Instrumental Techniques 3 (#1302100) 2022 - And Beyond

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1: | Clarifications:<br>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.  |
|              | Classify authentic stylistic features in music originating from various cultures.   |
| MU.68.H.1.4: | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2: | Clarifications:<br>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.  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2: | Clarifications:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
| MU.68.0.3.2: | 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.   |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1: | Clarifications:<br>e.g., blues, rock  |
|              | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4: | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|              | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3: | Clarifications:   |

| 1                        | 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:<br>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.  |
| MU 68 S 3 6 <sup>.</sup> | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.   |
|                          | e.g., independently, collaboratively   |
| MA.K12.MTR.1.1:          | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>  |
| MA.K12.MTR.2.1:          | <ul> <li>Dentorstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li></ul> |
| MA.K12.MTR.3.1:          | <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                          | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
| MA.K12.MTR.4.1:          | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>   |
|                          | <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|                          | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.  |

| <ul> <li>             A construction of proceed registerior displayment or displayment or</li></ul>  | MA.K12.MTR.5.1:   | Look for similarities among problems.  |
|---|-------------------|--|
| BAR22111       Environmental environmenta environmental environmentenvironmental environ  |                   | Connect solutions of problems to more complicated large-scale situations.  |
| Exercise of the plate in the board and a strate of them are threated protocols in the board and operations in the board and protocols in a strate plate in the board and protocols in a strate plate in the plate in the board and protocols in the plate in the board and protocols in the plate in the board and plate in the board and plate in the plate in the board and plate in the plate in the plate in the board and plate in the plate in the board and plate in the plate in the plate in the board and plate in the plate  |                   | Clarifications:<br>Teachers who encourage students to use natterns and structure to bein understand and connect mathematical concents:                                     |
| # Species statustics to stopped providuoistics based in the sumitation (and arrang products.       Evelope stopped training of the stopped providuoistics based in the sumitation (and arrang products.)         # Providuo statustic at bits to construct relationalities between their current understanding and more septisticated ways of hinking.       Evelope stopped providuoistics between their current understanding and more septisticated ways of hinking.         # ANNO 2021/FER statustics       Evelope stopped providuoistics between their current understanding and more septisticated ways of hinking.         # ANNO 2021/FER statustics       Evelope stopped providuoistics both them ways of providuoistics both   |                   | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>                                     |
| Provide optimization is a students to enter plane and procedure to solve positions.     Provide optimizations of outputs its addition to enter addition to the constraining and more solutional data solve of the integrate theorem is a solver to enter addition of the constrained and                |                   | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>  |
| Every products a balance set and an experimental and an experimental and and an experimental and and an experimental experimental and an experimental and an experimental and an expe               |                   | Provide opportunities for students to create plans and procedures to solve problems.   |
| Assess the reasonable each oblights.       Assessess the  |                   | • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.  |
| • Eachards to discover possible solutions:         • In the Induction specifies in Surving Problems:         • Output conductions which we problems in a walk on the gene contact         • Proof solutions in the voltage of the second bines of the solution rates some:         • Proof solutions in the voltage of the second bines of the solution rate some Ploy do you know?         • Proof solutions in the voltage of the solution rate some Ploy do you know?         • Proof solutions in the voltage of the solution rate some Ploy do you know?         • Control interferations in the voltage of the solution rate some Ploy do you know?         • Control interferations in the voltage of the voltage  |                   | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| <ul> <li></li></ul>   |                   | Estimate to discover possible solutions.   |
| Process calculations when solving problems     ALA KEYA ATTR A.1     Process calculations solving problems     ALA KEYA ATTR A.1     Process calculations solving problems     Propert solutions in your proving     Calculation reads based on the grown centrals.     Calculation     Propert solutions in your problems     Propert solutions in your problems     Propert solutions in your problems     Propert solutions     Propert solution               |                   | Use benchmark quantities to determine if a solution makes sense.   |
| A A 12 MTA 4.1     Provide possible sociality on generalized social of the generalized soci               |                   | Check calculations when solving problems.  |
| AK 12 AD (K.E.): <ul> <li>Product instance control in the grant control.</li> <li>Charter action in control in the state control in the state control in the state control in the state control.</li> <li>Prings students to control in the state control.</li> <li>Approximation in the state control in the state co</li></ul>   |                   | <ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
| EAX 12:E5:11:       Transmission examples patients to assess the second operation of the assess? How do you know?" <ul> <li>How statistic is continuely add, "One show the work as they paper within and offer a test.</li> <li>Strengthen addrets' abulants of the "How work" sympapses within and offer a test.</li> <li>Strengthen addrets' abulants abulant of the work as they paper sympass.</li> <li>Connect mathematica to real-work do contexts:</li> <li>Context and participations:</li> <li>Statistica induces in their and communication with puddince and segarch from abula: The working context of the abulant and participations:</li> <li>Statistica induces in their and communication with puddince and segarch from abula: The working context on the set of the abulant and participation in their and communication. Statistica in the order in in and participation in their anticon mathematication in their anticon mathematic</li></ul>  | WA.K12.WITR.0.1:  |  |
| ELA K12 EE 3.1 <ul> <li>A social science sc</li></ul>   |                   | Teachers who encourage students to assess the reasonableness of solutions:   |
| example students to continually site, "Dess this solution what see search flow do you know?"         example       example         example       example         example       example         Apply mailments to real-world contexts:         example       example  |                   | Have students estimate or predict solutions prior to solving.  |
| <ul> <li>Print Procession Students' shifts version subsets before the version and after a task.</li> <li>Strengther students' shift version version subsets by the version subsets by the version subsets by the version version of version v</li></ul> |                   | 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.   |
| Apply methonalities to real-world contexts:         MARK12.MTR.1: <ul> <li>Connect nathematicits (a request of a source of a sour</li></ul>   |                   | Strengthen students' ability to verify solutions through justifications.   |
| AK12 MT 7.1:       Connet mathematical concepts to excepting appendices.         AK K12 MT 7.1:       Conditionations:         Teachers with endowinge students to apply mathematics to real-world contexts:       - Perform investigations to gather data or determine if a method is appropriate Redesign models and methods to improve accuracy or efficiency.         Teachers with endowinge students to apply mathematics to real-world contexts:       - Provide apportunities for students to create models, bith concrete and abstrat, and perform investigations.         - Challenge students to apply mathematics to real-world contexts:       - Challenge students to apply on their models and methods.         - Support students as they validate conclusions by comparing them to the given situation.       - Challenge students to apply in athematics of real-world contexts.         - Challenge students to explain and justity reasoning.       - Challenge students to apply anthematics and worlden on their world contents.         - Challenge students to explain and justity reasoning.       - Challenge students (applicate)       - Challenge students (applicate)         - Challenge students (applicate)       - Challenge students (applicate)       - Challenge students (applicate)       - Challenge students (applicate)         - Challenge students (applicate)       - Situents continue with previous skills and rule a style gide to create a proper citation.       - Situents continue with previous skills and stude stole and the stole disting style gides and the ways in which they differ         - Situents continue with previous   |                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |
| Here 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:         • Portor investigations to gather data or determine if a method is appropriate. • Redesign models and methods.         • Challenge students is to upscheme the accuracy of their models and methods.         • Challenge students is to upscheme the accuracy of their models and methods.         • Challenge students is provide conclusions by comparing them to the given situation.         • Indicate how various concepts can be applied to other disciplines.         Clarifications:         • Indicate how various concepts can be applied to other disciplines.         • To the videore in text without anomit be text. Uning 1 grade, students should name the text when hey refer to it.         • In 37d grade, students should are determined or discipline the indicate clations.         • 4-5 Students continue with previous skills and reference commenciation. Students should name the text when they refer to it.         • 1n 37d grade, students should are determine.         • 1n 37d grade should grade-level complex texts proficiently.         • ELA K12 EE 3.1:       Continue with previous skills and should be avaire of existing style guides and the ways in which they differ.         • ELA K12 EE 3.1:       Continue  |                   | Connect mathematical concepts to everyday experiences.   |
| Perform investigations to gather data or determine if a method is appropriate. • Redecign models and methods to improve accuracy or efficiency. MA.K12.MTR.7.1:     Completions:     Techers whe encourage students to apply mathematics to real-world controls:         • Provide opportunities for students to create models, both concrete and abstract, and perform investigations.         • Challenge students to may will be readed and abstract, and perform investigations.         • Challenge students to may can be readed and abstract, and perform investigations.         • Challenge students to may used to create models, both concrete and abstract, and perform investigations.         • Challenge students to may used to create any off their models and methods.         • Support students to may and the induce frames.         Cleffections:         In dicta how various concepts can be applied to other dictagines.         Cleffections:         Is students include relearne total 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 grads, students learn how to incorporate the evidence in their writing.         2.3 Students include relearne total evidence in their writing and concommunication. Students should name the text without there writing.         2.3 Students include relearne total evidence to any induced and induced clattors.         4.5 Students continue with previous skills and reference comments made by speakers and peers. Students with they differ.         Bead and comprehenging angle-level complex texts proficiently.         Clarifications:         Bead and comprehenging angle-level complex texts proficiently.         Clarifications:         Bead and comprehenging angle-level complex texts proficiently.         Clarifications:         Bead and comprehenging and active informer inference are introduced. Kindergenten students will answer questions like "Why is the gifl maning?" or make predictions about w               |                   | Use models and methods to understand, represent and solve problems.  |
| BULK 12. EX. 12       Clerifications:         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.         Change students to question the accuracy of their models and methods.       Support students are here yubicated experiment of the given students.         Experiment of the applied of other disciplines.       Indicate contactions by comparing them to the given students.         Cline widdness in targetin and justify reasoning.       Cline widdness in targetin and justify reasoning.         Cline widdness in targetin and justify reasoning.       Coefficient include relevant textual evidence in their and communication. Students should name the text without hearing the text.         2-3. Students include relevant textual evidence in their and communication. Students should name the text when they refer to it.       In 3 di grade, students continue with previous skills and reference communication. Students should name the text when they refer to it.         1-3. Students continue with previous skills and reference communication stude to preparitize the text mat when they differ.         2-4. Students continue with previous skills and should be avere of existing style guides and the ways in which they differ.         2-4. Students continue with previous skills and should be avere of existing style guides and the ways in which they differ.         2-4. Students a line rences barger text is the original previous skills and should be avere of existing style guides and the ways in which they differ. <td< td=""><td></td><td><ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul></td></td<>  |                   | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> |
| ELA K12.EE 1:       Charineation         ELA K12.EE 1:       Read and comprehending addents by for grade-level complexity bands and a text complexity rubric.         ELA K12.EE 1:       Read and comprehension         Read and comprehension       Sublemis continue with previous skills and should be aware of existing style guides and the ways in which they differ.         Read and comprehension       Sublemis         ELA K12.EE 1:       Read and comprehension         ELA K12.EE 1:       Sublemis continue with previous skills and should be aware of existing style guides and the ways in which they differ.         Read and comprehend grade level complexity bands and a text complexity rubric.       Read and comprehension  | WIA.K12.WITR.7.1: | Clarifications:  |
| <ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how valors concepts can be applied to other disciplines.</li> </ul> Citie evidence to explain and justify reasoning. Clarifications: K-5 Students include testual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text whom they refer to it. In 3rd grade, students include release in their writen 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 commons made by speakers and peers. Students cite texts that they've directly quoted, anaptrosade, or used for information. When writing, students will use the form of citation dictated by the instructor. 6-6 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and use a style guide to create a proper citation. 9-12 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: Set 1 Complexity for grade-level complex texts proficiently. Clarifications: Set 1 Complexity for grade-level complex texts proficiently. Clarifications: Set 1 Complexity for grade-level complex texts proficiently. Clarifications: Set 1 Complexity for grade-level complex texts proficiently. Clarifications: Is adverse predictions about what will happen based on the title page. Students will use the ferms and apply them in 2nd grade and aboy of a students will use the fermine  |                   | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |
| e. Support students as they various concepts can be applied to other disciplines.         cite evidence to explain and justify reasoning.         Clarifications:         k-1 Students induce 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 should use a combination of direct and indirect citations.         k-3 Students include relevant textual evidence in their written and oral communication. Students should mame the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.         k-4 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly guide to greatpreased, 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.         k-8 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.         cita Complexity for grade-level complexity bands and a text complexity rubric.         ELA K12 EE 2.1:       Clarifications:         Students will make inferences before the words infer or inference are introduced. Kindergarten students will aware questions like "Why is the grit 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 1.1:       Clarifications:         LEA K12 EE 1.3:       Clarifications:         LEA K12 EE 3.1:   |                   | Challenge students to question the accuracy of their models and methods.   |
| <ul> <li>Indicate how various concepts can be applied to other disciplines.</li> <li>It evidence to explain and justify reasoning.</li> <li>Classifications:</li> <li>Clastifications:</li> <li>Classifications:</li> <li>Cla</li></ul>   |                   | • Support students as they validate conclusions by comparing them to the given situation.  |
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| ELA.K12.EE.5.1:       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.   |                   | In grades 3-12 students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. 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.         Use appropriate voice and tone when speaking or writing.   |                   | build on ideas, propel the conversation, and support claims and counterclaims with evidence.   |
| ELA.K12.EE.5.1: Clarifications:<br>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.<br>Use appropriate voice and tone when speaking or writing.  |                   | 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.<br>Use appropriate voice and tone when speaking or writing.   | ELA.K12.EE.5.1:   | Clarifications   |
| 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.<br>Use appropriate voice and tone when speaking or writing.   |                   | Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they                          |
| do quality work.<br>Use appropriate voice and tone when speaking or writing.  |                   | must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to                           |
| Use appropriate voice and tone when speaking or writing.  |                   | do quality work.   |
|   |                   | Use appropriate voice and tone when speaking or writing.   |

# 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 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: 1302100              | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject:<br>Instrumental Music ><br>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**

| Instrumental Music (Secondary Grades 7-12)                |
|---|
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Music (Elementary and Secondary Grades K-12)              |

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                       |
| MU.68.C.1.2:   | Clarifications:  |
|                | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                          |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.         |
| MU.68.C.2.1:   | Clarifications:  |
|                | e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                    |
| MU.68.C.2.2:   | 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.       |
|                | Classify authentic stylistic features in music originating from various cultures.  |
| MU 68 H 1 4·   | Clarifications:  |
|                | e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,   |
|                |  |
| MU.68.H.2.3:   | Classify the literature being studied by genre, style, and/or time period.   |
|                |  |
| MU.68.H.3.1:   | Clarifications:  |
|                | connections and traditions, ceremonial music, sales and advertising, communication   |
|                | 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:  |
| M0.00.0.3.1.   | 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       |
| MU.68.0.3.2:   | 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:  |
|                | e.g., melodies using traditional classroom instruments and/or voice  |
| MU.68.S.2.2:   | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1:   | Clarifications:  |
|                | e.g., technique, prirasing, dynamics, tone quanty, biend, balance, intonation, knestnetic support/response   |
|                |  |
| MU.68.S.3.2:   | Clarifications:  |
|                | Cisht read standard everyless and simple reporties   |
|                |  |
| MU.68.5.3.3:   | Clarifications:  |
|                | Compare written notation to oursel examples and analyze for essured of shuthm and nitch  |
|                |  |
| WIU.08.3.3.4:  | e.g., error detection, interval reinforcement  |
|                | Develop and demonstrate afficient rehearsal strategies to apply skills and techniques  |
| MIL 40 5 2 4.  |  |
| WIU.00.3.3.0.  | e.g., independently, collaboratively   |
|                | Engage effectively in a range of collaborative discussions (one on one in groups, and teacher led) with diverse partners on grade 6 topics, tayts, 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.   |
| LAFS.6.SL.1.1: | 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.  |
|                | a. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                          |

| AFS.6.5.1.12:       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.         AFS.6.5.1.3:       Delineate a speeker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.         AFS.6.5.1.3:       Delineate a speeker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.         AFS.6.5.1.3:       Delemate a speeker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.         AFS.6.8.T.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.         AFS.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 algobra system, a statistical package, or dynamic geometry software.         AAFS.K12.MP.5.1:       Mathematical sources, sufficient famility with tooks appropriate for their grade errours to make sourd decising of vapanic grade levels are able to identify relevant external mathematical models. they know that technology can enable them to visualize the results of varying assumptions, onplore consequences, and compare preclicitons with data.   |                   | Standard Relation to Course: Supporting  |
|--|-------------------|--|
| AFS 6. SL. 1.3:       Delineate a speeker's argument and specific dams, distinguishing claims that are supported by reasons and evidence from claims that are not.         AFS. 6. SL. 2. 4:       appropriate eye contact. adequate volume, and clear pronunciation.         AFS. 66. 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.         AFS. 68. WHST. 3.9:       Draw evidence from informational texts to support analysis reflection, and research.         Vise appropriate toois 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 protrator, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software, proficient students are sufficiently framiliar 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. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, hey know that technology can enable there to usure able to use technological tools to explore and deepen their understanding of concepts.         AFFS.K12.MP.6.1:       Standard Relation to Course: Supporting         AfFS.K12.MP.6.1:       Standard Relation to Course: Supporting         AfFS.K12.MP.6.1:       Standard Relation to Course: Supporting         AfFS.K12.MP.6.1:       Standard Relation to Course:   | 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.   |
| AFS. 6.5.2.4:       Present claims and findings, sequencing leas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.         AFS. 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.         AFS. 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 students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other 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         AFS.K12.MP.6.1:       Standard Relation to Course: Supporting         Attend to precision.       Mathematically proficient students try to communicate precley to others. They try to use clear definitions in discussion wi  | 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.   |
| AFS.68.RST.2.4:       Defermine 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.         AFS.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 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 r                                   | 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.  |
| AF5.68.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       Attend to precision.         MaFS.K12.MP.6.1:       Standard Relation to Course: Supporting         AFFS.K12.MP.6.1:       Explorible to students to decision 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 Re                           | 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.   |
| AFS.K12.MP.6.1:       Use appropriate tools strategically.         AAFS.K12.MP.6.1:       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 computer algebra system, a statistical package, or dynamic geometry software, Proficient students are sufficiently familiar with tools appropriate for their grade or computer and methanical proficient high school students analyze and their limitations. For example, mathematical proficient high school students analyze and their limitations. For example, mathematical proficient high school students analyze and their limitations. For example, mathematical provide consequences, and compare predictions with data. Mathematical students are usuing or analyze them to visualize the results of varying 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 specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently correspondence with quantities in a problem. They calculate accurately and efficiently formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.         AAFS,K12.MP.6.1:       Standard Relation to Course: Supporting       Mathematically proficient students look closely to discern apattern or structure. Young students, for example, maght | LAFS.68.WHST.3.9: | Draw evidence from informational texts to support analysis reflection, and research.   |
| 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 x <sup>2</sup> MAFS.K12.MP.7.1:       + 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)   | MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>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 |
| 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 <sup>2</sup> MAFS.K12.MP.7.1:       + 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   | MAFS.K12.MP.6.1:  | Attend to precision.<br>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  |
| - y) <sup>2</sup> 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:  | <ul> <li>Look for and make use of structure.</li> <li>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<sup>2</sup> + 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)<sup>2</sup> 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.</li> <li>Standard Relation to Course: Supporting</li> </ul>   |
| LD.K12.ELL.SI.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.   |

# 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: 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

# **Educator Certifications**

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2:    | Clarifications:   |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:    | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:    | Clarifications:<br>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.  |
|                 | Classify authentic stylistic features in music originating from various cultures.   |
|                 | Clarifications:   |
| MU.68.H.1.4:    | 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.  |
|                 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| MIL 40 11 2 1.  | Clarifications:   |
| MU.00.H.3.1.    | 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  |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.  |
| MU.68.0.3.1:    | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU 40 O 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  |
| WIU.00.U.3.2.   | 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:   |
|                 | e.g., melodies using traditional classroom instruments and/or voice   |
| MU.68.S.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                 | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1:    | Clarifications:<br>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   |
|                 | 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:   |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> </ul>   |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                 | 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:  |

|                 | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|-----------------|--|
|                 | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Frogress non-inducting problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> </ul> </li> </ul>  |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> Complete tasks with mathematical fluency.  |
| MA.K12.MTR.3.1: | Mathematicians who complete tasks with mathematical fluency: <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                 | <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul> |
|                 | 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• 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:   |

|                   | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
|                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>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 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**

| Name                     | Description  |
|--------------------------|--|
|                          | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:             | Clarifications:  |
|                          | e.g., listening maps, active listening, checklists   |
|                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:             | Clarifications:  |
|                          | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:             | Clarifications:  |
|                          | e.g., intonation, balance, blend, phrasing, rhythm   |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:             | Clarifications:  |
|                          | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|                          | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:             | Clarifications:  |
|                          | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|                          | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:             | 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.     |
|                          | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:             | Clarifications:  |
|                          | e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, |
|                          |  |
| MU.68.H.2.3:             | Classify the literature being studied by genre, style, and/or time period.   |
|                          |  |
| MU.68.H.3.1:             | 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   |
|                          | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:             | Clarifications:  |
|                          | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays      |
|                          | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:             | Clarifications:  |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                          | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.   |
| MU.68.0.3.1:             | Clarifications:  |
|                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         |
| MU 68 O 3 2 <sup>.</sup> | 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.  |
| MUL / 0 C 1 4.           |  |
| WU.08.5.1.4:             | e.g., melodies using traditional classroom instruments and/or voice  |
|                          | Derform music from memory to demonstrate knowledge of the musical structure  |
| MU.68.S.2.1:             |  |
|                          | e.g., basic themes, patterns, tonality, melody, harmony  |
| MIL 68 S 2 2·            | Transfer performance techniques from familiar to unfamiliar nieces   |
| 10.00.3.2.2.             | 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.   |
| 1                        |  |

| MU.68.S.3.3:      | Clarifications:<br>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 nitch   |
| 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:<br>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.3.9: | Draw evidence from informational texts to support analysis reflection, and research.  |
| LAFS.7.SL.1.1:    | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>  |
|                   | 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<br>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<br>appropriate eye contact, adequate volume, and clear pronunciation.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

# 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.

### 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: 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: Course Approved Grade Level(s): 6,7,8

### **Educator Certifications**

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              | e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |
| MU.68.C.1.2: | Clarifications:  |
|              | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |
| MU.68.C.2.1: | Clarifications:  |
|              | e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                |
| MU.68.C.2.2: | Clarifications:  |
|              | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1: | Clarifications:  |
|              | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                          |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | 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.   |
|              | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4: | Clarifications:  |
|              | aural/oral traditions, drumming patterns   |
| MU.68.H.2.3: | 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.                                  |
|              | Clarifications:  |
| MU.68.H.3.1: | 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   |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:  |
|              | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays    |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: | Clarifications:  |
|              | e.g., rnythm, melody, timbre, form, tonality, narmony, expressive elements; choral, orchestral, band, ensemble                                     |
|              | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. |
| MU.68.0.3.1: | Clarifications:  |
|              |  |
| MU.68.0.3.2: | 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:  |
|              | 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., 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.  |
| 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, preatring, ingering, embouchure, bow technique, tuning, strumming   |
|              | Signt-read standard exercises and simple repertoire.   |

| MU.68.S.3.3:    | Clarifications:<br>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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>  |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>  |

| MA.K12.MTR.5.1:  | Look for similarities among problems.     Connect colutions of problems to more complicated large code situations  |
|------------------|--|
|                  | Connect solutions of problems to more complicated large-scale situations.  |
|                  | Clarifications:<br>Teachers who encourage students to use patterns and structure to bein understand and connect mathematical concents:   |
|                  | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>   |
|                  | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>  |
|                  | 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.<br>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 V12 MTD 6 1.  | <ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>   |
| WA.K12.WITK.0.1. |  |
|                  | Teachers who encourage students to assess the reasonableness of solutions:   |
|                  | Have students estimate or predict solutions prior to solving.  |
|                  | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>  |
|                  | 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.<br>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:  |
|                  | <ul> <li>Provide opportunities for students to greate models, both concrete and abstract, and perform investigations.</li> </ul>   |
|                  | <ul> <li>Challenge students to guestion the accuracy of their models and methods.</li> </ul>   |
|                  | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>  |
|                  | 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 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.  |
|                  | Read and comprehend grade-level complex texts proficiently.  |
| ELA.K12.EE.2.1:  | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                  | Make inferences to support comprehension.  |
|                  | Clarifications:  |
| 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 smilling?" or make predictions about what will become 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   |
|                  | conaborative 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.  |
|                  | build on ideas, proper the conversation, and support traints and counterclaints with evidence.   |
|                  | Use the accepted rules governing a specific format to create quality work.   |
| ELΔ K12 EE 5 1.  | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they   |
| ELA.KTZ.EE.S.T.  | 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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

| GENERAL INFORMATION                 |   |
|-------------------------------------|---|
| Course Number: 1302120              | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject:<br>Instrumental Music ><br>Abbreviated Title: M/J INSTRU ENS 2<br>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)              |

| Name          | Description  |
|---------------|--|
|               | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:  | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |
| MU.68.C.1.2:  | Clarifications:  |
|               | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|               | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |
| MU.68.C.2.1:  | Clarifications:  |
|               | e.g., intonation, balance, blend, phrasing, rhythm   |
|               | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                |
| MU.68.C.2.2:  | 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.  |
|               | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:  | Clarifications:  |
|               | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|               | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:  | 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.   |
|               | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:  | Clarifications:  |
|               | 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.   |
|               | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                  |
|               | Clarifications:  |
| MU.68.H.3.1:  | 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   |
|               | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:  | Clarifications:  |
|               | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays    |
|               | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:  | Clarifications:  |
|               | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|               | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:  | 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.68.0.3.1:  | Clarifications:  |
|               | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration       |
| MU.68.0.3.2:  | 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.68.5.1.3:  | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.  |
| MU.68.S.1.4:  |  |
|               | e.g., melodies using traditional classroom instruments and/or voice  |
|               | Parform mucic from momory to domonstrate knowledge of the mucical structure  |
| MUL 40 S O 1. |  |
| 10.00.3.2.1:  | e.g., basic themes, patterns, tonality, melody, harmony  |
| MIL 68 S 2 2: | Transfer performance techniques from familiar to unfamiliar pieces   |
|               | rensis, performance tearninges non-naminar to amanimar pieces.   |

|                       | 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  |
| MIL 68 S 3 2.         | Clarifications  |
| 10.00.3.3.2.          | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                       | Sight read standard evercises and simple reportaine   |
| MIL (0.6.2.2.         |   |
| WU.08.3.3.3:          | 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 remorcement   |
|                       | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:          | 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.  |
| LAI 5.00. WIIST. 5.9. | 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.   |
| LAFS.8.SL.1.1:        | 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, quality 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) bening its presentation.   |
| LAFS.8.SL.1.3:        | 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  |
| LAF3.0.3L.2.4.        | 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   |
| MAFS.K12.MP.5.1:      | 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   |
| MAES K12 MD 6 1.      | 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. |
| WAI 5.KT2.WF.0.T.     | 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   |
| 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   |
|                       | -y) <sup>2</sup> 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   |

# 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

#### 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: 1302130         | courses > Grade Group. Grades o to 6 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**

| Instrumental Music (Secondary Grades 7-12)                |
|---|
| Instrumental Music (Elementary and Secondary Grades K-12) |
| Vusic (Elementary and Secondary Grades K-12)              |

| Name                        | Description  |
|-----------------------------|--|
|                             | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:                | Clarifications:  |
|                             | e.g., listening maps, active listening, checklists   |
|                             | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:                | Clarifications:  |
|                             | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                             | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:                | Clarifications:  |
|                             | e.g., intonation, balance, blend, phrasing, rhythm   |
|                             | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:                | 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.  |
|                             | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:                | Clarifications:  |
|                             | e.g., increased revenues at restaurants, noters, and traver agencies, venue maintenance, parking attendants  |
|                             | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:                | Clarifications:  |
|                             | e.g., dedication to mastering a task, problem-solving, sen-discipline, dependability, ability to organize, cutoral awareness, mutual respect         |
| MU.68.F.3.2:<br>MU.68.H 1 1 | Investigate and discuss laws that protect intellectual property, and practice sale, 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.   |
|                             | Classify authentic stylistic features in music originating from various cultures.  |
|                             | Clarifications:  |
| MU.68.H.1.4:                | 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.   |
|                             | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MU.68.H.3.1:                | Clarifications:  |
|                             | connections and traditions, ceremonial music, sales and advertising, communication   |
|                             | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:                | Clarifications:  |
|                             | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays      |
|                             | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:                | Clarifications:  |
|                             | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                             | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:                | 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.68.0.3.1:                | 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     |
| 10.00.0.3.2.                | 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.68.5.1.4:                | e.g. melodies using traditional classroom instruments and/or voice   |
|                             | Derform music from moment to demonstrate knowledge of the musical structure  |
| MIL 60 S 0 1.               |  |
| WIU.00.3.2.1.               | e.g., basic themes, patterns, tonality, melody, harmony  |
| MU 68 S 2 2·                | Transfer performance techniques from familiar to unfamiliar pieces   |
| 110.00.3.2.2.               |  |
| MII 68 5 3 1.   | Sing and/or play age-appropriate repertoire expressively.   |
|-----------------|---|
| 10.00.3.3.1.    | e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response   |
| MU.68.S.3.2:    | Demonstrate proper vocal or instrumental technique.<br>Clarifications:<br>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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li></ul>   |
| MA.K12.MTR.3.1: | <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>                       |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul> </li> </ul></li></ul> |

|                      | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|----------------------|--|
| MA K12 MTP 5 1-      | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
|                      | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>  |
|                      | <ul> <li>Relate previously learned concepts to new concepts.</li> </ul>  |
|                      | Look for similarities among problems.  |
|                      | Connect solutions of problems to more complicated large-scale situations.  |
|                      | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |
|                      | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1:      | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
| NDV.IX 12.0011X.0.1. | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                      | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
| 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:      | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul>  |
|                      | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                      | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:      | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                      | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:      | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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 Path: Section: Grades PreK to 12 Education

# GENERAL INFORMATION

| Course Number: 1302130              | Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject:<br>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)

# M/J Band 2 and Career Planning (#1302140) 2020 - 2022 (current)

| Name                | Description   |
|---------------------|---|
|                     | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:        | Clarifications:   |
|                     | e.g., listening maps, active listening, checklists  |
|                     | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.            |
| MU.68.C.2.1:        | Clarifications:   |
|                     | e.g., intonation, balance, blend, phrasing, rhythm  |
|                     | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                       |
| MU.68.C.2.2:        | 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.1.2:        | Identify the works of representative composers within a specific style or time period.  |
| MU.68.H.2.3:        | 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.   |
|                     | Clarifications:   |
| MU.68.H.3.1:        | 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  |
|                     | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.        |
| MU.68.0.3.1:        | Clarifications:   |
|                     | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration              |
| MU (0.0.2.2)        | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to          |
| MU.68.0.3.2:        | 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:   |
|                     | e.g., melodies using traditional classroom instruments and/or voice   |
| MU.68.S.2.2:        | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                     | 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   |
| MU.68.S.3.5:        | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.   |
|                     | 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 reterring to evidence on the topic,     |
|                     | text, or issue to probe and reflect on ideas under discussion.  |
| LAFS.6.SL.1.1:      | 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 Delation to Courses Supporting   |
|                     | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evolain how it contributes to a topic, text, or |
| LAFS.6.SL.1.2:      | 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      |
| EAI 3.0.3E.2.4.     | 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           |
| LAES 60 WILLET 2 D. | Context relevant to grades b-b texts and topics.  |
| LAL3.00.WH31.3.9:   | Draw evidence nom mormational texts to support analysis renection, and research.  |

|                   | Use appropriate tools strategically.  |
|-------------------|---|
| 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 use technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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.   |
|                   | Look for and make use of structure  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |

# 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 highquality 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 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.

### 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 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&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) Music (Elementary and Secondary Grades K-12)

# M/J Band 2 and Career Planning (#1302140) 2022 - And Beyond

| Name                | Description  |
|---------------------|--|
|                     | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:        | Clarifications:  |
|                     | e.g., listening maps, active listening, checklists   |
|                     | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                       |
| MU.68.C.2.1:        | Clarifications:  |
|                     | e.g., intonation, balance, blend, phrasing, rhythm   |
|                     | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                  |
| MU.68.C.2.2:        | 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.1.2:        | Identify the works of representative composers within a specific style or time period.   |
| MU.68.H.2.3:        | 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.  |
| MIL (0 11 2 1.      | Clarifications:  |
| MU.68.H.3.1:        | 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   |
|                     | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.                   |
| MU.68.0.3.1:        | Clarifications:  |
|                     | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                         |
| MU.68.0.3.2:        | 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   |
| M0.00.3.1.4.        | e.g., melodies using traditional classroom instruments and/or voice  |
| MU.68.S.2.2:        | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                     | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1:        | Clarifications:  |
|                     | Demonstrate proper vocal or instrumental technique   |
|                     |  |
| WIU.08.5.3.2:       | 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   |
| 10.00.0.0.1         | 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.  |
|                     | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|                     | Help and support each other when attempting a new method or approach.  |
| IVIA.K12.IVITK.1.1: | Clarifications:  |
|                     | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                     | Cultivate a community or growth mindset learners.  |
|                     | Foster perseverance in students by choosing tasks that are chailenging.     Develop students' ability to applyze 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.  |

|                      | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|----------------------|--|
| MIA.K 12.1011 K.2.1. | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                      | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1:      | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                      | <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|                      | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1:      | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                      | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                      | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1:      | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                      | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>           |
| MA K12 MTR 6 1-      | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.  |
| ματικτέζιψη Κ.Ο. Γ   | 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.<br>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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 DESCRIPTION

Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of highquality 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

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 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: 1202140              | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1302140              | Courses > Subject: Music Education > SubSubject:  |
|                                     | Instrumental Music >                              |
|                                     | Abbreviated Title: M/J BAND 2&CAR PLAN            |
|                                     | 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)

# M/J Band 3 and Career Planning (#1302142) 2020 - 2022 (current)

| Name                     | Description  |
|--------------------------|--|
|                          | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:             | Clarifications:  |
|                          | e.g., listening maps, active listening, checklists   |
|                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |
| MU.68.C.2.1:             | Clarifications:  |
|                          | e.g., intonation, balance, blend, phrasing, rhythm   |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                |
| MU.68.C.2.2:             | 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.  |
|                          | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:             | 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.1.2:             | Identify the works of representative composers within a specific style or time period.   |
| MU.68.H.2.3:             | 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.                                  |
| MU 68 H 3 1              | 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   |
|                          | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:             | Clarifications:  |
|                          | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays    |
|                          | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:             | Clarifications:  |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|                          | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:             | 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.68.0.3.1:             | Clarifications:  |
|                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration       |
| MU.68.0.3.2:             | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to   |
| MIL 60 S 1 2.            | other musical works.   |
| 10.00.3.1.3.             | Sing or play melodies by ear with support from the teacher and/or peers  |
| MIL 68 S 1 4.            |  |
| 10.00.3.1.4.             | e.g., melodies using traditional classroom instruments and/or voice  |
| MU 68 S 2 2 <sup>.</sup> | Transfer performance techniques from familiar to unfamiliar pieces   |
| 10.00.012.2.             | 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 <sup>.</sup> | Clarifications:  |
|                          | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                          | Sight-read standard exercises and simple repertoire.   |
| MU 68 S 3 3 <sup>.</sup> | 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  |
| MU.68.S.3.5:             | 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    |
| LAF5.08.KS1.2.4:         | 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.  |
|-------------------|---|
|                   | 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<br>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.   |
| LAFS.7.SL.1.1:    | 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<br>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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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. <b>Standard Relation to Course: Supporting</b>  |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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   |
| 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 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.

# 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.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.

#### 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  | 1302142 |
|--------|---------|---------|
| 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

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)

# M/J Band 3 and Career Planning (#1302142) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              | e.g., listening maps, active listening, checklists   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:  |
|              | e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | 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.  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | 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.1.2: | Identify the works of representative composers within a specific style or time period.   |
| MU.68.H.2.3: | 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.  |
| MU.68.H.3.1: | 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 |
|              |  |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:  |
|              | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gamerings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: | Clarifications:  |
|              | e.g., mythm, melody, timbre, form, tonainy, narmony, expressive elements, chorar, orchestrar, band, ensemble   |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2: | Clarifications:  |
|              |  |
|              | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.   |
| MU.68.0.3.1: | Clarifications:  |
|              | e.g., tempo markings, expression markings, a treatation markings, prirasing, scales, modes, narmonic structure, timbre, mythin, orchestration  |
| MU.68.0.3.2: | 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:  |
|              | e.g., melodies using traditional classroom instruments and/or voice  |
| MU.68.S.2.2: | Transfer performance techniques from familiar to unfamiliar pieces.  |
|              | 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  |
| 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.  |

|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|-----------------|---|
| MA.K12.MTR.1.1: | <ul> <li>Help and support each other when attempting a new method or approach.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>   |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.   |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |

| MA.K12.MTR.6.1:                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|-----------------------------------|--|
|                                   | 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:                   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul> |
|                                   | <ul><li>Support students as they validate conclusions by comparing them to the given situation.</li><li>Indicate how various concepts can be applied to other disciplines.</li></ul>   |
|                                   | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.   |
| ELA.K12.EE.1.1:                   | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>   |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1:                   | Use appropriate voice and tone when speaking or writing.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during classes and performances.<br>English language learners communicate for social and instructional purposes within the school setting.  |

# 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.

## 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.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 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 Path: Section: Grades PreK to 12 Education

# GENERAL INFORMATION

| Course Number: 1202142              | Courses > Grade Group: Grades 6 to 8 Education   |
|-------------------------------------|--|
| Course Number: 1302142              | Courses > Subject: Music Education > SubSubject: |
|                                     | Instrumental Music >                             |
|                                     | Abbreviated Title: M/J BAND 3&CAR PLAN           |
|                                     | 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)              |

# M/J Chorus 1 (#1303000) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:   | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Identify, aurally, a variety of vocal styles and ensembles.   |
| MU.68.C.1.4:   | Clarifications:   |
|                | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                       |
| MU.68.C.2.2:   | 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.  |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
|                | Clarifications:   |
| MU.68.H.3.1:   | 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  |
|                | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:   | Clarifications:   |
|                | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays           |
|                | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU 68 O 1 1    |   |
| 10.00.0.1.1.   | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific theught idea, meed, and/or image          |
|                | bescribe now the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.        |
| MU.68.0.3.1:   | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, pinasing, scales, modes, namonic structure, timpre, mythin, orchestration               |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:   | 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.  |
| MU.68.S.1.4:   | Clarifications:   |
|                | e.g., melodies using traditional 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                                |
| MU.68.S.3.5:   | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.   |
|                | 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.   |
| LAFS.6.SL.1.1: | 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.   |
|                | a. 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.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<br>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.   |
|                   | Use appropriate tools strategically.   |
| MAFS.K12.MP.5.1:  | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.   |
| 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  |
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

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

# 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**

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)

# M/J Chorus 1 (#1303000) 2022 - And Beyond

# **Course Standards**

| Name            | Description   |
|-----------------|---|
|                 | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:    | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Identify, aurally, a variety of vocal styles and ensembles.   |
| MU.68.C.1.4:    | Clarifications:   |
|                 | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU 68 C 2 2     | Clarifications:   |
| 110.00.0.2.2.   | e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
| MII 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.  |
|                 | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
|                 | Clarifications:   |
| MU.68.H.3.1:    | 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  |
|                 | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:    | Clarifications:   |
|                 | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays                             |
|                 | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU 68 O 1 1     | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image                           |
| MIL 60 O 2 1.   | Clarifications:   |
| 110.00.0.3.1.   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                                |
|                 | Improvide shuthmic and melodic phrases to economically families cannot and/or standard hermonic progressions  |
|                 |   |
| MU.68.5.1.1:    | e a blues rock  |
|                 |   |
| MU.68.5.1.3:    | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.   |
|                 |   |
| MU.68.5.1.4:    | e.g., melodies using traditional classroom instruments and/or voice   |
|                 |   |
|                 | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1:    | Clarifications:   |
|                 | e.g., technique, philasing, dynamics, tone quanty, biend, balance, intonation, kinestnetic 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  |
| 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.     Delid account of the model of the task.   |
|                 | Build perseverance by modifying methods as needed while solving a challenging task.   |
|                 | <ul> <li>Stay engaged and maintain a positive minuser when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach</li> </ul> |
| 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.  |

| MA.K12.MTR.2.1: | <ul> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>   |
|-----------------|--|
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking.  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |

| MA.K12.MTR.7.1:   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|-------------------|---|
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
|                   | 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.   |
|                   | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul> |
| 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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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** 

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: 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

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)

# M/J Chorus 2 (#1303010) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:   | Clarifications:  |
|                | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:   | Clarifications:  |
|                | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs  |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:   | Clarifications:  |
|                | e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:   | Clarifications:  |
|                | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|                | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:   | Clarifications:  |
|                | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
| 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.1.5:   | 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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:   | Clarifications:  |
|                | e.g., school: other music classes, social studies, dance, physical education, science, nearth, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
|                | Discuse how the absence of music would affect other content areas and contexts   |
| MIL 40 11 2 2. |  |
| ШО.00.П.3.2.   | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays  |
|                | Compare performances of a musical work to identify artistic choices made by performers   |
| MUL 40 O 1 1.  | Clarifications:  |
| WIU.00.U.T.T.  | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|                | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought idea, mood, and/or image   |
| MIL 69 O 2 1.  | Clarifications:  |
| WI0.08.0.3.1.  | 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   |
| MU.68.0.3.2:   | other musical works.   |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:   | 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.   |
| 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., basic themes, patterns, tonality, melody, harmony  |
|                | 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:<br>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:<br>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.  |
| MU.68.S.3.6:                     | Clarifications:<br>e.g., independently, collaboratively   |
| LAFS.6.SL.1.1:                   | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> <li>Standard Relation to Course: Supporting</li> </ul>   |
| 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   |
| LAI 5.0.3L.1.2.                  | issue under study.  |
| LAFS.6.SL.1.3:<br>LAFS.6.SL.2.4: | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.<br>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.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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                                  | Attend to precision.  |
| 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:                 | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>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 $x^2$<br>+ $9x + 14$ , 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<br>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<br>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.<br>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.  |

# 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

### 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: 1303010

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 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)

# M/J Chorus 2 (#1303010) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:  |
|              |  |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4: | Clarifications:<br>e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:  |
|              | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
| 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.1.5: | 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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|              | 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:<br>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.  |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1: | Clarifications:<br>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.   |
| MU.68.S.1.4: | Clarifications:<br>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:<br>e.g., basic themes, patterns, tonality, melody, harmony   |
|              | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |

| 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:       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       Clarifications:         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.         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.  |          |
|---|----------|
| MU.68.S.3.4:       Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.         MU.68.S.3.4:       Clarifications:<br>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.         MU.68.S.3.6:       Clarifications:<br>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.         Stav expanded and maintain a partitive mindeet when warking to solve tasks.  |          |
| MU.68.S.3.4:       Clarifications:<br>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.         MU.68.S.3.6:       Clarifications:<br>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.  |          |
| 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.         MU.68.S.3.6:       Clarifications:<br>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.         • Stav expranded and maintain a positive mindeet when warking to solve tasks.  |          |
| MU.68.S.3.6:       Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.         MU.68.S.3.6:       Clarifications:<br>e.g., independently, collaboratively         Mathematicians who participate in effortful learning both individually and with others:<br>• Analyze the problem in a way that makes sense given the task.<br>• Ask questions that will help with solving the task.<br>• Build perseverance by modifying methods as needed while solving a challenging task.<br>• Slav expanded and maintain a partitive mindeet when warking to other tasks.  |          |
| MU.68.S.3.6:       Clarifications:<br>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.         Stav engaged and maintain a positive mindeet when warking to solve tasks   |          |
| 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 expanded and maintain a positive mindeet when warking to solve tasks.   |          |
| <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay oppaged and maintain a positive mindeet when warking to solve tasks.</li> </ul>   |          |
| <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay expanded and maintain a positive mindeet when warking to solve tasks.</li> </ul>  |          |
| <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay opgraded and maintain a positive mindest when working to solve tasks.</li> </ul>   |          |
|   |          |
| <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |          |
| MA.K12.MTR.1.1: Clarifications:   |          |
| Teachers who encourage students to participate actively in effortful learning both individually and with others:  |          |
| <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>   |          |
| Develop students' ability to analyze and problem solve.   |          |
| Recognize students errort when solving challenging problems.  |          |
| Demonstrate understanding by representing problems in multiple ways.<br>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.   |          |
| <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations</li> </ul>  |          |
| MA.K12.MTR.2.1: Choose a representation based on the given context or purpose.  |          |
| Clarifications:   |          |
| <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> </ul>   |          |
| Provide opportunities for students to use manipulatives when investigating concepts.  |          |
| <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can have setting.</li> </ul>  |          |
| Complete tasks with mathematical fluency  |          |
| Mathematicians who complete tasks with mathematical fluency:  |          |
| • Select efficient and appropriate methods for solving problems within the given context.   |          |
| <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence</li> </ul>   |          |
| Adapt procedures to apply them to a new context.  |          |
| MA.K.I.2.M.I.R.3.1:  Use feedback to improve efficiency when performing calculations.   | 1        |
| Clarifications:   |          |
| <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurat</li> </ul>  | ely.     |
| Offer multiple opportunities for students to practice efficient and generalizable methods.     Devide executive life for students to apflet on the method by and determine life energy officient method evold have been appleted.   |          |
| Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method could have be provide opportunities for students to reflect on the method they used and determine if a more efficient method they used and determine if a more efficient method to reflect on the method they used and determine if a more efficient method to reflect on they used and determine if a more efficient method. | en usea. |
| 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.  |          |
| <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>   |          |
| Justify results by explaining methods and processes.  |          |
| Construct possible arguments based on evidence.   |          |
| Clarifications:<br>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 pages  |          |
| <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient method</li> </ul>  | s.       |
| <ul> <li>Select, sequence and present students to discuss their timining with peets.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient method.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   | ls.      |
| Select, sequence and present students to discuss their thinking with peels.     Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient method     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.   | ls.      |
| <ul> <li>Select, sequence and present students to discuss their thinking with peels.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient method</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> </ul>  | is.      |

| MA.K12.MTR.5.1: | <ul> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> </ul>  |
|-----------------|---|
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:   |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
|                 | Cite evidence to explain and justify reasoning.   |
|                 | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.  |
|                 | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
|                 | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1: | Clarifications:   |
|                 | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
|                 | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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.

### 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:

Course Path: Section: Grades Prek to 12 Education

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

## GENERAL INFORMATION

|                                     | Course Futil. Course French to 12 Education      |
|-------------------------------------|--|
| Course Number 1202010               | Courses > Grade Group: Grades 6 to 8 Education   |
| Course Number: 1303010              | Courses > Subject: Music Education > SubSubject: |
|                                     | Choral Music >                                   |
|                                     | Abbreviated Title: M/J CHORUS 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)        |  |

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a <b>performance to one's own hypothesis of the composer's intent</b> .             |
| MU.68.C.1.2:   |  |
|                | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal                   |
| MU 40 C 2 2.   | Clarifications   |
| WIU.00.C.2.2.  | e.g., blend, balance, ensemble plaving, sonority, technique, tone quality  |
| MU 40 C 2 1.   | Apply specific stitute to evaluate why a musical work is an exampler in a specific style or gapra  |
| MU.08.C.3.T:   | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style of genre.  |
|                | Clarifications   |
| MU.68.F.2.1:   | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|                | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:   | Clarifications:  |
|                | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|                | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU 68 F 3 1    | 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.1.2:   | 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.   |
|                | Classify authentic stylistic features in music originating from various cultures.  |
|                | Clarifications:  |
| MU.68.H.1.4:   | 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.  |
|                | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:   | 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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MIL (0 11 2 1. | Clarifications:  |
| IVIU.00.H.3.1. | 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   |
|                | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:   | Clarifications:  |
|                | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays      |
|                | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:   | Clarifications:  |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:   | 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 49 O 2 1.   | Clarificatione:  |
| WO.00.0.3.1.   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         |
|                | Deform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and expressiones to     |
| MU.68.0.3.2:   | other musical works.   |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU 68 S 1 1·   | 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.  |
| MU.68.S.1.4:      | Clarifications:   |
|                   | e.g., melodies damp it admonaticassion in instruments and/or voice  |
| MUL 40 S O 1.     |   |
| WU.06.3.2.1.      | 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.   |
| 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., postere, breathing, hingening, embouchare, bow technique, turning, strumming  |
| MII 40 5 2 2.     |   |
| WU.00.3.3.3.      | 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   |
| 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.  |
| MU.68.S.3.6:      | Clarifications:   |
|                   | E.g., independently, conabolatively   |
| LAFS.68.RST.2.4:  | 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.  |
|                   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade / 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.   |
| LAFS.7.SL.1.1:    | b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.   |
|                   | 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.<br>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use    |
| LAFS.7.SL.2.4:    | 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 inside to be gained and their limitations. For example, mothematically proficient bids school students applying |
| MAFS.K12.MP.5.1:  | 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 nose 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   |
|                   | 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   |
|                   | tormulated 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 cort a collection of shapes according to how many cides the shapes have a 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 $x^2$  |
| MAES K12 MP 7 1   | +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<br>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.<br>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.   |

# 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)               |  |  |
| nstrumental Music (Elementary and Secondary Grades K-12) |  |  |
| Vocal Music (Elementary and Secondary Grades K-12)       |  |  |

# M/J Chorus 3 (#1303020) 2022 - And Beyond

| Name                     | Description  |
|--------------------------|--|
|                          | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:             | Clarifications:  |
|                          | e.g., listening maps, active listening, checklists   |
|                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:             | Clarifications:  |
|                          | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:             | Clarifications:  |
|                          | e.g., intonation, balance, blend, phrasing, rhythm   |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:             | Clarifications:  |
|                          | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
| MU 68 C 3 1 <sup>.</sup> | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre   |
|                          | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:             | Clarifications:  |
|                          | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|                          | Describe how concert attendance can financially impact a community.  |
| MU 68 F 2 2              |  |
| 10.00.1 .2.2.            | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|                          | Describe how studying music can enhance citizenshin, leadershin, and global thinking   |
| MIL 60 E 2 1.            |  |
| WU.08.F.3.T:             | e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect       |
| МП 40 Г 2 2.             | Investigate and discuss laws that protect intellectual property, and practice sets, legal, and responsible acquisition and use of musical media      |
| MU.00.F.3.2.             | 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.   |
|                          | Classify authentic stylistic features in music originating from various cultures.  |
|                          | Clarifications:  |
| MU.68.H.1.4:             | 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.  |
|                          | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:             | 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.   |
|                          | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MIL 68 H 3 1·            | Clarifications:  |
| M0.00.11.3.1.            | 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   |
|                          | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:             | Clarifications:  |
|                          | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays      |
|                          | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:             | Clarifications:  |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                          | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2:             | 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.68.0.3.1:             | Clarifications:  |
|                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         |
| MU 49 O 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     |
| IVIU.00.U.3.2:           | other musical works.   |
|                          | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:             | 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.   |
| MU.68.S.1.4:    | Clarifications:<br>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:<br>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:<br>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:<br>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.<br>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.  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Puild persoverance by medifying methods as peeded while solving a challenging task.</li> </ul>                       |
| MA.K12.MTR.1.1: | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul> |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
|                 | Clarifications:  |
|                 | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                 | Cultivate a community of growth mindset learners.  |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to apply and problem solve.</li> </ul>                                 |
|                 | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Express connections between concepts and representations.</li> <li>Chappe a representation based on the given context or purpose.</li> </ul>                                      |
|                 |  |
|                 | 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.<br>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 recuback to improve efficiency when performing calculations.   |
|                 | Clarifications:<br>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: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>   |
|-----------------|--|
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. Provide opportunities for students to create plans and procedures to solve problems.</li></ul>  |
|                 | <ul> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |
| MA.K12.MTR.6.1: | <ul> <li>Evaluate results based on the given context.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| ELA.K12.EE.1.1: | <ul> <li>Cite evidence to explain and justify reasoning.</li> <li>Clarifications:</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul> |
| 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:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|-------------------|--|
| ELA.K12.EE.4.1:   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
|                   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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

Course Status: State Board Approved Grade Level(s): 6,7,8 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)

# M/J Chorus 4 (#1303030) 2020 - 2022 (current)

| Develop strategies for listening to unfamiliar musical works.           MU 68 C.1.1:         Clarifications:<br>6.9. Ilistoning maps, active listening, checklists           MU 68 C.1.2:         Clarifications:<br>6.9. Ilistoning maps, active listening, checklists           MU 68 C.1.2:         Clarifications:<br>6.9. Ilistoning maps, active listening, checklists           MU 68 C.1.4:         Clarifications:<br>6.9. Ilistonic period of variety of vacial styles and ensembles.           MU 68 C.1.4:         Clarifications:<br>6.9. Ilistonic period of variety of vacial styles and ensembles.           MU 68 C.2.1:         Carifications:<br>6.9. Ilistonic period of variety of vacial styles and ensembles.           MU 68 C.2.1:         Carifications:<br>9.9. Initionation, balance, blend, phrasing, rhythm           MU 68 C.2.2:         Clarifications:<br>9.9. Initionation, balance, blend, phrasing, rhythm           MU 68 C.2.3:         Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or piers.           MU 68 C.3.1:         Apply specific criteris to evaluate why a musical work is an exemplar in a specific style or gerre.           MU 68 F.1.1:         Clarifications:<br>9.9. Introbased revenues at composition and/or improvisation, using simple criteria, to generate improvements to manipulate musical elements.           MU 68 F.2.1:         Clarifications:<br>9.9. MU 68 F.2.1:         Clarifications:<br>9.9. MU 68 F.3.1:           Describe several routes a composition and/or performance could travel   |
|--|
| NU && C. 1:1:       Charifications:<br>e.g., using correct music vocabulary, the aestholic impact of a performance to one's own hypothesis of the composer's intent.         NU && C. 1.2:       Charifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title<br>e.g., chant, spiritual, folk, opera, world, jazz, pop. solo, duet, tho, quartet, small ensembles, choirs         NU && C. 1.4:       Clarifications:<br>e.g., intent, spiritual, folk, opera, world, jazz, pop. solo, duet, tho, quartet, small ensembles, choirs         NU && C. 2.1:       Clarifications:<br>e.g., intonalion, biannee, blend, phrasing, rhythm         NU && C. 2.2:       Clarifications:<br>e.g., intonalion, biannee, blend, phrasing, rhythm         NU && C. 3.1:       Apply specific criteria to evaluate why a musical work is an exemptar in a specific style or genre.         NU && C. 3.1:       Clarifications:<br>e.g., blend, balance, ensemble playing, somity, technique, tone quality         NU && C. 3.1:       Critique score composition and/or improvisition, using signal enteries to consumer.         NU && C. 3.1:       Apply specific criteria to evaluate why a musical work is an exemptar in a specific style or genre.         NU && C. 3.1:       Clarifications:<br>e.g., blend, balance, ensemble applying, somity, technique, tome studies, professional recording studies, sales         NU && F. 3.1:       Clarifications:<br>e.g., blend balance, ensemble applying is an employ of a particle style or genre.         NU && F. 3.1:       Clarifications:<br>e.g., blend baland other technolog  |
| 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.         MU.68.C.1.2:       Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title         MU.68.C.1.4:       Clarifications:<br>e.g., chart, spiritual, foik, opera, world, Jazz, pop. solo, duet, tho, quartet, snall ensembles, choirs         MU.68.C.2.1:       Clarifications:<br>e.g., intonation, bitainee, blend, phrasing, rhythm         MU.68.C.2.2:       Clarifications:<br>e.g., intonation, bitainee, blend, phrasing, rhythm         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.2.3:       Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         MU.68.F.2.1:       Clarifications:<br>e.g., build personal composition and/or performance could travel from creator to consumer.         MU.68.F.2.1:       Clarifications:<br>e.g., Moll and other technology, production, sharing on the Internet, home studios, professional recording studios; sales         MU.68.F.3.1:       Describe how concert attendance can financially impact a community.         MU.68.F.3.2:       Interdectations:<br>e.g., increased revenues at restaurants, hotels, and travel agendeis: verue maintenance, parking attendants         <  |
| Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.           VU. 68. C. 1.2:         Clarifications:<br>e.g. quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, Ittle           VU. 68. C. 1.4:         Clarifications:<br>e.g., chant, spirtfual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs           VU. 68. C. 2.1:         Clarifications:<br>e.g., intonation, balance, biend, phrasing, rhythm           VU. 68. C. 2.1:         Clarifications:<br>e.g., intonation, balance, biend, phrasing, rhythm           VU. 68. C. 2.2:         Clarifications:<br>e.g., intonation, balance, ensemble playing, sonority, technique, tone quality           VU. 68. C. 2.3:         Chrifteque personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.           VU. 68. F. 2.1:         Clarifications:<br>e.g., MOI and other technology, production, sharing on the Internet, dualtal, and/or acoustic means to manipulate musical elements.           VU. 68. F. 2.1:         Clarifications:<br>e.g., MOI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales           VU. 68. F. 2.1:         Clarifications:<br>e.g., deciation to mastering a task, problem solving, self discipline, dependability, ability to organize, cultural avareness, mutual respect           VU. 68. F. 3.1:         Clarifications:<br>e.g., deciation to mastering a task, problem solving, self discipline, dependability, ability to organize, cu |
| MU 48.C.1.2:       Chrifteations:       e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title         MU 68.C.1.4:       Charifications:       e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs         Citaritications:       e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs         Citaritications:       e.g., internation, balance, blend, phrasing, rhythm         Citaritications:       e.g., internation, balance, blend, phrasing, rhythm         Citaritications:       e.g., blend, balance, ensemble playing, sonority, technique, tone quality         MU 68.C.2.2:       Citrifications:       e.g., blend, balance, ensemble playing, sonority, technique, tone quality         MU 68.C.3.1:       Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         MU 68.C.3.2:       Citrifications:       e.g., MDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         MU 68.F.2.1:       Citrifications:       e.g., increased revenues at restaurants, hotels, and travel agencies venue maintenance, parking attendents         MU 68.F.2.2:       Citrifications:       e.g., decidation to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         MU 68.F.3.1:       C  |
| e.g. quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title         Ud. 68. C.1.4:       Identify, aurally, a variety of vocal styles and ensembles.         NU 68. C.1.4:       Clarifications:<br>e.g., chant, spiritual, fok, operà, world, jazz, pop, solo, duel, trio, quartet, small ensembles, choirs         NU 68. C.2.1:       Clarifications:<br>e.g., chant, spiritual, fok, operà, world, jazz, pop, solo, duel, trio, quartet, small ensembles, choirs         NU 68. C.2.1:       Clarifications:<br>e.g., infonation, balance, blend, phrasing, rhythm         NU 68. C.2.2:       Clarifications:<br>e.g., lend, balance, ensemble playing, sonority, technique, tone quality         NU 68. C.2.1:       Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.         NU 68. C.2.1:       Critifications:<br>e.g., MID 68. C.3.1:         Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.         NU 68. F.1.1:       Creatifications:<br>e.g., MID and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         Describe several routes a composition and/or performance cuit travel from creator to consumer.         NU 68. F.2.1:       Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         NU 68. F.3.1:       Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, a  |
| Identify, availey of vocal styles and ensembles.         MU 68.C.1.4:       Clarifications:         e.g., chant. spiritual. folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs         MU 68.C.2.1:       Clarifications:         e.g., intonation, balance, blend, phrasing, rhythm         MU 68.C.2.2:       Clarifications:         e.g., blend, balance, blend, phrasing, rhythm         MU 68.C.2.3:       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 pers.         MU 68.F.2.1:       Clarifications:         e.g., MDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         Describe several routes a composition or performance cuit agencies: venue maintenance, parking attendants         MU 68.F.2.1:       Clarifications:         e.g., MDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         Describe how concert attendance can financially impact a community.         MU 68.F.3.1:       Clarifications:         e.g., decitation to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         MU 68.F.3.1:       Clarification   |
| NU 68.C.1.4:       Clarifications:       e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs         NU 68.C.2.1:       Clarifications:       e.g., intronation, balance, blend, phrasing, rhythm         Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.         NU 68.C.2.2:       Clarifications:       e.g., intronation, balance, blend, phrasing, rhythm         Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.         Out 68.C.2.2:       Critique, personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peersonal composition and/or performance, using visual, kineshelic, digital, and/or acoustic means to manipulate musical elements.         Describe averal routes a composition on performance could travel from creator to consumer.       Describe averal routes a composition or performance could travel from creator to consumer.         NU 68.F.2.1:       Clarifications:       e.g., Increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         MU 68.F.3.1:       Clarifications:       e.g., decilication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         MU 68.F.3.1:       Clarifications:       e.g., decilication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural aware  |
| e.g., chant, spiritual, folk, opera, world, jazz, pop. solo, duet, trio, quartet, small ensembles, choirs         Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.         Clarifications:       e.g., intonation, balance, biend, phrasing, rhythm         WU 68.C.2.2:       Cirifications:       e.g., intonation, balance, biend, phrasing, rhythm         WU 68.C.2.2:       Cirifications:       e.g., intonation, balance, biend, phrasing, rhythm         WU 68.C.2.3:       Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         WU 68.C.3.1:       Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.         WU 68.F.2.1:       Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.         Describe several routes a composition or performance could travel from creator to consumer.       Clarifications:         e.g., MU 68.F.2.1:       Clarifications:       e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         Describe how concert attendance can financially impact a community.       Clarifications:       e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         Describe how studying music can enhance citizenship, leadership, and global thinking.       Clarifications:<  |
| Ortifique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.           NU 68.0.2.1:         Clarifications:<br>e.g., Intonation, balance, blend, phrasing, rhythm           NU 68.0.2.2:         Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.           NU 68.0.2.2:         Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.           NU 68.0.2.3:         Apply specific criteria to evaluate why a musical work is an exemptar in a specific style or genre.           NU 68.F.1:         Create a composition and/or performance, using simple criteria, to generate improvements with guidance from teachers and/or peers.           NU 68.F.2.1:         Describe several routes a composition or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.           Describe how concert attendance can financially impact a community.         Clarifications:           e.g., Increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants           e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural avareness, mutual respect           NU 68.F.3.2:         Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.           Identity the tasks involved in the composition al process and                                  |
| NU 68 C. 2.1:       Clarifications:       e.g., intonation, balance, blend, phrasing, rhythm         NU 68 C. 2.2:       Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.         NU 68 C. 2.2:       Clarifications:       e.g., blend, balance, ensemble playing, sonority, technique, tone quality         NU 68 C. 2.3:       Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         NU 68 C. 3.1:       Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.         NU 68 F. 1.1:       Create a composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peersonal could be a composition or performance could travel from creator to consumer.         NU 68 F. 2.1:       Clarifications:       e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         Describe how concert attendance can financially impact a community.       NU 68 F. 3.1:       Clarifications:         e.g., decication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         NU 68 F. 3.2:       Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.         Identify the tasks involved in the compositional process and discuss how the process might be applie   |
| 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.         MU.68.C.2.2:       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.2.3:       Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.         MU.68.F.2.1:       Create a composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         MU.68.F.2.1:       Clarifications:         e.g., MID1 and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         Describe how concert attendance can financially impact a community.         MU.68.F.2.2:       Clarifications:         e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         Describe how studying music can enhance critizenship. leadership, and global thinking.         MU.68.F.3.1:       Clarifications:         e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         MU.68.F.3.3:       Clarifications:         <  |
| MU.68.C.2.2:       Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.         MU.68.C.2.2:       Clarifications:<br>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.         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         Describe how concert attendance can financially impact a community.         MU.68.F.2.2:       Clarifications:         e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         Describe how studying music can enhance citizenship, leadership, and global thinking.         MU.68.F.3.1:       Clarifications:         e.g., decidation to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         MU.68.F.3.3:       Clarifications:         e.g., idecid, elevelop  |
| MU.68.C.2.2:       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 gene.         MU.68.F.1.1:       Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.         Describe several routes a composition or performance could travel from creator to consumer.       Elements.         MU.68.F.2.1:       Clarifications:       e.g., MDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         MU.68.F.2.2:       Clarifications:       e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         MU.68.F.3.1:       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.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         MU.68.F.3.3:       Clarifications:         e.g., idea, development, editing, selling, revis  |
| e.g., blend, balance, ensemble playing, sonority, technique, tone quality         NU. 68. C. 2.3:       Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         NU. 68. C. 3.1:       Apply specific criteria to evaluate why a musical work is an exempliar in a specific style or gene.         NU. 68. F. 1.1:       Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.         Describe several routes a composition or performance could travel from creator to consumer.       Clarifications:         e.g., MID1 and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         MU. 68. F. 2.2:       Clarifications:         e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants         Describe how concert attendance citizenship, leadership, and global thinking.         MU. 68. F. 3.1:       Clarifications:         e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants         w.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         NU. 68. F. 3.2:       Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.         Identify the tasks involved in the compositional process and discuss how the proc   |
| NU 68. C. 2.3:       Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.         NU, 68. C. 3.1:       Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.         NU, 68. F. 1.1:       Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.         Describe several routes a composition or performance could travel from creator to consumer.       Clarifications:         e.g., MID and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         Describe how concert attendance can financially impact a community.         NU 68. F. 2. 2:       Clarifications:         e.g., Increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         Pescribe 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         NU 68. F. 3. 2:       Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         NU 68. F. 3. 3:       Clarifications:         e.g., idea, development, editing, sel  |
| 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.         MU 68.F.2.1:       Clarifications:<br>e.g., MDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         MU 68.F.2.1:       Clarifications:<br>e.g., InDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales         MU 68.F.2.2:       Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         MU 68.F.3.1:       Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect         MU 68.F.3.3:       Clarifications:<br>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.F.1.2:       Identify the works of representative composers within a specific style or time period.         MU 68.F.1.1:       Describe how American music chas been influenced by other cultures.         Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting       Mu 68.F.3.3:         MU 68.F.1.1:       Identify the works of representative composers within a specif  |
| MU.68.F.1.1:       Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.         MU.68.F.2.1:       Describe several routes a composition or performance could travel from creator to consumer.         MU.68.F.2.1:       Clarifications:<br>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.         MU.68.F.3.1:       Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         MU.68.F.3.1:       Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies: venue maintenance, parking attendants         MU.68.F.3.2:       Investigate and discuss laws that protect intellectual property, and global thinking.         MU.68.F.3.3:       Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         MU.68.F.3.3:       Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         MU.68.F.1.2:       Identify the works of representative composers within a specific style or time period.         MU.68.F.1.3:       Describe how American music has been influenced by other cultures.         Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         MU.68.F.1.3:       Describe how American music has been influenced by other cultures.      <  |
| Describe several routes a composition or performance could travel from creator to consumer.         MU.68.F.2.1:       Clarifications:<br>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.         MU.68.F.2.2:       Clarifications:<br>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.         MU.68.F.3.1:       Clarifications:<br>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.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         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:<br>e.g., right authentic stylistic features in music originating from various cultures.       Clarifications:<br>e.g., right authentic stylistic features, key patterns, tonality, melodic line, quarter- or semi-tones, natio                                   |
| MU.68.F.2.1:       Clarifications:         e.g., MID1 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.         MU.68.F.2.2:       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.         MU.68.F.3.1:       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.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         MU.68.F.3.3:       Clarifications:         e.g., idea, development, editing, selling, revising, testing, presenting         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., intera distures in music originating from various cultures.         MU.68.H.1.4:       Clarifications:       e.g., thythm,  |
| 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.         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.F.3.3:       Clarifications:       e.g., idea, development, editing, selling, revising, testing, presenting         MU.68.F.3.3:       Identify the works of representative composers within a specific style or time period.         MU.68.H.1.3:       Describe how American music conginating from various cultures.         MU.68.H.1.4:       Clarifications:       e.g., identify uppered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation.   |
| MU.68.F.2.2:       Describe how concert attendance can financially impact a community.         MU.68.F.2.2:       Clarifications:<br>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.         MU.68.F.3.1:       Clarifications:<br>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.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         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.         Clasify authentic stylistic features in music originating from various cultures.         MU.68.H.1.4:       Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, guarter- or semi-tones, national folk melodies, improvisation, instrumentation.  |
| MU. 68.F.2.2:       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.         MU. 68.F.3.1:       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.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         Clarifications:         e.g., idea, development, editing, selling, revising, testing, presenting         MU. 68.H.1.2:         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.  |
| 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.         MU.68.F.3.1:       Clarifications:<br>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.         Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.         MU.68.F.3.3:       Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         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:       Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation.   |
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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.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.F.3.3:       Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         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.         Classify authentic stylistic features in music originating from various cultures.         MU.68.H.1.4:       Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation.  |
| 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.F.3.3:       Clarifications:         e.g., idea, development, editing, selling, revising, testing, presenting         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.         Classify authentic stylistic features in music originating from various cultures.         MU.68.H.1.4:       Clarifications:         e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation.  |
| MU.68.F.3.3:       Clarifications:<br>e.g., idea, development, editing, selling, revising, testing, presenting         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.         Classify authentic stylistic features in music originating from various cultures.         MU.68.H.1.4:       Classify authentic stylistic features, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation.   |
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| MU.68.H.1.3: Describe how American music has been influenced by other cultures. 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.   |
| MU.68.H.1.4: Classify authentic stylistic features in music originating from various cultures.<br>Clarifications: e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation.   |
| MU.68.H.1.4: Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, guarter- or semi-tones, national folk melodies, improvisation, instrumentation.   |
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| aural/oral traditions, drumming natterns   |
|  |
| MU.68.H.1.5: 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  |
|  |
| e.g., from harpsichord to piano; from phonograph to CD   |
| MIL68 H 2.3 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.  |
| Clarifications:  |
| MU.68.H.3.1:<br>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   |
| Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: Clarifications:   |
| e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays  |
| Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1: Clarifications:   |
| e a rhythm melody timbre form tonality harmony expressive elements, choral procestral hand ensemble  |
| s.g., myann, molody, amore, rorn, tonancy, narmony, expressive elements, chorat, orchestrat, band, ensemble  |

| MU.68.0.2.1:      | Clarifications:<br>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:<br>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:<br>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.  |
|                   | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:      | Clarifications:<br>e.g., blues, rock   |
|                   | Compose a short musical piece.   |
| MU.68.S.1.2:      | Clarifications:<br>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.  |
|                   | Sing or play melodies by ear with support from the teacher and/or peers.   |
| MU.68.S.1.4:      | Clarifications:<br>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:<br>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.  |
| MU.68.S.3.1:      | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                   | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:      | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.6:      | Clarifications:<br>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.   |
|                   | 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.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic topics and explore and exp |
| LAFS.8.SL.1.1:    | <ul> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> </ul>   |
|                   | 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  |
| LAFS.8.SL.1.2:    | commercial, political) behind its presentation.<br>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and   |
| LAFS.8.SL.1.3:    | 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 biols school students analyze  |
| MAFS.K12.MP.5.1:  | 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.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>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.  |

#### 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 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: 1303030

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

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)        |

# M/J Chorus 4 (#1303030) 2022 - And Beyond

| Name                     | Description  |
|--------------------------|--|
|                          | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:             | Clarifications:  |
|                          | e.g., listening maps, active listening, checklists   |
|                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU 68 C 1 2 <sup>.</sup> | Clarifications:  |
|                          | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                          | Identify, aurally, a variety of vocal styles and ensembles.  |
| MU.68.C.1.4:             | Clarifications:  |
|                          | e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs  |
|                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:             | Clarifications:  |
|                          | e.g., intonation, balance, blend, phrasing, rhythm   |
|                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:             | 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.   |
|                          | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:             | Clarifications:  |
|                          | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales  |
|                          | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2:             | Clarifications:  |
|                          | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |
|                          | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:             | 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.   |
|                          | Identity the tasks involved in the compositional process and discuss now the process might be applied in the work place.   |
| MU.68.F.3.3:             | Clarifications:  |
| MIL 40 11 1 0.           | Identify the works of representative compasses within a specific style or time period  |
| MU.68.H 1.3.             | Describe how American music has been influenced by other cultures  |
| 10.00.11.1.0.            | Classify authentic stylistic features in music originating from various cultures.  |
|                          | Clarifications:  |
| MU.68.H.1.4:             | 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.  |
|                          | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU.68.H.2.2:             | 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.   |
|                          | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:             | Clarifications:  |
|                          | e.g., school: other music classes, social studies, dance, physical education, science, nearth, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication |
|                          | Discuss how the absence of music would affect other content areas and contexts   |
| MIL 68 H 3 2.            | Clarifications:  |
| WIU.00.Π.3.2.            | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays  |
|                          | Compare performances of a musical work to identify artistic choices made by performers   |
| MIL 68 O 1 1             | Clarifications:  |
|                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|                          | Create a composition, manipulating musical elements and exploring the effects of those manipulations   |
|                          |  |

| MU.68.0.2.1:    | 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.   |
| 10.00.0.2.2.    | 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.68.0.3.1:    | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MIL 60 0 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   |
| MU.08.0.3.2:    | other musical works.   |
| MU.68.S.1.1:    | Clarifications:  |
|                 | e.g., blues, rock  |
|                 | Compose a short musical piece.   |
| MU.68.S.1.2:    | Clarifications:<br>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.  |
|                 | Sing or play melodies by ear with support from the teacher and/or peers.   |
| MU.68.S.1.4:    | Clarifications:  |
|                 | Perform music from memory to demonstrate knowledge of the musical structure  |
| MU.68.S.2.1:    | 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     | 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:  |
|                 | Sight-read standard exercises and simple repertoire  |
| MU.68.S.3.3:    | Clarifications:  |
| M0.00.3.3.3.    | 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:<br>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.   |
| MU.68.S.3.6:    | Clarifications:  |
|                 | Mathematicians who participate in effortful learning both individually and with others:  |
|                 | Analyze the problem in a way that makes sense given the task.  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
| MA.K12.MTR.1.1: | Help and support each other when attempting a new method or approach.  |
|                 | Clarifications:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:  |
|                 | Cultivate a community of growth mindset learners.  |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve</li> </ul>  |
|                 | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|                 | Demonstrate understanding by representing problems in multiple ways.   |
|                 | Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Decreasest colutions to problems in multiple using objects, drawings, tables, graphs and equations.</li> </ul>                                     |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, or awings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> |
|                 | Express connections between concepts and representations.  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                 | Help students make connections between concepts and representations.   |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>               |
| I               | · · · · · · · · · · · · · · · · · · ·  |

|                 | • Show students that various representations can have different purposes and can be useful in different situations.  |
|-----------------|--|
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>                              |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>                       |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>  |
|                 | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |

|                   | Cite evidence to explain and justify reasoning.   |
|-------------------|---|
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 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: 1303030

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

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)        |

# M/J Vocal Techniques 1 (#1303070) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:   | Clarifications:<br>e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2:   | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:   | Clarifications:<br>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.  |
|                | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|                | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1:   | Clarifications:<br>e.g., blues, rock  |
|                | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4:   | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.1:   | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3:   | Clarifications:<br>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:<br>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.  |
| MU.68.S.3.6:   | Clarifications:<br>e.g., independently, collaboratively   |
| LAFS.6.SL.1.1: | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> </ul> |
|                | <ul> <li>Review the key local expression and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>   |
|                | 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.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.  |
| MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br>Standard Relation to Course: Supporting |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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   |
| LLU.NIZ.ELL.3I.I. | English language learners communicate for social and instructional purposes within the school setting.  |

#### 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)

#### **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)

# M/J Vocal Techniques 1 (#1303070) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:    | Clarifications:  |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                               |
| MU.68.C.2.1:    | Clarifications:  |
|                 | e.g., intonation, balance, blend, phrasing, rhythm   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:    | 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.   |
|                 | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:    | Clarifications:  |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble   |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.                           |
| MU.68.0.3.1:    | Clarifications:  |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                                 |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:    | Clarifications:  |
|                 | e.g., blues, rock  |
|                 | 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., basic themes, patterns, tonainty, merody, narmony  |
| MU.68.S.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.  |
| MUL 40 C 2 1.   |  |
| MU.08.3.3.1.    | e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response  |
|                 | Demonstrate proper vocal or instrumental technique   |
| MIL 68 5 3 2·   |  |
| 10.00.3.3.2.    | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                 | Sight-read standard exercises and simple repertoire.   |
| MU 68 S 3 3     | Clarifications:  |
| 101001010101    | 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  |
| 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.   |
| MU.68.S.3.6:    | Clarifications:  |
|                 | e.g., independently, collaboratively   |
|                 | Mathematicians who participate in effortful learning both individually and with others:  |
| MA.K12.MTR.1.1: | 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             |
|                 | <ul> <li>Stay engaged and maintain a positive minuser when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> |
|                 | Clarifications:  |
|                 | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                 | Cultivate a community of growth mindset learners.  |

|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|-----------------|--|
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:  |

|                   | <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
|-------------------|--|
| MA.K12.MTR.7.1:   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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.

#### 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: 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

#### **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)

# M/J Vocal Techniques 2 (#1303080) 2020 - 2022 (current)

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                                      |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                        |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                   |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1: | Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect     |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2: | Clarifications:<br>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.  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.O.2.2: | Clarifications:<br>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:<br>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. |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1: | Clarifications:<br>e.g., blues, rock  |
|              | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4: | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|              | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3: | Clarifications:<br>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:<br>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.  |
|-------------------|---|
| MU.68.S.3.6:      | Clarifications:   |
|                   | e.g., independently, collaboratively  |
|                   | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical   |
| LAFS.68.RST.2.4:  | 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.  |
|                   | 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.  |
| LAES 7 SL 1 1.    | b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| LAI 3.7.3L.1.1.   | 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<br>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<br>appropriate eye contact, adequate volume, and clear pronunciation.  |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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   |
|                   | 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 $2 \times 7$ 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.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.

#### **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 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)

# M/J Vocal Techniques 2 (#1303080) 2022 - And Beyond

| Name         | Description   |
|--------------|---|
|              | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists   |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                                      |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                        |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                   |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1: | Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect     |
|              | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2: | Clarifications:<br>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.  |
|              | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.O.2.2: | Clarifications:<br>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:<br>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. |
|              | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.   |
| MU.68.S.1.1: | Clarifications:<br>e.g., blues, rock  |
|              | Sing or play melodies by ear with support from the teacher and/or peers.  |
| MU.68.S.1.4: | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|              | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3: | Clarifications:<br>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:<br>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.   |
|-----------------|--|
| MU.68.S.3.6:    | Clarifications:<br>e.g., independently, collaboratively  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul></li></ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li></ul>   |

|                   | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|-------------------|---|
|                   | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
|                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1:   | 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.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| MA.K12.MTR.7.1:   | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>Challenge students to question the accuracy of their models and methods.<br>Support students as they validate conclusions by comparing them to the given situation.  |
|                   | Indicate now various concepts can be applied to other disciplines.  |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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.   |
|                   | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.

## 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: 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)

# M/J Vocal Ensemble 1 (#1303100) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:   | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2:   | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:   | Clarifications:   |
|                | e.g., intonation, balance, blend, phrasing, rhythm  |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:   | Clarifications:<br>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.  |
|                | Classify authentic stylistic features in music originating from various cultures.   |
|                | Clarifications:   |
| MU.68.H.1.4:   | 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.  |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| MIL 40 11 2 1. | Clarifications:   |
| MU.08.H.3.1:   | 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              |
|                | Leventury 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:   |
| 10.00.0.3.1.   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU.68.0.3.2:   | 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:   |
|                | e.g., melodies using traditional classroom instruments and/or voice   |
| MU.68.S.2.2:   | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1:   | Clarifications:<br>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   |
|                | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:   | Clarifications:   |
|                | e.g., independently, collaboratively  |
|                | 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.   |
|                | <ul> <li>come to unscussions prepared, naving read or studied required material; explicitly draw on that preparation by referring to evidence on the topic,<br/>text, or issue to probe and reflect on ideas under discussion.</li> </ul> |
|                | b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed  |
| LAFS.6.SL.1.1: | 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.   |
| i.             |   |

|                   | 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.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.  |
| MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>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.<br>Standard Relation to Course: Supporting  |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– $x/2$ 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. |
|                   | y) at a manual a product and a second to realize that to realize that to realize that to real of the other of the any real hambers x and y.   |
|                   | Standard Relation to Course: Supporting   |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

## 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 > Abbreviated Title: M/J VOCAL ENS 1 Course Length: Year (Y) Course Level: 2

## **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)

# M/J Vocal Ensemble 1 (#1303100) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |
| MU.68.C.1.2:    | Clarifications:  |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |
| MU.68.C.2.1:    | Clarifications:  |
|                 | e.g., intonation, balance, blend, phrasing, rhythm   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                |
| MU.68.C.2.2:    | 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.   |
|                 | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:    | Clarifications:  |
|                 | aural/oral traditions, drumming patterns   |
| MU.68.H.2.3:    | 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.                                  |
|                 | Clarifications:  |
| MU.68.H.3.1:    | 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   |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. |
| MU.68.0.3.1:    | Clarifications:  |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration       |
| MU.68.0.3.2:    | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to   |
| MIL 68 C 1 3.   | other musical works.   |
| 10.00.3.1.3.    | 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  |
| MU.68.S.2.2:    | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                 | 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  |
|                 | 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:  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will belo with solving the task.</li> </ul>     |
|                 | <ul> <li>Build berseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|                 | 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:                                   |

|                    | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|--------------------|--|
|                    | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Descent colutions to problems in multiple ways using achieves, descent colutions.</li> </ul>   |
| MA.K12.MTR.2.1:    | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                    | 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.   |
|                    | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> </ul>   |
| MA.K.I.Z.MITK.3.T: | <ul> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>                          |
|                    | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>   |
| MA.K12.MTR.4.1:    | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>   |
|                    | 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.        |
|                    | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>   |
| MA.K12.MTR.5.1:    | <ul> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |
|                    | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  • Estimate to discover possible solutions.  |
| MA.K12.MTR.6.1:    | <ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |

|                   | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
|                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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.

#### 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

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) Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# M/J Vocal Ensemble 2 (#1303110) 2020 - 2022 (current)

| Device strategies for listening to underline module works.           40:46.2.1.1         Clarifications:<br>Lg. Bolong maps, action balancing, checklish.           40:46.2.1.2         Clarifications:<br>Lg. Bolong maps, action balancing, checklish.           40:46.2.1.2         Clarifications:<br>Lg. action of the second of the seco   | Name                     | Description   |
|--|--------------------------|---|
| 40.45.11:       Clarifications:         40.45.12:       Clarifications:         40.46.7.12:       Clarifications:         40.46.7.12:       Clarifications:         40.46.7.12:       Clarifications:         40.46.7.12:       Clarifications:         40.46.7.12:       Clarifications:         40.46.7.21:       Clarifications:         41.46.7.22:       Clarifications:         41.46.7.23:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.22:       Clarifications:         41.46.7.23:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.21:       Clarifications:         41.46.7.22:       Clarifications:         41.46.7.23:       Clarifications:         41.46.7.24:       Clarifications:         41.46.7.25:       Clarifications:         41.41:       Clarifications:         41.42:       Clarifications:         41.42:       Clari   |                          | Develop strategies for listening to unfamiliar musical works.   |
| Lag. Beaking maps, solve blanking checklass.         Stringter, surging control music vacualizity, the solvebick impact of a performance, some hypothesis of the composer's interc.         Stringter, surging control music vacualizity, the solvebick impact of a performance, some control music perpendite adjuncests, string and individual performance, some control music perpendite adjuncests, string and the solvebick impact of   | MU.68.C.1.1:             | Clarifications:   |
| Company, using carred make workshaw, the sameline line/ad of a performance to alw 5 on Npsthess of the compare's intert.           60.08.0.1.2         Carritocions:<br>1.9, using concidings, perpresent environment, sequences units and proformance, comparer roles, instrumentation, expresses elements, tills           61.0.2.2         Cristors provide provide provide a provide and involve and provide and pro   |                          | e.g., listening maps, active listening, checklists  |
| dL4.8.2.1.2:       Chiritations:       e.g., quilly recording, per group and individual performances, compour notes, instrumentation, expressive elements, title         dL4.8.2.2.1:       Chiritations:       e.g., quilly recording, per group and individual performances, compour notes, instrumentation, expressive elements, title         dL4.8.2.2.1:       Chiritations:       e.g., instrume, vocabulary, change in one's own or obey' musical performance resulting from practice or released.         dL4.8.2.2:       Chiritations:       e.g., instrume, vocabulary, instrume, rund 'a war from creater to consumer.         dL4.8.2.2:       Chiritations:       e.g., instrume, vocabulary, model can be formation or obey' musical performance rund 'a war from creater to consumer.         dL4.8.2.3:       Chiritations:       e.g., instrume, vocabulary, model can be formation or obey' musica can be recording studies, sales         dL4.8.1.3:       Chiritations:       e.g., distation, in matching a task, problem soving, set' discipling date of the individual performance rund 'a war from creater to sub-informations, introduces, sales         dL4.8.1.3:       Chiritations:       e.g., distation to matching a task, problem soving, set' discipling and can be reported in the individual performance rund 'a war from creater in sub-informations, introduces, sales         dL4.8.1.3:       Chiritations:       e.g., individual performance, intermation intermatinteres intermation intermatinteres intermation  |                          | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                                      |
| b       1       college processing ergroups and individual performances, composer notes, instrumentation, expressive veherents, tile         college processing ergroups, experiment with a veriety of solution, and make algorithms with guiders from instructures and pers.         college processing ergroups, experiment with a veriety of solution, and make algorithms with guiders from instructures and pers.         college processing ergroups, experiment with a veriety of solution, and make algorithms with guiders from instructures and pers.         college processing ergroups and individual performance collection resulting from practice or released.         college processing ergroups and individual performance collection resulting from practice or released.         college processing ergroups and individual performance collection is a consumer.         college processing ergroups and individual performance collection is a consumer.         collection ergroups and individual performance collection is a consumer.         collection ergroups and individual performance collection is according studies, sales         and a first is a group ergroup ergroups and ergroups and performance collection is according studies, sales         coll a first is a group ergroups and er  | MU.68.C.1.2:             | Clarifications:   |
| Original personal performance, experiment with a voisity of solutions, and make appropriate adjustments with publicity. Then teachers in performance resulting from practice or releases.           Output         Chartfractions:         Eq., interactions, befores, blance, strength, inspired, inspired, and or other matcal performance resulting from practice or releases.           Output         Chartfractions:         Eq., interactions, inspired, inspire  |                          | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
| 44.48.6.2.31:       Curritations:       e.g., instantion, bakes, blend, phrasing, rhytim         44.48.6.2.22:       Charinations:       e.g., instantion, bakes, blend, phrasing, rhytim         44.48.6.2.22:       Charinations:       e.g., instantion, bakes, blend, phrasing, rhytim         44.48.6.2.22:       Charinations:       e.g., instantion, bakes, blend, phrasing, rhytim         44.48.6.2.31:       Describe several roles a composition or performance could travel from reado to comsumer.         44.48.6.2.31:       Describe how studying music can enhance clearning, leadership, and global thinking         44.48.6.3.1:       Charinations:       e.g., distantion to makering a took, problem sublex, soft for equivality, soft thinking         44.48.6.3.22:       Charinations:       e.g., rhytim, layered tature, key patterns, tornally, medici line, quarter, or semi-tones, rational sector, intraval respect         44.48.6.3.3:       Charinations:       e.g., rhytim, layered tature, key patterns, tornally, medici line, quarter, or semi-tones, rutalonal fok medicis, interpretation, manuta and other content area and contents through interoscoplinary collaboration.         44.48.6.3.3:       Charinations:       e.g., sonot, other maxic classes, social studes, dates, date  |                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                        |
| Reg., interaction, balance, blend, phrasing, rightmin       Chilgue, using correct music secondally, changes in one's own or object' musical performance resulting from practice or rehearsal.         All AR 12.2:       Chaine controls, a meanual physical, scored'hy, lechnique, from equality         All AR 12.1:       Chaine controls, a meanual physical, scored'hy, lechnique, from equality         All AR 12.1:       Chaine controls         Describe how studying music can unhance citizenship, and global thinking       Chaine controls         All AR 12.1:       Chaine controls         Describe how studying music can unhance citizenship, and global thinking       Cubinitizations:         All AR 12.1:       Texnifications:       and decision to missioning a task, problem, solving, solf dicipline, dependibility, ability to organize, cultural avareness, mutual respect         All AR 12.1:       Chainitectum:       Calefinitic time:         Datasky authentic styletic feature, key patterns, torolly, meldels line, quarter: or semi-lones, national fok moldels, improvision, instrumentation, aura/ortal instrumentation, aura/ortal instrumentation, aura/ortal instrumentation, aura/ortal instrumentation, aura/ortal instrumentation, aura/ortal instrumentation, commonial music, seles and advert time period.         All AR 13.1:       Clearifications:       Clearifications:         ID 48 H3.1:       Clearifications:       Clearifications:         ID 48 H3.1:       Clearifications:       Clearificatinsetions:         ID   | MU.68.C.2.1:             | Clarifications:   |
| Cliftage using correct music vacabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.           Rel 86.0.2.2:         Client/closies:<br>e.g., MDI and other inducing, somethy, Inchingte, Iono quality           Rel 12.1:         Client/closies:<br>e.g., MDI and other inducing, production, staring on the informatic neorem to consume.           Rel 81.1.3:         Client/closies:<br>e.g., addication to matching a task, production, staring on the informatic, most south or partice, cultural averances, mutual respect.           Rel 82.2:         Therestigate and doors lives that and protein informatic action of proteins of the informatic action of the   |                          | e.g., intonation, balance, blend, phrasing, rhythm  |
| 4U 48.6.2.2.2       Clarifications:       op. biesch kakoo, essential polysing, sonortly, technique, tone quality         4U 68.F.2.1       Clarifications:       op. biesch kakoo, essential polysing, sonortly, technique, tone studios, portessional neording studios, sales         4U 68.F.2.1       Clarifications:       op. dietal, stations, consential polysing, sonortly, technique, tone studios, portessional neording studios, sales         4U 68.F.3.1:       Clarifications:       op. dietal, stations, technique, tone studiog, and polysing, and response to communes.         4U 68.F.3.1:       Clarifications:       op. dietal, statistic studie feature, tong specifications, and factors to statistic statistic feature, tong specifications:       op. dietal, statistic statistic feature, tong specifications, and factors tong specifications, and factors tong music and other content areas and/or contents.         4U 68.F.1.2:       Clarifications:       op. anticol texture, tong space and other content areas and/or contents.         4U 68.F.2.2:       Clarifications:       op. anticol texture bing space and other content areas and/or contents.         4U 68.F.2.2:       Clarifications:       op. anticol texture bing space and specification contents.         6.1.1:       Clarifications:       op. anticol texture bing space and specification; communication and tracture, space and specification; communication and texture bing space and specification; communication and texture bing space and specification; communication and texture bing the space and texture bing the space and texture bing texture bing texture bing texture   |                          | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                                   |
| Big Listed, balance, ensemble playing sourcity, technique, tong quality       Describe several notes a composition or performance could travel from creater to consumer.         AU.46.F.2.1:       Clarifications:       e.g. MID: and other technology, production, sharing on the informet, home studies, professional recording studies, sales         AU.46.F.2.1:       Clarifications:       e.g. MID: and other technology production, sharing on the informet, home studies, professional recording studies, sales         AU.46.F.2.1:       Clarifications:       e.g. dedication to material gataxic perspectively, and global thinking.         AU.46.F.2.1:       Clarifications:       e.g. myster, lower in music organizity from values, cultural inverses, mutual respect         AU.46.F.1.2:       Trenshigke and discuss laws that protect indicing organizity from values, cultural inverses, natural respect         AU.46.F.1.1:       Clarifications:       e.g., myster, lower in music organizity from values, cultures, and reconsultant frak melodies, improvementation, instrumentation, aura/arian tadions, durining patterns, tonkity, melodic line, quarter or semi tanes, natural frak melodies, improvementation, instrumentation, aura/arian tadions, durining patterns, tonkity, melodic line, quarter or semi tanes, natural frak melodies, improvementation, instrumentation, aura/arian tanes, and transition, communication         AU.46.H.1.3.1:       Clarifications:       e.g., strobic other music cases, social studies, dano, physical educets, hourous, cultures, communication, and transition, source and dure content areas, and correstor, consumented advecting, cultadvecing, cultadvecing, culture, physica, culta  | MU.68.C.2.2:             | Clarifications:   |
| Discribe issuel rates a composition or performance could taxed from creater to consume.           01/061F2.11:         Clarifications:<br>h.g., MIDI and other technology, production, sharing on the internet, home studies, professional recording studies, sales           01/061F2.11:         Clarifications:<br>h.g., decidento to mastering a task, problem solving, self displane, dependability, selfity to organize, cultural awareness, mutual respect           01/061F2.12:         Investigate and discuss tows that protect intellectual property, and practice safe, legal, and responsible acquisition and user of musical media.           01/061F2.12:         Clarifications:<br>b.g., dividento:<br>b.g., dividentic, layered tokure, key patterns, lonality, mediate line, quarter- or semi-lones, national folk melodies, improvisation, instrumentation,<br>studies and organization dividentic dividentic dividentic dividentic context structures.           01/061F3.12:         Clarifications:<br>b.g., dividentic dividentic dividentic dividentic dividentic dividentic dividentic context structures.           01/061F3.12:         Clarifications:<br>b.g., thattra end dance, movies, sporting events, video games, communical advertailing, collar and religious ceremonies, plays<br>dividentic dividentics, ereannale make, substand advertailing, collar and religious ceremonies, plays<br>dividentic dividentics, ereannale marking, atticulation marking, braining, cole, and/or integro<br>dividentic dividentics, ereannale marking, atticulation marking, braining, cole, and/or integro<br>dividentics, ereannale marking, atticulation marking, scales, mode, harmonic structure, limbre, hythm, erchestration<br>dividentics, ereannale marking, expression elements, charked by the marked avarce and/or conductor, and transfer newisknowidege and expressive<br>dintermen   |                          | e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
| AU.68.7.31:       Clarifications:       a.g., MIOB at diver technology, production, sharing on the Internet, home studios, professional recording studios, sales         AU.68.F.3.1:       Describe how studying muck can enhance citizenship, leadership, and global Thinking.         AU.68.F.3.2:       Insertigation to matering a task, problem-solving, self-docpline, dependability, ability to organize, cutural avareness, mutual respect         AU.68.F.3.2:       Insertigation to matering a task, problem-solving, self-docpline, dependability, ability to organize, cutural avareness, mutual respect         AU.68.F.3.2:       Clarifications:       o.g., chythm, layered testure, key patterns, tonality, melodic line, queter- or semi-lones, national felt melodes, improvisation, instrumentation, auralized traitions, durining pattern         AU.68.H.3.1:       Clarifications:       o.g., chythm, layered testure, key patterns, tonality, melodic line, queter- or semi-lones, national felt melodes, improvisation, instrumentation, auralized traitions, durining pattern         AU.68.H.3.1:       Clarifications:       o.g., thythm, layered testure, key patterns, tonality, melodic line, queter- or semi-lones, national felt melodes, improvementation, instrumentation, durining and pattern and others, community, cultural testure, key patterns, tonality, melodic line, queter- or semi-lones, spatiang, community, cultural testure, key patterns, tonality, melodic line, queter- or semi-lones, health, math, world languages: community: cultural tonacchoos is no patterns, ceremonal music, sisks and abertship, communitation         AU.68.H.3.1:       Clarifications:       o.g., thythm, melody, there, form, tonality, har   |                          | Describe several routes a composition or performance could travel from creator to consumer.   |
| Big 1, MD1 and other schediogy, production, sharing on the Internet, home studies, professional recording studies, sales         Describe how studying music can enhance etitizenship, and global Thinking         AU 68.F.3.1:       Clarifications:  | MU.68.F.2.1:             | Clarifications:   |
| Describe how studying music can enhance of theorship, leadership, and global thinking.           NU 68 F.3.1:         Clarifications:<br>e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, multual respect<br>(Clarifications):           NU 68 F.3.2:         Investigate and discuss laws that protocit intellectual property, and practice selfs, legal, and responsible acquisition and use of musical media.           Object Technology (Clarifications):         e.g., rhytim, layered lexture, key patterns, lonality, melodic line, quarter- or semi-kness, national folk melodies, improvisation, instrumentation,<br>aura/local traditions, diruming patterns           AU 68 H 2.3:         Clarifications:         e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages: community: cultural<br>connections and traditions, desens, social studies, dance, physical education, science, health, math, world languages: community: cultural<br>connections and traditions, desens, social studies, dance, physical education, science, health, math, world languages: community: cultural<br>connections and traditions, desens, social studies, dance, physical education, science, health, math, world languages: community: cultural<br>connections and traditions, desense of music would affect other content areas and contexts.           Clarifications:         e.g., school: other music dasses, sporting events, video games, commercial advertsing, social gatherings, civic and religious ceremonies, plays<br>e.g., they any mathing, scipe scion markings, articulation markings, phrasing, scales, modes, harmonic structure, itmice, rhythm, orchestration           AU 68 0.1.1:         Clarifications:<br>e.g., rhobicits  |                          | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales   |
| AUL 68, F.3.1.       Clarifications:       0-g. dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cutural awareness, mutual respect         AUL 68, F.3.2.       Investigate and discuss taws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.         Classify authentic styles: treatures in music orginating from various cutures.       Classify authentic styles: treatures in music and infining from various cutures.         AUL 68, H.3.2.       Classify the ilterature being studied by gene, style, and/or time period.         Identify connections: among music and other content areas, and/or contexts, through interdisciplinary collaboration.         Clarifications:       e.g., school: other music classes, social studies, dame, physical education, science, health, math, world languages: community: cultural connections and traditions, currenonial music, sales and advertising, communication         AUL 68, H.3.2.       Clarifications:       e.g., school: other music classes, social studies, dame, physical education, science, health, math, world languages: community: cultural connections and traditions, currenonial music, sales and advertising, scolal gatherings, civic and religious ceremonies, plays         AUL 68, H.3.2.       Clarifications:       e.g., there and dance, movies, sporting events, video games, communication         Discuss how the absence of music would affect other content areas and contexts.       Clarifications:         e.g., there and dance, movies, sporting events, video games, commerising, scales, modes, hand, scale advertising   |                          | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| [e.g., dedication in matching a task, problem induced set despine, dependentity, soliny to draghes, outual respect         AU 68 F.3.2:       Investigate and discuss heav that protect indicatual property, and protection state, legal, and responsible acquisition and use of musical media.         Classify authentic styletic features in music ariginating fram various cultures.       Classify authentic styletic features, in music ariginating fram various cultures.         AU 68 H.1.4:       Classify the literature being studied by genre, siyle, and/or time period.         Identifications:       e.g., rhythm, hayned texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aura/oral traditions, dramming patterns         AU 68 H.3.1:       Classify the literature being studied by genre, siyle, and/or time period.         Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.         AU 68 H.3.1:       Classify the literature being studies, dance, physical education, science, health, math, world languages: community: cultural connections and traditions, caremonial music, sales and advertising, corinarias and contexts.         AU 68 H.3.2:       Clarifications:       e.g., thotem music and other works, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         AU 68 O.1.1:       Clarifications:       e.g., thythm, melody, linber, form, linality, harmony, expressive elements in a musical work can convey a specific thought, idee, mood, and/or mage         AU 68 O  | MU.68.F.3.1:             | Clarifications:   |
| AU 68.F.3.2:       Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.         Classify authentic stylistic features, key patterns, tonality, melodic line, quarter - or semi-tones, national folk melodies, improvisation, instrumentation, auralized traditions, drumming patterns is music and other content areas ana/or contexts through interdisciplinary collaboration.         AU 68,H.3.1:       Classify the literature being studied by gene, style, andro time pariod.         Identify connections among music and other content areas ana/or contexts through interdisciplinary collaboration.         Identify connections among music and other content areas and/or contexts.         AU 68,H.3.1:       Clarifications:         e.g., shool, other music classes, social studies, dance, physical education, science, health, math, world languages: community: cultural connections and traditions, ceremonila music, sales and advertising, communication         AU 68,H.3.2:       Clarifications:         e.g., shool, other music classes, specifing events, video games, connectial advertising, social gatherings, duic and religious ceremonies, plays is events.         AU 68,H.3.1:       Clarifications:         e.g., frightm, melody, limbre, form, tonality, harmony, expressive elements in a musical work can convey a specific thought, idea, mood, and/or image at the expressive elements in a musical work can convey a specific thought, idea, mood, and/or image at the musical works.         AU 68,D.3.1:       Clarifications:         e.g., medoles using traditional   |                          | e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect                        |
| All 48, H. 1.4:       Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, ara/a/cal traditions, dramming patterns         All 48, H. 1.4:       Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>ara/a/cal traditions, dramming patterns         All 48, H. 3.1:       Clarifications:<br>e.g., school: other music diases, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, seles and advertising, communication         Discussib Now the absence of music would affect other content areas and contexts.         Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         Compare performances of a musical work to identify artistic choices mede by performers.         Clarifications:<br>e.g., rhythm, meddy, linthre, form, tonality, harmony, expressive elements: in a musical work can convey a specific thought, idea, mood, and/or image<br>and u.68.0.3.2:         All 68.0.3.2:       Perform measing maxings, articulation markings, phrasing, scales, modes, harmonic structure, linthre, thythm, meddy, temps and/or tokicated by the musical work can convey a specific thought, idea, mood, and/or image<br>and a short musical work is of musical work indicated by the musical scene and/or conductor, and transfer new knowledge and experiences to<br>other musical works;         All 68.5.1.4:       Clarifications:<br>e.g., netodes using traditional classroom   | 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.                      |
| All 48.H.1.4:       Clarifications:         e.g., trythym, layered feature, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aura/oral traditions, drumming patterns         All 48.H.1.4:       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.         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         All 68.H.3.1:       Clarifications:       e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         All 68.O.1.1:       Clarifications:       e.g., thythm, melodic line, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         All 68.O.3.1:       Clarifications:       e.g., thythm, melodic lines, expressive elements in a musical work can convey a specific thought, idea, mood, and/or image e.g., tempo markings, expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         All 68.O.3.1:       Clarifications:       e.g., though markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         All 68.O.3.1:       Clarifications:       e.g., tempo markings, anticulation dinstrumentis and/or volicing.   |                          | Classify authentic stylistic features in music originating from various cultures.   |
| auti/order       example of setting, so particle, is contain, include, inter, querier of seting ones, includes, incl | MU.68.H.1.4:             | Clarifications:   |
| AU 68.H.2.3:       Classify the literature being studied by gene, style, and/or time period.         Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.         Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.         Identify connections and readitions, ceremonial music, sales and advertising, communication         AU 68.H.3.1:       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         AU 68.H.3.2:       Clarifications:         e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         Compare performances of a musical work to identify artistic choices made by performers.         Clarifications:       e.g., rhythm, melody, limbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Describe how the combination of instrumentation and expressive elements: in a musical work can convey a specific thought, idea, mod, and/or image e.g., lempo markings, expression markings, articulation markings, prasing, scales, modes, harmonic structure, limbre, rhythm, orchestration         AU 68.0.3.1:       Clarifications:       e.g., lempo markings articulation merkings, articulation and/or voicing.         AU 68.5.1.4:       Clarifications:       e.g., melodies using trad  |                          | aural/oral traditions, drumming patterns  |
| Identity connections among music and other content areas and/or contexts through interdisciplinary collaboration.         AU 68,H.3.1:       Identity connections among music and other content areas and/or contexts through interdisciplinary collaboration.         AU 68,H.3.1:       Identity connections and traditions, ceremonial music, sales and advertising, communication         Discuss how the absence of music dosses, social studies, dance, physical education, science, health, math, world languages: community: cultural connections and traditions; e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         Compare performances of a musical work to identify artistic choices made by performers.         Clarifications:       e.g., thythm, meiody, timbre. form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image as the musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.         AU.68.0.3.2:       Deform music from memory to demonstrate knowledge of the musical score and/or conductor, and transfer new knowledge and experiences to other musical work is.         AU.68.5.1.4:       Clarifications:       e.g., melodies using traditional classroom instruments and/or volcing.         Sing or play melodies by ear with support from the teacher and/or volcing.       Sing and/or play age-appropriate reportione expressolvy.         AU.68.5.   | MU 68 H 2 3 <sup>.</sup> | Classify the literature being studied by genre style and/or time period   |
| WU 66.H.3.1:       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         WU 68.H.3.2:       Clarifications:       e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         WU 68.H.3.1:       Clarifications:       e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         WU 68.O.1.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         QU 68.O.3.1:       Clarifications:       e.g., they the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         AU 68.O.3.1:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         AU 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.         AU 68.S.1.4:       Clarifications:       e.g., metodies by ear with support from the teacher and/or peers.         AU 68.S.2.1:       Clarifications:       e.g., basic themes, tonality, melody, harmony         AU 68.S.2.2: <t< td=""><td></td><td>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</td></t<>  |                          | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| All 68.14.3.1:       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         All 68.14.3.2:       Clarifications:       e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         Compare performances of a musical work to identify artistic choices made by performers.       Clarifications:       e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         Compare performances of a musical work to identify artistic choices made by performers.       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble       Describe how the combination of instrumentation and expressive elements: n a musical work can convey a specific thought, idea, mood, and/or image due to the maxings, parasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         All 68.0.3.1:       Clarifications:       e.g., melodie using traditional classroom instruments and/or voicing.         All 68.0.3.2:       other musical plece by manipulating melody, form, rhythm, and/or voicing.         All 68.S.1.4:       Clarifications:       e.g., melodie using traditional classroom instruments and/or voice         All 68.S.1.4:       Clarifications:       e.g., basic themes, patterns, tonality, melody, harmony         All 68.S.2.1:       Cla  |                          | Clarifications:   |
| 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         Compare performances of a musical work to identify artistic choices made by performers.       Clarifications:         c.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         AU. 68.0.3.1:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         AU. 68.0.3.2:       other musical work.       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         AU. 68.S.1.4:       Clarifications:       e.g., tempo markings in traditional classroom instruments and/or voicing.         AU. 68.S.1.4:       Clarifications:       e.g., melodies using traditional classroom instruments and/or voice         AU. 68.S.2.1:       Clarifications:       e.g., melodies using traditional classroom instruments and/or voice         AU. 68.S.2.1:       Clarifications:       e.g., techn  | MU.68.H.3.1:             | e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural                             |
| Discuss how the absence of music would affect other content areas and contexts.         RU.68.H.3.2:       Clarifications:         e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         RU.68.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         RU.68.0.3.1:       Clarifications:         e.g., thythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         RU.68.0.3.1:       Clarifications:         e.g., then orm shings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         RU.68.0.3.2:       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.         RU.68.S.1.3:       Arrange a short musical plece by manipulating melody, form, rhythm, and/or voicing.         Sing or play melodies by ear with support from the teacher and/or peers.         RU.68.S.1.4:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         RU.68.S.2.2:       Transfer performace tendinges from familiar to unfamiliar pieces.         RU.68.S.3.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony  |                          | connections and traditions, ceremonial music, sales and advertising, communication  |
| WU.68.H.3.2:       Clarifications:       e.g., theate and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         WU.68.O.1.1:       Compare performances of a musical work to identify artistic choices made by performers.         Garifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         WU.68.O.3.1:       Describe how the combination of instrumentation and expressive elements: choral, orchestral, band, ensemble         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.         AU.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.         AU.68.S.1.3:       Arrange a short musical plece by manipulating melody, form, rhythm, and/or volcing.         Sing or play melodies by ear with support from the teacher and/or peers.       Clarifications:         e.g., melodies using traditional classroom instruments and/or volce       Perform musica from memory to demonstrate knowledge of the musical structure.         AU.68.S.2.2:       Clarifications:       e.g., basic themes, patterns, tonality, melody, harmony         AU.68.S.3.1:       Clarifications:       e.g., technique, prasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         VU.68.S.3.1:   |                          | Discuss how the absence of music would affect other content areas and contexts.   |
| e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays         AUL.68.0.1.1:       Compare performances of a musical work to identify artistic choices made by performers.         Clarifications:       e.g., thythm, melody, limbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         AUL.68.0.3.1:       Clarifications:         e.g., therpo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         AUL.68.0.3.2:       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.         AUL.68.5.1.3:       Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.         Sing or play melodies using traditional classroom instruments and/or voice       e.g., melodies using traditional classroom instruments and/or voice         AUL.68.5.2.1:       Clarifications:       e.g., tethenes, patterns, tonality, melody, harmony         AUL.68.5.2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.       Clarifications:         AUL.68.5.3.1:       Clarifications:         e.g., technique, phrasing, d   | MU.68.H.3.2:             | Clarifications:   |
| Compare performances of a musical work to identify artistic choices made by performers.         QL 68.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble         Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         AUL 68.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         AUL 68.0.3.2:       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.         AUL 68.5.1.3:       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.         AUL 68.5.1.4:       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice         AUL 68.5.2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         MUL 68.5.3.1:       Clarifications:         e.g., basic themes, patterns, tonality, blend, balance, intonation, kinesthetic support/response         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinestheti   |                          | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays                       |
| WU 68.0.1.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         WU 68.0.3.1:       Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image<br>Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         WU 68.0.3.2:       Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to<br>other musical works.         WU 68.0.3.2:       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         Perform music from memory to demonstrate knowledge of the musical structure.         VU.68.5.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         WU 68.5.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, balance, intonation, kinesthetic support/response         WU 68.5.3.1:       Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         WU 68.5.3.2:       Clarifications:         e.g., posture, breathing, fingering, embouchure, bow techniq   |                          | Compare performances of a musical work to identify artistic choices made by performers.   |
| e.g., thythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble         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         vIU.68.0.3.2:       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.         vIU.68.5.1.3:       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         VIU.68.5.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.5.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.5.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, blend, balance, intonation, kinesthetic support/response         vIU.68.5.3.1:       Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         vIU.68.5.3.2:       Clarifications:         e.g., posture, breat   | MU.68.0.1.1:             | Clarifications:   |
| Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image         MU.68.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         MU.68.0.3.2:       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:       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice         MU.68.S.2.1:       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.         MU.68.S.3.1:       Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         e.g., technique, preservey ocal 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.   |                          | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
| WU.68.O.3.1:       Clarifications:       e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         WU.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.         WU.68.S.1.3:       Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.         WU.68.S.1.4:       Clarifications:         e.g., melodies using traditional classroom instruments and/or voice         WU.68.S.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         WU.68.S.2.2:       Transfer perform memory to demonstrate knowledge of the musical structure.         Clarifications:       e.g., basic themes, patterns, tonality, melody, harmony         WU.68.S.3.1:       Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         WU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         WU.68.S.3.2:       Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.  |                          | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image                     |
| e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration         WU.68.0.3.2:       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.         WU.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         Perform music from memory to demonstrate knowledge of the musical structure.       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony       Clarifications:         wU.68.S.2.1:       Clarifications:         wU.68.S.3.1:       Sing and/or play age-appropriate repertoire expressively.         WU.68.S.3.1:       Clarifications:         wU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         WU.68.S.3.2:       Clarifications:         wU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         VU.68.S.3.2:       Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   | MU.68.0.3.1:             | Clarifications:   |
| WU. 68. 0.3.2:       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.         WU. 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.         WU. 68. S. 1.4:       Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice         Perform music from memory to demonstrate knowledge of the musical structure.       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         WU. 68. S. 2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         WU. 68. S. 2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.         VU. 68. S. 3.1:       Clarifications:<br>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         WU. 68. S. 3.2:       Demonstrate proper vocal or instrumental technique.         VU. 68. S. 3.2:       Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.       Sight-read standard exercises and simple repertoire.  |                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                          |
| WU.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         WU.68.S.2.1:       Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         e.g., basic themes, patterns, tonality, melody, harmony         wU.68.S.2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.         VU.68.S.3.1:       Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         wU.68.S.3.2:       Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   | MU.68.0.3.2:             | 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. |
| Sing or play melodies by ear with support from the teacher and/or peers.         VIU.68.S.1.4:       Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice         Perform music from memory to demonstrate knowledge of the musical structure.       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.S.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.S.2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.         VIU.68.S.3.1:       Clarifications:<br>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         VIU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         VIU.68.S.3.2:       Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.  | MU.68.S.1.3:             | Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.   |
| WU.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.         Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.S.2.1:         Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.S.2.2:         Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.         VIU.68.S.3.1:         Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         Demonstrate proper vocal or instrumental technique.         VIU.68.S.3.2:       Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   |                          | Sing or play melodies by ear with support from the teacher and/or peers.  |
| e.g., melodies using traditional classroom instruments and/or voice         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:         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         VU.68.S.3.2:         Demonstrate proper vocal or instrumental technique.         Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   | MU.68.S.1.4:             | Clarifications:   |
| Perform music from memory to demonstrate knowledge of the musical structure.         Clarifications:         e.g., basic themes, patterns, tonality, melody, harmony         VIU.68.S.2.2:         Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.         VIU.68.S.3.1:         Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         Demonstrate proper vocal or instrumental technique.         VIU.68.S.3.2:         Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.  |                          | e.g., melodies using traditional classroom instruments and/or voice   |
| WU.68.S.2.1:       Clarifications:<br>e.g., basic themes, patterns, tonality, melody, harmony         WU.68.S.2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         Sing and/or play age-appropriate repertoire expressively.         WU.68.S.3.1:       Clarifications:<br>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         WU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         VU.68.S.3.2:       Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   |                          | 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.         Sing and/or play age-appropriate repertoire expressively.         MU.68.S.3.1:       Clarifications:<br>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         MU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         MU.68.S.3.2:       Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   | MU.68.S.2.1:             | Clarifications:   |
| MU.68.S.2.2:       Transfer performance techniques from familiar to unfamiliar pieces.         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.  |                          | e.g., basic themes, patterns, tonality, melody, harmony   |
| Sing and/or play age-appropriate repertoire expressively.         VU.68.S.3.1:       Clarifications:         e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response         VU.68.S.3.2:       Demonstrate proper vocal or instrumental technique.         Clarifications:       e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.       Sight-read standard exercises and simple repertoire.  | MU.68.S.2.2:             | Transfer performance techniques from familiar to unfamiliar pieces.   |
| MU.68.S.3.1:       Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   |                          | Sing and/or play age-appropriate repertoire expressively.   |
| 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.   | MU.68.S.3.1:             | Clarifications:   |
| MU.68.S.3.2: Demonstrate proper vocal or instrumental technique. Clarifications: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming Sight-read standard exercises and simple repertoire.  |                          | e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response   |
| MU.68.S.3.2:       Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming         Sight-read standard exercises and simple repertoire.   |                          | Demonstrate proper vocal or instrumental technique.   |
| e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming<br>Sight-read standard exercises and simple repertoire.  | MU.68.S.3.2:             | Clarifications:   |
| Sight-read standard exercises and simple repertoire.   |                          | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|  |                          | Sight-read standard exercises and simple repertoire.  |

| MU.68.S.3.3:      | Clarifications:<br>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:<br>e.g., error detection, interval reinforcement  |
|                   | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:      | Clarifications:<br>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:    | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>  |
| LAFS.7.SL.1.2:    | Standard Relation to Course: Supporting         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.  |
| LAF5.7.5L.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:    | appropriate eye contact, adequate volume, and clear pronunciation.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>Standard Relation to Course: Supporting   |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

#### 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

#### 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

#### **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)
# M/J Vocal Ensemble 2 (#1303110) 2022 - And Beyond

| Name  | Description  |
|---|--|
|   | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:  | Clarifications:  |
|   | e.g., listening maps, active listening, checklists   |
|   | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:  | Clarifications:  |
|   | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|   | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:  | Clarifications:  |
|   | e.g., intonation, balance, blend, phrasing, rhythm   |
|   | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:  | Clarifications:  |
|   | e.g., blend, balance, ensemble playing, sonority, technique, tone quality  |
|   | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:  | Clarifications:  |
|   | e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales                            |
|   | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:  | 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.     |
|   | Classify authentic stylistic features in music originating from various cultures.  |
|   | Clarifications:  |
| MU.68.H.1.4:  | 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. |  |
|   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MU 68 H 3 1   | Clarifications:  |
| MI0.00.11.0.11  | 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   |
|   | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:  | Clarifications:  |
|   | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gathenings, civic and religious ceremonies, plays      |
|   | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:  | Clarifications:  |
|   | e.g., mythm, melody, timbre, form, tonality, narmony, expressive elements; chorar, orchestrar, band, ensemble  |
|   | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.   |
| MU.68.0.3.1:  | Clarifications:  |
|   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre, rhythm, orchestration         |
| MU.68.0.3.2:  | Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to     |
| MU 68 S 1 3 <sup>.</sup>  | Arrange a short musical piece by manipulating melody, form, rbythm, and/or voicing   |
|   | 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., 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.  |
| 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:<br>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:<br>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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |  |  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |  |  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |  |  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |  |  |
|                 | <ul> <li>use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>  |  |  |

| MA.K12.MTR.5.1:            | Look for similarities among problems.     Connect colutions of problems to more complicated large scale situations   |
|----------------------------|--|
|                            | 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:  |
|                            | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>   |
|                            | 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.<br>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             | <ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                            | Clarifications:  |
|                            | Teachers who encourage students to assess the reasonableness of solutions:   |
|                            | Have students estimate or predict solutions prior to solving.  |
|                            | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Deinforce that students shock their work as they progress within and after a task.</li> </ul>  |
|                            | <ul> <li>Remote that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|                            | Apply mathematics to real world contaxts   |
|                            | 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 MTD 7 1.            | Perform investigations to gather data or determine if a method is appropriate.     Redesign models and methods to improve accuracy or efficiency.  |
| IVIA. K 12. IVI 1 K. 7. 1. | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:  |
|                            | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |
|                            | 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:<br>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.   |
| ELA K12 EE 1 1.            | 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  |
|                            | 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 rubic.  |
|                            |  |
| 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.  |
| ELA.K12.EE.4.1:            | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
|                            | Clarifications:  |
|                            | 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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

| GENERAL INFORMATION                 |   |
|-------------------------------------|---|
| Course Number: 1303110              | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject:<br>Choral Music ><br>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)

# M/J Vocal Ensemble 3 (#1303120) 2020 - 2022 (current)

| Name Description  |  |  |
|---|--|--|
|   | Develop strategies for listening to unfamiliar musical works.  |  |
| MU.68.C.1.1:  | Clarifications:  |  |
|   | e.g., listening maps, active listening, checklists   |  |
|   | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |  |
| MU.68.C.1.2:  | Clarifications:  |  |
|   | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |  |
|   | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |  |
| MU.68.C.2.1:  | Clarifications:  |  |
|   | Citique, using correct music versional phrasma, rhytim   |  |
| MU 40 C 0 0.  |  |  |
| MU.08.C.2.2:  | 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   |  |
|   | Describe how concert attendance can financially impact a community.  |  |
| MU.68.F.2.2:  | Clarifications:  |  |
|   | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants  |  |
|   | Describe how studying music can enhance citizenship, leadership, and global thinking.  |  |
| MU.68.F.3.1:  | 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. |  |  |
|   | classify authentic stylistic features in music originating from various cultures.  |  |
| MU.68.H.1.4:  | Clarifications:  |  |
|   | 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.   |  |
|   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                  |  |
| MU 68 H 3 1   | Clarifications:  |  |
| MI0.00.11.0.11  | e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural          |  |
|   |  |  |
|   | Discuss how the absence of music would affect other content areas and contexts.  |  |
| MU.68.H.3.2:  | Clarifications:  |  |
|   | Compare performenees of a multicle works, video games, commercial dave tising, social gamerings, civic and religious ecremonics, plays             |  |
|   | Compare performances of a musical work to identify anistic choices made by performers.   |  |
| MU.68.0.1.1:  | clarifications:  |  |
|   | Demonstrate knowledge of major and minor togelities through performance and composition  |  |
| MU 68 O 2 2·  |  |  |
| 10.00.0.2.2.  | 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.68.0.3.1:  | 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   |  |
| MU.68.U.3.2:  | 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 music from memory to demonstrate knowledge of the musical structure.   |  |
| WU.68.5.2.1:  | e.g., basic themes, patterns, tonality, melody, harmony  |  |
| MIL 69 S 2 2  | Transfer performance techniques from familiar to unfamiliar pieces   |  |
| IVIU.00.3.2.2.  | ransre perormance techniques nom familiar to unamiliar pieces.   |  |

|                       | 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   |
| MIL 40 5 2 2.         |   |
| IVIU.00.3.3.3.        | e a 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 remotement  |
|                       | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:          | 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.08.WHST.2.4:     | Produce clear and concretent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LAI 5.00. WITS 1.3.9. | 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.   |
| LAFS.8.SL.1.1:        | 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   |
|                       | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,  |
| LAF3.0.3L.1.2.        | 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:        | 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.  |
|                       | might be beloful recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze   |
| MAFS.K12.MP.5.1:      | 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 proticient 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 |
| MAFS.K12.MP.6.1:      | 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.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 <sup>2</sup>  |
|                       | + 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 $5 - 3(x - y)^2 = 5$ minute a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers y and y.        |
|                       | y) as a 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.SI.1:     | English language learners communicate for social and instructional purposes within the school setting.  |

#### 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**

#### 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)

# M/J Vocal Ensemble 3 (#1303120) 2022 - And Beyond

| Name   | Description  |  |
|--|--|--|
|  | Develop strategies for listening to unfamiliar musical works.  |  |
| MU.68.C.1.1:   | Clarifications:<br>e.g., listening maps, active listening, checklists  |  |
|  | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |  |
| MU.68.C.1.2:   | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |  |
|  | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |  |
| MU.68.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |  |
|  | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |  |
| MU.68.C.2.2:   | Clarifications:<br>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.  |  |
|  | Describe how concert attendance can financially impact a community.  |  |
| MU.68.F.2.2:   | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |  |
|  | Describe how studying music can enhance citizenship, leadership, and global thinking.  |  |
| MU.68.F.3.1:   | Clarifications:<br>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.   |  |
|  | Classify authentic stylistic features in music originating from various cultures.  |  |
| MU.68.H.1.4:   | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>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.   |  |
|  | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |  |
| MU.68.H.3.1:   | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |  |
|  | Discuss how the absence of music would affect other content areas and contexts.  |  |
| MU.68.H.3.2:   | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |  |
|  | Compare performances of a musical work to identify artistic choices made by performers.  |  |
| MU.68.O.1.1: Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble |  |  |
|  | Demonstrate knowledge of major and minor tonalities through performance and composition.   |  |
| MU.68.O.2.2:   | Clarifications:<br>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:<br>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. Clarifications:   |  |
|  |  |  |
| 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  |  |
| MIL 68 S 2 2   | Transfer performance techniques from familiar to unfamiliar pieces   |  |
| IVIU.00.3.2.2.   | manare performance techniques nom raminar to unraminar pieces.   |  |

|                 | 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, breatning, fingering, embouchure, bow technique, tuning, strumming  |
|                 | Sight-read standard exercises and simple repertoire.   |
| MU.68.5.3.3:    | clarifications:<br>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:  |
|                 | Mathematicians who participate in offertful learning both individually and with others:  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                 | • 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: | Heip and support each other when attempting a new method or approach.  |
|                 | Clarifications:<br>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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
|                 |  |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Penresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                 | • Express connections between concepts and representations.  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:  |
|                 | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>   |
|                 | 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.  |
|                 | Complete tasks accurately and with confidence.   |
|                 | <ul> <li>Adapt procedures to apply them to a new context.</li> </ul>   |
| MA.K12.MTR.3.1: | Use feedback to improve efficiency when performing calculations.   |
|                 | Clarifications:  |
|                 | Teachers who encourage students to complete tasks with mathematical fluency:   |
|                 | <ul> <li>Provide students with the nexibility to solve problems by selecting a procedure that allows them to solve enciently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>  |
|                 | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.  |
| 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.   |
|                 | <ul> <li>Vectorize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> </ul>  |
|                 | 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:   |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with poors.</li> </ul>   |
|                 | <ul> <li>Select, sequence and present students to advance and deepen understanding of correct and increasingly efficient methods</li> </ul>  |
|                 | supervised and acception acceptication accep |

|                 | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |  |
|-----------------|--|--|
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |  |
|                 | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>  |  |
|                 | Relate previously learned concepts to new concepts.  |  |
| MA.K12.MTR.5.1: | <ul> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |  |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |  |
| MA.KTZ.MTK.0.T: | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>   |  |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |  |
|                 | Cite evidence to explain and justify reasoning.  |  |
| ELA.K12.EE.1.1: | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |  |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the<br>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<br>beyond.   |  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |  |
| ELA.K12.EE.4.1: | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills approprimust receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present do quality work. |   |  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  |  |
|   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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 Path: Section: Grades Prek to 12 Education |
|-------------------------------------|---|
| Course Number, 1202120              | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1505120              | Courses > Subject: Music Education > SubSubject:  |
|                                     | Choral Music >                                    |
|                                     | Abbreviated Title: M/J VOCAL 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) Vocal Music (Elementary and Secondary Grades K-12)

# M/J Music Technology (#1303150) 2020 - 2022 (current)

| Name              | Description   |
|-------------------|---|
|                   | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.            |
| MU.68.C.2.1:      | Clarifications:   |
|                   | e.g., intonation, balance, blend, phrasing, rhythm  |
| 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 1 1       | Create a composition and/or performance, using visual kinesthetic, digital, and/or acoustic means to manipulate musical elements                          |
|                   | Create an original composition that reflects various performances that use "traditional" and contemporary technologies                                    |
| MIL 69 E 1 2.     |   |
| 10.00.1.1.2.      | e.g., MIDL. Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software                            |
|                   |   |
|                   | Describe several routes a composition or performance could travel from creator to consumer.   |
| MU.68.F.2.1:      | 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.          |
|                   | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.                                  |
| MU.68.F.3.3:      | Clarifications:   |
|                   | e.g., idea, development, editing, selling, revising, testing, presenting  |
|                   | Analyze how technology has changed the way music is created, performed, acquired, and experienced.  |
| MU.68.H.2.2:      | Clarifications:   |
|                   | e.g., from harpsichord to piano; from phonograph to CD  |
|                   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration  |
|                   |   |
| MU.68.H.3.1:      | Clarifications:   |
|                   | connections and traditions, ceremonial music, sales and advertising, communication  |
|                   |   |
|                   | create a composition, manipulating musical elements and exploring the effects of those manipulations.   |
| MU.68.0.2.1:      | Clarifications:   |
|                   | e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality                                       |
|                   | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.        |
| MU.68.0.3.1:      | Clarifications:   |
|                   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration              |
|                   | Compose a short musical piece.  |
| MU.68.S.1.2:      | 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.1.8:      | Demonstrate specified mixing and editing techniques using selected software and hardware.   |
|                   | 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.  |
| LAFS.6.SL.1.1:    | 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   |
|                   | Interpret information presented in diverse media and formats (e.g., visually, guantitatively, orally) and explain how it contributes to a topic, text, or |
| LAFS.6.SL.1.2:    | 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      |
| LAI 3.0.3L.2.4.   | 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, rocused questions that allow for multiple avenues of exploration.  |
| LAP3.00.WH31.3.9  |   |
|                   | ose 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     |

| MAFS.K12.MP.5.1:  | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b>   |
|-------------------|---|
| MAFS.K12.MP.6.1:  | Attend to precision.<br>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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>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.  |

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

#### GENERAL INFORMATION

Course Number: 1303150

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 MUSIC TECH 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)

# M/J Music Technology (#1303150) 2022 - And Beyond

| Name                     | Description  |
|--------------------------|--|
|                          | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.                                 |
| MU 68 C 2 1              | Clarifications:  |
| 10.00.0.2.1.             | e.g. intensition, balance, blend, phrasing, rhythm   |
|                          |  |
| 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.1.1:             | Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.   |
|                          | Create an original composition that reflects various performances that use "traditional" and contemporary technologies.  |
| MU.68.F.1.2:             | Clarifications:  |
|                          | e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software   |
|                          | Describe several routes a composition or performance could travel from creator to consumer.  |
| MIL 68 F 2 1             | Clarifications   |
| 10.00.1.2.11             | 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.                               |
|                          | Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.   |
| MU.68.F.3.3:             | Clarifications:  |
|                          | e.g., idea, development, editing, selling, revising, testing, presenting   |
|                          | Analyze how technology has changed the way music is created, performed, acquired, and experienced.   |
| MU 68 H 2 2 <sup>.</sup> | Clarifications:  |
| 110.00.11.2.2.           | e.g., from harpsichord to piano; from phonograph to CD   |
|                          |  |
|                          | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1:             | 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   |
|                          | Create a composition, manipulating musical elements and exploring the effects of those manipulations.  |
| MU.68.0.2.1:             | Clarifications:  |
|                          | e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality  |
|                          | Describe how the combination of instrumentation and contractive elements in a musical work can convey a specific theorem and and/or image                                      |
|                          | Describe now the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.                             |
| MU.68.0.3.1:             | Clarifications:  |
|                          | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration                                   |
|                          | Compose a short musical piece.   |
| MU.68.S.1.2:             | 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 8              | Demonstrate specified mixing and editing techniques using selected software and hardware   |
| 10.00.0.1.0.             | 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 belo 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:          |  |
| WITH N 12 WITH 11 1 1    | Clarifications:  |
|                          | experience a community of accepted actively in erroritul learning both individually and with others:   |
|                          | <ul> <li>Cultivate a community of growth minuser realing tools that are challenging</li> <li>Easter persequences in students by chaosing tools that are challenging</li> </ul> |
|                          | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students/ shifts to persever and exchange setue.</li> </ul>                  |
|                          | Develop students ability to analyze and problem solve.   |
|                          | • Recognize students errort 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   |
| MA K12 MTD 2 1.          | Choose a representation based on the given context or purpose  |
| WART2.WITK.2.1.          | e tre t  |
|                          | Clarifications:  |
|                          | reachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |
|                          | <ul> <li>help students make connections between concepts and representations.</li> </ul>   |

|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|-----------------|--|
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>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.</li></ul>                            |
| MA.K12.MTR.6.1: | <ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul> </li> </ul>   |

|                   | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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

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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: 1303150              | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject:<br>Music Technology ><br>Abbreviated Title: M/J MUSIC TECH<br>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)

# M/J Music Ensemble 1 (#1303200) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:   | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2:   | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:   | Clarifications:<br>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.  |
|                | Classify authentic stylistic features in music originating from various cultures.   |
| MU.68.H.1.4:   | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns   |
| MU.68.H.2.3:   | 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.   |
| MU.68.H.3.1:   | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication  |
|                | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration   |
| MU.68.0.3.2:   | 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:   | Clarifications:<br>e.g., melodies using traditional classroom instruments and/or voice  |
| MU.68.S.2.2:   | Transfer performance techniques from familiar to unfamiliar pieces.   |
|                | Sing and/or play age-appropriate repertoire expressively.   |
| MU.68.S.3.1:   | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                | Sight-read standard exercises and simple repertoire.  |
| MU.68.S.3.3:   | Clarifications:<br>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:<br>e.g., error detection, interval reinforcement  |
|                | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:   | Clarifications:<br>e.g., independently, collaboratively   |
| LAFS.6.SL.1.1: | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Poview the key ideas expressed and demonstrate understanding of multiple perspectives through coffection and perspective.</li> </ul> |
|                | a. Review the key tuess expressed and demonstrate understanding or multiple perspectives through reflection and paraphiliasing.   |

| LAFS.6.S.L.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.S.L.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.S.L.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.6.8.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.         Use appropriate tools strategically.       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 graphing claculator. They detetet possible errors by strategically using e   |
|--|
| 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.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.         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, mathematical problem to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students are varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify r  |
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| MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MATHEMATICAL KNOWLEDGE. UNDER CONSIDER THE AVAILABLE TO SUPPORTING A CONSTRUCT OF CONS |
| Attend to precision.<br>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own  |
| 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: 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   |
| <ul> <li>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<sup>2</sup> + 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)<sup>2</sup> 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.</li> </ul>   |
| FLD K12 FLL SL 1. English language learners communicate for social and instructional purposes within the school setting  |

## 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.

#### **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: 1303200

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 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)

Vocal Music (Elementary and Secondary Grades K-12)

# M/J Music Ensemble 1 (#1303200) 2022 - And Beyond

| Name             | Description  |
|------------------|--|
|                  | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:     | Clarifications:  |
|                  | Compare using correct music weekulary, the costhetic impact of a parformance to analy own hypothesis of the compare/s intent   |
| MUL ( 0, 0, 1, 0 | compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2:     | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                  | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:     | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                  | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:     | Clarifications:<br>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.   |
|                  | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4:     | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns                                |
| MU.68.H.2.3:     | 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.  |
| MU.68.H.3.1:     | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|                  | 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:<br>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.  Clarifications: e.g., melodies using traditional classroom instruments and/or voice  |
| MU.68.S.2.2:     | Transfer performance techniques from familiar to unfamiliar pieces.  |
|                  | Sing and/or play age-appropriate repertoire expressively.  |
| MU.68.S.3.1:     | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                  | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:     | Clarifications:<br>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:<br>e.g., error detection, interval reinforcement   |
|                  | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.   |
| MU.68.S.3.6:     | Clarifications:<br>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.  |
|                  | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay opgraded and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|                  | <ul> <li>stay engaged and maintain a positive minuset when Working to Solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
| MA.K12.MTR.1.1:  | Clarifications:  |
|                  | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |

|                 | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|-----------------|--|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | 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: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>                         |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul> </li> </ul></li></ul> |
|                 | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1: | <ul> <li>Ose patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.  |
|                 | Clarifications:  |

|                   | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
|                   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1:   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> </ul>   |
|                   | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>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.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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: 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 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)

# M/J Music Ensemble 2 (#1303210) 2020 - 2022 (current)

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>e.g., blend, balance, ensemble playing, sonority, technique, tone quality   |
|              | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1: | Clarifications:<br>e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales   |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | Clarifications:<br>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.   |
|              | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4: | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>aural/oral traditions, drumming patterns                                |
| MU.68.H.2.3: | 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.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|              | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU.68.0.3.2: | 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:<br>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:<br>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.  |
| MU.68.S.3.1: | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|              | Sight-read standard exercises and simple repertoire.   |

| MU.68.S.3.3:      | Clarifications:<br>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:<br>e.g., error detection, interval reinforcement  |
|                   | Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.  |
| MU.68.S.3.6:      | Clarifications:<br>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:    | <ul> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade / topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>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.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>  |
|                   | 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.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>Standard Relation to Course: Supporting   |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

#### VERSION DESCRIPTION

Students with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of highquality 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.

#### 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

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)

# M/J Music Ensemble 2 (#1303210) 2022 - And Beyond

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                     |
| MU.68.C.1.2:   | Clarifications:  |
|                | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                        |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.       |
| MU.68.C.2.1:   | Clarifications:  |
|                | e.g., intonation, balance, blend, phrasing, rhythm   |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                  |
| MU.68.C.2.2:   | Clarifications:  |
|                | e.g., biend, balance, ensemble playing, sonority, technique, tone quality  |
|                | Describe several routes a composition or performance could travel from creator to consumer.  |
| MU.68.F.2.1:   | Clarifications:  |
|                | e.g., with and other technology, production, sharing on the internet, none studios, professional recording studios, sales                            |
|                | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1:   | Clarifications:  |
|                | e.g., dedication to mastering a task, problem solving, set alsophice, dependating, ability to organize, cardial awareness, matual respect            |
| MU.08.F.3.2:   | Classify authentic stylistic features in music originating from various cultures   |
|                | Clarifications:  |
| MU.68.H.1.4:   | 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.   |
|                | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.                                    |
| MU 68 H 3 1    | Clarifications:  |
|                | e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural            |
|                |  |
|                | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2:   | Clarifications:  |
|                | Compare performances of a musical work to identify artistic shalese mode by performance  |
| MUL (0.0.1.1   | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.U.1.1:   | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                       |
|                | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image    |
| MIL 68 O 2 1   | Clarifications:  |
| 10.00.0.3.1.   | 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     |
| MU.68.0.3.2:   | 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:  |
|                | 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:  |
|                |  |
| MU.68.S.2.2:   | I ranster performance techniques from familiar to unfamiliar pieces.   |
| MIL 68 S 2 1.  |  |
| 1110.00.3.3.1. | e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response  |
|                | Demonstrate proper vocal or instrumental technique   |
| MIL 68 S 3 2·  | Clarifications:  |
| ma.00.3.3.2.   | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                | Sight-read standard exercises and simple repertoire.   |
|                | eight fode otentided energies reportente.  |

| MU.68.S.3.3:    | Clarifications:<br>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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>  |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• 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   |
|------------------------------|--|
|                              | 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:  |
|                              | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>   |
|                              | 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.<br>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               | <ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                              | Clarifications:  |
|                              | Teachers who encourage students to assess the reasonableness of solutions:   |
|                              | Have students estimate or predict solutions prior to solving.  |
|                              | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Deinforce that students should their work as they progress within and after a task.</li> </ul>   |
|                              | <ul> <li>Remote that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|                              | 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 MTD 7 1.              | Perform investigations to gather data or determine if a method is appropriate.     Redesign models and methods to improve accuracy or efficiency.  |
| IVIA. K 12. IVI 1 K. 7 . 1 . | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:  |
|                              | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |
|                              | 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:<br>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.   |
| FLA K12 FF 1 1               | 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  |
|                              | 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 interences to support comprehension.  |
| FLA.K12.FF.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.  |
|                              | 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.<br>In grades 1-2, students build upon these skills by justifving what they are thinking. For example: "I think because "The   |
| ELA.K12.EE.4.1:              | 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:  |
| 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 hoard 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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of highquality 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<br>Courses > Grade Group: Grades 6 to 8 Education<br>Courses > Subject: Music Education > SubSubject:<br>General Music ><br>Abbreviated Title: M/J MUSIC ENS 2<br>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)        |

# M/J Music Ensemble 3 (#1303220) 2020 - 2022 (current)

| Name              | Description   |
|-------------------|---|
|                   | Develop strategies for listening to unfamiliar musical works.   |
| MU.68.C.1.1:      | Clarifications:   |
|                   | e.g., listening maps, active listening, checklists  |
|                   | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.  |
| MU.68.C.1.2:      | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title  |
|                   | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.  |
| MU.68.C.2.1:      | Clarifications:   |
|                   | e.g., intonation, balance, blend, phrasing, rhythm  |
|                   | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.   |
| MU.68.C.2.2:      | Clarifications:   |
| MUL ( 0, C, 2, 1, |   |
| MU.68.C.3.T:      | Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.   |
| MIL 69 E 2 2.     |   |
| NU.00.F.2.2.      | e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|                   | Describe how studying music can enhance citizenship, leadership, and global thinking.   |
| MU.68.F.3.1:      | 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.  |
|                   | Classify authentic stylistic features in music originating from various cultures.   |
| MU.68.H.1.4:      | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>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.  |
|                   | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.   |
| MU.68.H.3.1:      | Clarifications:<br>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 |
|                   | Discuss how the absence of music would affect other content areas and contexts.   |
| MU.68.H.3.2:      | Clarifications:   |
|                   | e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|                   | Compare performances of a musical work to identify artistic choices made by performers.   |
| MU.68.0.1.1:      | Clarifications:   |
|                   | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                   | Demonstrate knowledge of major and minor tonalities through performance and composition.  |
| MU.68.0.2.2:      | Clarifications:<br>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.68.0.3.1:      | 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  |
| MU.68.U.3.2:      | 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:<br>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:<br>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.  |
|--------------------|--|
| 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.  |
| MIL 68 S 3 2.      | Clarifications   |
| 10.00.0.0.2.       | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                    | Sight read standard eversions and simple reporteire  |
|                    |  |
| MU.68.5.3.3:       | Clarifications:  |
|                    | e.g., note and rest values, key signatures, time signatures, expressive markings, special narmonic 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   |
| LAFS 68 RST 2 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  |
| EAT 5.00.1(51.2.4. | 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.   |
|                    | 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 ouriers lideds and expressing their own cleany.  |
|                    | a. Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the tonic text, or issue to probe and reflect on ideas under discussion.  |
|                    | <ul> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> </ul>  |
| LAFS.8.SL.1.1:     | 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 Balatian to Course, Supporting  |
|                    | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social  |
| LAFS.8.SL.1.2:     | 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  |
| LAI 3.0.3L.1.3.    | 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  |
| MAFS.K12.MP.5.1:   | 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  |
| MAFS.K12.MP.6.1:   | specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,  |
|                    | 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 now many sides the shapes have. Later, students will see $7 \times 8$ equals the well commembered $7 \times 5 + 7 \times 3$ in propagation for learning about the distributive property. In the events of $7 \times 5 + 7 \times 3$ is propagation for learning about the distributive property. In the events of $7 \times 5 + 7 \times 3$ is propagation for learning about the distributive property. In the events of $7 \times 5 + 7 \times 3$ is propagation for learning about the distributive property. In the events of $7 \times 5 + 7 \times 3$ is propagation for learning about the distributive property. |
| MAFS.K12.MP.7.1:   | + 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) <sup>2</sup> 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.SI.1:  | English language learners communicate for social and instructional purposes within the school setting.   |

#### 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.

#### **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: 1303220

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

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)        |  |

# M/J Music Ensemble 3 (#1303220) 2022 - And Beyond

| Name         | Description  |
|--------------|--|
|              | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|              | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.   |
| MU.68.C.1.2: | Clarifications:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|              | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1: | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|              | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2: | Clarifications:<br>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.  |
|              | Describe how concert attendance can financially impact a community.  |
| MU.68.F.2.2: | Clarifications:<br>e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants   |
|              | Describe how studying music can enhance citizenship, leadership, and global thinking.  |
| MU.68.F.3.1: | Clarifications:<br>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.   |
|              | Classify authentic stylistic features in music originating from various cultures.  |
| MU.68.H.1.4: | Clarifications:<br>e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation,<br>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.   |
|              | Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.  |
| MU.68.H.3.1: | Clarifications:<br>e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural<br>connections and traditions, ceremonial music, sales and advertising, communication |
|              | Discuss how the absence of music would affect other content areas and contexts.  |
| MU.68.H.3.2: | Clarifications:<br>e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays   |
|              | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|              | Demonstrate knowledge of major and minor tonalities through performance and composition.   |
| MU.68.0.2.2: | Clarifications:<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
| MU.68.0.3.2: | 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:<br>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:<br>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.  |
|-----------------|--|
| MU.68.S.3.1:    | Clarifications:<br>e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response   |
| MU.68.S.3.2:    | Demonstrate proper vocal or instrumental technique.<br>Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| MU.68.S.3.3:    | Sight-read standard exercises and simple repertoire.<br>Clarifications:<br>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: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>              |
| 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>Build understanding through modeling and using manipulatives.<br>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>Progress from modeling problems with objects and drawings to using algorithms and equations.<br>Express connections between concepts and representations.<br>Choose a representation based on the given context or purpose.<br>Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>Help students make connections between concepts and representations.<br>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  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks accurately and utdealedy time performing procedules and montal calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>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.</li></ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul> </li> </ul></li></ul> |

|                 | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|-----------------|--|
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
|                 | <ul><li>Focus on relevant details within a problem.</li><li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li><li>Decompose a complex problem into manageable parts.</li></ul>  |
|                 | <ul><li>Relate previously learned concepts to new concepts.</li><li>Look for similarities among problems.</li></ul>  |
| MA.K12.WIR.5.1: | Connect solutions of problems to more complicated large-scale situations.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </li> </ul> |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>   |
|                 | Cite evidence to explain and justify reasoning.  |
| ELA.K12.EE.1.1: | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul>  |
|                 | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1: | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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 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**

#### 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 1202200               | Courses > Grade Group: Grades 6 to 8 Education    |
| Course Number: 1303220              | Courses > Subject: Music Education > SubSubject:  |
|                                     | General Music >                                   |
|                                     | Abbreviated Title: M/J MUSIC 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) Vocal Music (Elementary and Secondary Grades K-12)

# M/J Music Techniques 1 (#1303230) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:   | 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:<br>e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title   |
|                | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.   |
| MU.68.C.2.1:   | Clarifications:<br>e.g., intonation, balance, blend, phrasing, rhythm  |
|                | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.  |
| MU.68.C.2.2:   | Clarifications:<br>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.   |
|                | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.O.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble  |
|                | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration  |
|                | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:   | Clarifications:<br>e.g., blues, rock   |
|                | Sing or play melodies by ear with support from the teacher and/or peers.   |
| MU.68.S.1.4:   | Clarifications:<br>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., 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.  |
| MU.68.S.3.1:   | Clarifications:<br>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:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                | Sight-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:   | Clarifications:<br>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:<br>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.   |
| MU.68.S.3.6:   | Clarifications:<br>e.g., independently, collaboratively  |
| LAFS.6.SL.1.1: | <ul> <li>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.</li> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> |
|                | 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.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<br>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.  |
| MAFS.K12.MP.5.1:  | <ul> <li>Use appropriate tools strategically.</li> <li>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.</li> <li>Standard Relation to Course: Supporting</li> </ul> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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   |
| ELU.NIZ.ELL.SI.I: | English language learners communicate for social and instructional purposes within the school setting.  |

#### 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

#### 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 TECNOS 1

## **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)

# M/J Music Techniques 1 (#1303230) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Develop strategies for listening to unfamiliar musical works.  |
| MU.68.C.1.1:    | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.                   |
| MU.68.C.1.2:    | Clarifications:  |
|                 | e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title                      |
|                 | Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.     |
| MU.68.C.2.1:    | Clarifications:  |
|                 | e.g., intonation, balance, blend, phrasing, rhythm   |
|                 | Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.                |
| MU.68.C.2.2:    | 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.   |
|                 | Compare performances of a musical work to identify artistic choices made by performers.  |
| MU.68.0.1.1:    | Clarifications:  |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble                                     |
|                 | Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. |
| MU.68.0.3.1:    | Clarifications:  |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration       |
|                 | Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.  |
| MU.68.S.1.1:    | Clarifications:  |
|                 | e.g., blues, rock  |
|                 | 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., 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.  |
| MU.68.S.3.1:    | Clarifications:  |
|                 | e.g., technique, phrasing, dynamics, tone quality, biend, balance, intonation, knestnetic support/response   |
|                 | Demonstrate proper vocal or instrumental technique.  |
| MU.68.S.3.2:    | Clarifications:  |
|                 | e.g., postare, breathing, hingering, emboachare, bow technique, taning, strainning   |
|                 | Signt-read standard exercises and simple repertoire.   |
| MU.68.S.3.3:    | Clarifications:  |
|                 |  |
|                 | Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.   |
| MU.68.S.3.4:    | Clarifications:  |
|                 |  |
| MU.68.5.3.5:    | Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.  |
| MIL 40 5 2 4.   | Clarifications:  |
| 10.00.3.3.0.    | e.g., independently, collaboratively   |
|                 | Mathematicians who narticipate in effortful learning both individually and with others:  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                 | 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.M1R.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.  |

|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|-----------------|--|
|                 | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:  |

|                   | <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
|                   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>   |
| MA.K12.MTR.7.1:   | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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.   |
|                   | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>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.  |

## 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.

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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: 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 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)

# Music Theory 1 (#1300300) 2020 - 2022 (current)

| Name              | Description  |
|-------------------|--|
|                   | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:     | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|                   | 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.1.2:     | Clarifications:<br>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:     | 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.  |
|                   | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:     | Clarifications:<br>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.  |
|                   | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:     | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|                   | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:     | Clarifications:<br>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.   |
| MU.912.O.3.1:     | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
|                   | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:     | Clarifications:<br>e.g., using text or scat syllables  |
| MU.912.S.1.2:     | Compose music for voices and/or acoustic, digital, or electronic instruments.  |
|                   | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:     | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
| MU.912.S.1.8:     | Record, mix, and edit a recorded performance.  |
|                   | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:     | Clarifications:<br>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.<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LAFS.910.L.1.1:   | <ul> <li>a. Use parallel structure.</li> <li>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.</li> </ul>  |
|                   | 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.  |
|                   | 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<br>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from<br>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> </ul>  |
|--------------------|--|
| 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.  |
| 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 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 |
| MAFS.K12.MP.6.1:   | specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,<br>express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully<br>formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.<br>Standard Relation to Course: Supporting   |
| MAFS.K12.MP.7.1:   | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>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 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

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: MUS THEORY 1 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)

# Music Theory 1 (#1300300) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU 010 0 1 0    | composer's intent.   |
| MU.912.C.1.2:   | Clarifications:  |
|                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
| MU.912.C.2.2:   | 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<br>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:   | 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.  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:   | Clarifications:<br>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.  |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
| MU 010 U 0 1    | musical performance.   |
| MU.912.H.3.1:   | Clarifications:  |
|                 | e.g., acoustics, sound amplification, materials, mechanics   |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:   | Clarifications:<br>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  |
| MU 012 O 2 1.   |  |
| MU.912.U.3.1:   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  |
|                 | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| 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.  |
|                 | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:   | Clarifications:  |
|                 | e.g., texture, mode, form, tempo, voicing  |
| MU.912.S.1.8:   | Record, mix, and edit a recorded performance.  |
|                 | 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.   |
|                 | 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 beln with solving the task   |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|                 | 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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | 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.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"  |

|                   | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|-------------------|---|
| MA.K12.MTR.7.1:   | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
|                   | 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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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.

#### 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).

#### 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: 1300300              | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult |
|-------------------------------------|--|
|                                     | Education Courses > Subject: Music Education >   |
|                                     | SubSubject: General Music >  |
|                                     | Abbreviated Title: MUS THEORY 1  |
| Number of Credits: One (1) credit   | Course Length: Year (Y)  |
| Course Type: Core Academic Course   | Course Level: 2  |
| 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) Instrumental Music (Elementary and Secondary Grades K-12)

Graduation Requirement: Performing/Fine Arts

# Fundamentals of Music Theory (#1300305) 2021 - And Beyond (current)

| Name             | Description  |
|------------------|--|
| 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   |
|                  | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                     |
| MU.912.C.1.2:    | composer's intent.   |
|                  |  |
|                  | e.g., guality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                                  |
| MIL 012 C 2 2    | Evaluate performance quality in recorded and/or live performance   |
| MU.912.C.2.2.    | Evaluate performance quality in recorded and/or inverse performances.  |
| 10.912.0.2.3.    | Make critical evaluations, based on exemplany models, of the quality and effectiveness of performances and apply the criteria to personal development          |
| MU.912.C.3.1:    | in music   |
| MU.912.F.1.1:    | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|                  | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MII 912 H 1 2·   | Clarifications   |
| WIO. 712.11.1.2. | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
| MIL 012 IL 2 2.  |  |
| WIU.912.H.2.2:   | Analyze current musical iterios, including audience environments and music acquisition, to predict possible directions of music.                               |
|                  | Apply knowledge of science, math, and music to demonstrate, through an acoustic of digital performance medium, now sound production arects musical performance |
| MU.912.H.3.1:    |  |
|                  | e a acoustics sound amplification materials mechanics  |
|                  |  |
|                  | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:    | 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.   |
| MU.912.0.3.1:    | Clarifications:  |
|                  | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                          |
|                  | orchestration  |
|                  | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:    | Clarifications:  |
|                  | e.g., using text or scat syllables   |
|                  | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:    | Clarifications:  |
|                  | e.g., texture, mode, form, tempo, voicing  |
| MIL 012 S 1 8.   | Pecord mix and edit a recorded performance   |
| M0.712.3.1.0.    | Sight-read music accurately and expressively to show synthesis of skills   |
| MIL 012 5 2 2    |  |
| WIU.912.3.3.2.   | e a musical elements, expressive qualities, performance technique  |
|                  |  |
| MU.912.5.3.3:    | Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.                                     |
|                  | Analyze the problem in a way that makes conce given the task   |
|                  | Ack questions that will belo with solving the task   |
|                  | Ask questions that will help with solving the task.     Build perseverance by modifying methods as peeded while solving a challenging task                     |
|                  | <ul> <li>Stav engaged and maintain a nositive mindset when working to solve tasks</li> </ul>   |
|                  | Help and support each other when attempting a new method or approach   |
| MA.K12.MTR.1.1:  |  |
|                  | Clarifications:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:                            |
|                  | Cultivate a community of growth mindset learners.  |
|                  | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>  |
|                  | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>  |
|                  | 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.  |
|                  | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations</li> </ul>  |

| MA.K12.MTR.2.1:   | Choose a representation based on the given context or purpose.  |
|-------------------|---|
| WPA.RT2.WTTR.2.T. | 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:   | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                   | 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.<br>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 minking of others.     Compare the efficiency of a method to those expressed by others   |
|                   | <ul> <li>Recognize errors and suggest how to correctly solve the task.</li> </ul>   |
|                   | Justify results by explaining methods and processes.  |
| MA.K12.MTR.4.1:   | 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.   |
|                   | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, conjugae and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>   |
|                   | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
|                   | 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:   |
|                   | Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.  |
|                   | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>   |
|                   | Dravide encerturities for dividente te erecte plane and presedures te colus predictors  |
|                   | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>  |
|                   | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|                   | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> </ul>  |
|                   | <ul> <li>Provide opportunities for students to create plans and proceedines to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> </ul>   |
|                   | <ul> <li>Provide opportunities for students to create plans and proceedines to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> </ul>   |
|                   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>   |
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|                   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate a particular equation.</li> </ul>  |
| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> </ul> </li> </ul>  |
| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> </ul> </li> </ul></li></ul>   |
| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Clarifications: <ul> <li>Have students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul> </li> </ul></li></ul>  |
| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to create plans and proceedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Clarifications: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul> </li> </ul>  |
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| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to drate plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Clarifications: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> <li>Apply mathematics to real-world contexts.</li> </ul>   |
| MA.K12.MTR.6.1:   | <ul> <li>Provide opportunities for students to create pairs and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions: <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> </li> <li>Darifications: <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students continually ask, "Does this solution students and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> <li>Apply mathematics to real-world contexts.</li> <li>Connect mathematical concepts to everyday experiences.</li> </ul> |

| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |
|-------------------|---|
| DA.912.S.2.1:     | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
| ELA.K12.EE.5.1:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use the accepted rules governing a specific format to create quality work.  |
|                   | 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:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.   |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
|                   | 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.   |
|                   | 6-8 Students continue with previous skills and use a style guide to create a proper citation.   |
| ELA.K12.EE.1.1:   | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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.   |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations. |
|                   | Cite evidence to explain and justify reasoning.   |
|                   | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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 emclency.     Clarifications:   |

#### 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**

#### 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 Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1200205                         | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1300303                         | Education Courses > Subject: Music Education >    |
|  | SubSubject: General Music >                       |
|  | Abbreviated Title: FUNDAMENTAL MUSIC TH           |
| Number of Credits: Half credit (.5)            | Course Length: Semester (S)                       |
| Course Type: Core Academic Course              | Course Level: 2                                   |
| Course Status: Draft - Course Pending Approval |   |
| Grade Level(s): 9,10,11,12                     |   |
| Graduation Pequirement: 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)

# Music Theory 2 Honors (#1300310) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                |
| MU.912.C.1.2:  | composer's intent.  |
|                | Clarifications:   |
|                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                             |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | Clarifications:   |
|                | e.g., classical and folk instruments from around the world  |
| MU.912.C.2.3:  | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.                                |
| MIL 012 C 2 1. | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| WIU.912.0.3.1. | 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.1.2:  | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.           |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                   |
| MU.912.F.2.2:  | Clarifications:   |
|                | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
| 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, |
|                | Design and implement a personal learning plan, related to the study of music, which demonstrates self assessment, brain storming, decision making         |
| MU.912.F.3.4:  | and initiative to advance skills and/or knowledge.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare two or more works of a composer across performance media  |
| MIL 912 H 1 3· | Clarifications:   |
|                | e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto   |
| MII 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.2.4:  | Examine the effects of developing technology on composition, performance, and acquisition of music.   |
|                | 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.  |
| 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  |
|                | 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  |
| MU.912.O.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                  |
| MU.912.0.2.2:  | 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.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                     |
|                |   |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| 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.   |
|                | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:  | Clarifications:   |
|                | e.g., texture, mode, form, tempo, voicing   |

|                    | 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.<br>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of<br>music literature.   |
| MU.912.S.2.1:      | Clarifications:<br>e.g., memorization, sequential process   |
|                    | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:      | Clarifications:<br>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:    | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>a. Use parallel structure.</li> <li>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.</li> </ul>   |
| LAFS.910.RST.2.4:  | Standard Relation to Course: Supporting<br>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical<br>context relevant to grades 9–10 texts and topics.   |
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|                    | 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.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:   | Attend to precision.<br>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.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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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, textspecific 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 Path: Section: Grades Prek to 12 Education      |
|-----------------------------------|--|
| Course Number: 1200210            | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1300310            | Education Courses > <b>Subject</b> : Music Education > |
|                                   | SubSubject: General Music >                            |
|                                   | Abbreviated Title: MUS THEORY 2 HON                    |
| Number of Credits: One (1) credit | 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        |  |

#### 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)

Graduation Requirement: Performing/Fine Arts

# Music Theory 2 Honors (#1300310) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:<br>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:<br>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | Clarifications:<br>e.g., classical and folk instruments from around the world   |
| 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.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:  | 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.3.2:  | 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.   |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | Clarifications:<br>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.2.4:  | Examine the effects of developing technology on composition, performance, and acquisition of music.<br>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 acress contexts. |
| MIL 010 LL 0.0 |   |
| MU.912.H.3.2:  | e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:  | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.2.2:  | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:  | Clarifications:<br>e.g., using text or scat syllables   |
| MU.912.S.1.2:  | Compose music for voices and/or acoustic, digital, or electronic instruments.   |
|                | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:  | Clarifications:   |
|                | e.g., texture, mode, form, tempo, voicing   |

|                 | 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.<br>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of<br>music literature.   |
| MU.912.S.2.1:   | Clarifications:<br>e.g., memorization, sequential process   |
|                 | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:   | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique  |
| MU 912 S 3 3    | Transcribe aurally presented songs into melodic and/or rbythmic potation to show synthesis of aural and potational skills   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>   |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.  |
| MA.K12.MTR.4.1: | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of correct and increasingly efficient methods.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. <b>Develop students' ability to justify methods and connect mathematical concepts</b></li></ul> |
|                 | Mathematicians who use patterns and structure to help understand and connect mathematical concepts:   |

| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|-----------------|--|
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul> </li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul></li></ul>   |
| 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: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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:   | 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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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, textspecific 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 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

Graduation Requirement: Performing/Fine Arts

|                                     | Course Path: Section: Grades PreK to 12 Education |
|-------------------------------------|---|
| Course Number: 1200210              | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number. 1300310              | Education Courses > Subject: Music Education >    |
|                                     | SubSubject: General Music >                       |
|                                     | Abbreviated Title: MUS THEORY 2 HON               |
| Number of Credits: One (1) credit   | Course Length: Year (Y)                           |
|                                     | Course Attributes:                                |
|                                     | Honors  |
| Course Type: Core Academic Course   | Course Level: 3                                   |
| 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)

Instrumental Music (Elementary and Secondary Grades K-12)

## 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            | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: General Music > |
| Number of Credits: One (1) credit | Abbreviated Title: PRE-AP MUSIC<br>Course Length: Year (Y)  |
|                                   | Course Attributes:<br>• Honors  |
| Course Type: Core Academic Course | Course Level: 3   |

#### **Educator Certifications**

Course Status: Course Approved

Graduation Requirement: Performing/Fine Arts

Grade Level(s): 9

| 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) |  |

# Advanced Placement Music Theory (#1300330) 2020 - And Beyond

(current)

## 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

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: AP MUS THEORY Course Length: Year (Y) Course Attributes: • Advanced Placement (AP) 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)

# Music of the World (#1300340) 2020 - 2022 (current)

| Name  | Description   |
|---|---|
|   | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|   | e.g., listening maps, active listening, checklists  |
|   | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
|   | compare, using concerning vocabulary, the assinction impact of two or more performances of a masical work to one s own hypothesis of the  |
| MU.912.C.1.2:   | Clarifications  |
|   | e.g. quality recordings individual and peer-group performances composer notes instrumentation, expressive elements title  |
|   |   |
|   | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:   | 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.   |
|   | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| MU.912.F.2.2:   | 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   |
| MU.912.F.3.1:   | leadership in school and/or non-school settings.  |
| MIL 012 E 2 2.  | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and   |
| WIU.912.F.3.2.  | technology.   |
| MII 912 F 3 3.  | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| 10.712.1.0.0.   | demonstrating skills for use in the workplace.  |
|   | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|   | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|   | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:   | Clarifications:   |
| WIG. 712.11.1.2.  | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|   | Compare two or more works of a composer across performance media.   |
| MIL 012 II 1 2.   |   |
| WIU.912.N.1.3.  | e a conclustral and choral: quitar and string quartet: piano solo and piano concerto  |
|   |   |
| MU.912.H.1.4:   | Analyze now western music has been influenced by historical and current world cultures.   |
| MU.912.H.1.5:   | Analyze music within cutures to gain understanding of authentic performance practices.  |
| MU.912.H.2.1:   | Evaluate the social impact of music on specific historical periods.   |
| WIU.912.H.2.4:  | 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 of digital performance medium, now sound production affects musical performance   |
| MU.912.H.3.1:   |   |
|   | Clarifications:   |
|   | c.g., acoustics, sound amplification, matchais, mechanics   |
|   |   |
|   | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:   | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. Clarifications:  |
| 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.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 Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied  |
| MU.912.0.1.1:   | 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 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.1.1:<br>MU.912.O.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         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         Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.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         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         Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:         Clarifications:  |
| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.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         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         Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:         e.g., using text or scat syllables  |
| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.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 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  Improvise rhythmic and melodic phrases over harmonic progressions.  Clarifications: e.g., using text or scat syllables  Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.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         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         Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:         e.g., using text or scat syllables         Arrange a musical work by manipulating two or more aspects of the composition.   |
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| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.1.1:<br>MU.912.S.1.3:                  | 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         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         Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:         e.g., using text or scat syllables         Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:         e.g., texture, mode, form, tempo, voicing   |
| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.1.1:<br>MU.912.S.1.3:<br>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         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         Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:         e.g., using text or scat syllables         Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:         e.g., texture, mode, form, tempo, voicing         Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy  |
| MU.912.O.1.1:<br>MU.912.O.3.1:<br>MU.912.S.1.1:<br>MU.912.S.1.3:<br>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         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         Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:         e.g., using text or scat syllables         Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:         e.g., texture, mode, form, tempo, voicing         Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. |

| LAFS.910.L.1.1:                    | <ul><li>a. Use parallel structure.</li><li>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.</li></ul>   |
|------------------------------------|--|
|                                    | 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<br>context relevant to grades 9–10 texts and topics.   |
| LAFS.910.SL.1.1:                   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>  |
| 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.   |
| MAFS.K12.MP.5.1:                   | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:                   | Attend to precision.<br>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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.912.5.2.1:<br>FLD K12 FLL SL 1- | Sustain rocused attention, respect, and discipline during class, rehearsal, and performance.   |
| LLU.NIZ.LLL.31.1.                  | 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.

#### 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

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: MUSIC WORLD 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)

# Music of the World (#1300340) 2022 - And Beyond

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | 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.1.2:             | Clarifications:   |
|                           | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                               |
|                           | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:             | Clarifications:   |
|                           | e.g., classical and folk instruments from around the world  |
| MU 912 C 2 2 <sup>.</sup> | Evaluate performance guality 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.   |
|                           | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                     |
| MU 912 F 2 2 <sup>.</sup> | 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       |
| MU.912.F.3.1:             | 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                 |
| WIU.912.F.3.2.            | 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.  |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:             | Clarifications:   |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:             | Clarifications:   |
|                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                           | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:             | 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.   |
|                           | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects                 |
| MU.912.H.3.1:             | musical performance.  |
|                           | Clarifications:   |
|                           | e.g., acoustics, sound amplification, materials, mechanics  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:             | 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.  |
| MU.912.0.3.1:             | Clarifications:   |
|                           | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                       |
|                           | orchestration   |
|                           | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:             | Clarifications:   |
|                           | e.g., using text or scat syllables  |
|                           | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:             | Clarifications:   |
|                           | e.g., texture, mode, form, tempo, voicing   |
| MU 012 5 2 1              | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and |
| WIU.712.3.3.1:            | kinesthetic energy.   |
|                           | Mathematicians who participate in effortful learning both individually and with others:   |

| MA.K12.MTR.1.1: | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|-----------------|--|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>  |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence.<br>Clarifications:<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>• Create opportunities for students to discuss their thinking with peers.<br>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>• 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking.<br>Assess the reasonableness of solutions.                       |
| MA.K12.MTR.6.1:                    | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|------------------------------------|--|
|                                    | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1:                    | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
| ELA.K12.EE.1.1:                    | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.  |
|                                    | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>   |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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:<br>ELD.K12.ELL.SI.1: | Sustain tocused attention, respect, and discipline during class, rehearsal, and performance.<br>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 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: 1300340

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: General Music > Abbreviated Title: MUSIC WORLD Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Cambridge AICE Music 1 AS Level (#1300395) 2020 - And Beyond

(current)

## 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: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: General Music > |
| Number of Credits: One (1) credit   | Abbreviated Title: AICE MUSIC LAS Course Length: Year (Y) Course Attributes:  Advanced International Certificate of Education (AICE)  |
| Course Type: Core Academic Course<br>Course Status: Course Approved<br>Grade Level(s): 9,10,11,12<br>Graduation Requirement: Performing/Fine Arts | 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) |  |

# Florida's Preinternational Baccalaureate Music 1 (#1300800) 2020 - 2022 (current)

| Name               | Description   |
|--------------------|---|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:      | Clarifications:   |
|                    | e.g., listening maps, active listening, checklists  |
|                    | 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.1.2:      | Clarifications:<br>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.   |
|                    | 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.2.1:      | Clarifications:<br>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:      | 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,<br>and initiative to advance skills and/or knowledge.  |
|                    | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:      | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                    | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance   |
| MU.912.H.3.1:      | Clarifications:   |
| MIL 012 O 2 1.     | Transfer accented composition conventions and performance practices of a specific style to a contrasting style of music   |
| MU.912.0.2.1:      | 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.912.0.3.1:      | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:      | 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.   |
| MU.912.S.2.1:      | Clarifications:<br>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.   |
|                    | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:      | Clarifications:<br>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:<br>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–<br>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

| LAFS.1112.SL.1.1:   | <ul> <li>texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>  |
|---------------------|---|
|                     | 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.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; harrow or<br>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.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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   |
|                     | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 012 S 2 1.       | Standard Relation to Course: Supporting   |
| FLD.K12.FLL SL 1    | English language learners communicate for social and instructional purposes within the school setting   |
| CC0.N12.CCC.01.1.   | English rangaage loannels communicate for social and instructional purposes within the school setting.  |

#### 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.

#### 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 grade 9 or 10 are not in the IBDP or IBCC programmes.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. 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 Path: Section: Grades PreK to 12 Education      |
|--|--|
| Course Number: 1200200                       | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1300800                       | Education Courses > <b>Subject</b> : Music Education > |
|  | SubSubject: General Music >                            |
|  | Abbreviated Title: FL PRE-IB MUSIC 1                   |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                                |
|  | Course Attributes:                                     |
|  | Honors   |
| Course Type: Core Academic Course            | Course Level: 3  |
| Course Status: Course Approved               |  |
| Grade Level(s): 9,10                         |  |
| Graduation Requirement: Performing/Fine Arts |  |

#### **Educator Certifications**

# Florida's Preinternational Baccalaureate Music 1 (#1300800) 2022 - And Beyond

| Course Standards |  |  |
|------------------|--|--|
| Name             | Description  |  |
|                  | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |  |
| MU.912.C.1.1:    | Clarifications:<br>e.g., listening maps, active listening, checklists  |  |
|                  | 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.1.2:    | Clarifications:<br>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.  |  |
|                  | 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.2.1:    | Clarifications:<br>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:    | 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.    |  |
|                  | Investigate and discuss how a culture's traditions are reflected through its music.  |  |
| MU.912.H.1.1:    | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |  |
|                  | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |  |
| MU.912.H.3.1:    | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |  |
| MU.912.0.2.1:    | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |  |
| MU.912.0.2.2:    | 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.912.0.3.1:    | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                                |  |
| MU.912.0.3.2:    | 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.                              |  |
| MU.912.S.2.1:    | Clarifications:<br>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.                          |  |
|                  | Sight-read music accurately and expressively to show synthesis of skills.  |  |
| MU.912.S.3.2:    | Clarifications:<br>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.  |  |
| MIL 012 S 2 5.   |  |  |
| WIU.912.3.3.5.   | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |  |
|                  | Mathematicians who participate in effortful learning both individually and with others:  |  |
|                  | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will belo with solving the task</li> </ul>  |  |
|                  | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |  |

|                  | <ul><li>Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>Help and support each other when attempting a new method or approach.</li></ul>   |
|------------------|---|
| MA.K12.MTR.1.1:  | Clarifications:   |
|                  | Teachers who encourage students to participate actively in effortful learning both individually and with others:  |
|                  | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>   |
|                  | Develop students' ability to analyze and problem solve.   |
|                  | Recognize students' effort when solving challenging problems.   |
|                  | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
|                  | Build understanding through modeling and using manipulatives.   |
|                  | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>                   |
|                  | • Express connections between concepts and representations.   |
| MA.K12.MTR.2.1:  | Choose a representation based on the given context or purpose.  |
|                  | Clarifications:   |
|                  | <ul> <li>Help students make connections between concepts and representations.</li> </ul>  |
|                  | Provide opportunities for students to use manipulatives when investigating concepts.  |
|                  | Guide students from concrete to pictorial to abstract representations as understanding progresses.  |
|                  | Snow 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.  |
|                  | <ul> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> </ul>  |
| MA.K12.MTR.3.1:  | Use feedback to improve efficiency when performing calculations.  |
|                  | Clarifications:   |
|                  | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>  |
|                  | 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.<br>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.  |
|                  | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task</li> </ul>  |
|                  | <ul> <li>Justify results by explaining methods and processes.</li> </ul>  |
| MA.K12.MTR.4.1:  | Construct possible arguments based on evidence.   |
|                  | Clarifications:   |
|                  | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>   |
|                  | 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.<br>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 //12 MTD 5 1  | Focus on relevant details within a problem.   |
|                  | Create plans and procedures to logically order events, steps or ideas to solve problems.  |
|                  | <ul> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>   |
|                  | Look for similarities among problems.   |
| WA.KT2.WITR.3.T. | Connect solutions of problems to more complicated large-scale situations.   |
|                  | Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concents:  |
|                  | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>  |
|                  | Support students to develop generalizations based on the similarities found among problems.   |
|                  | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> |
|                  | Assess the reasonableness of solutions.<br>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:   | <ul> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|-------------------|--|
|                   | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1:   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
|                   | Cite evidence to explain and justify reasoning.  |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.  |
|                   | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>  |
|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
| ELA.K12.EE.3.1:   | Make inferences to support comprehension.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.KTZ.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

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 grade 9 or 10 are not in the IBDP or IBCC programmes.

# https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. 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

Course Path: Section: Grades Prek to 12 Education

#### GENERAL INFORMATION

|  | Course Future Courses Frencie 12 Educati        |
|--|---|
| Course Number: 1200800                       | Courses > Grade Group: Grades 9 to 12 and Adult |
| Course Number: 1300800                       | Education Courses > Subject: Music Education >  |
|  | SubSubject: General Music >                     |
|  | Abbreviated Title: FL PRE-IB MUSIC 1            |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                         |
|  | Course Attributes:                              |
|  | Honors  |
| Course Type: Core Academic Course            | Course Level: 3                                 |
| Course Status: State Board Approved          |   |
| Grade Level(s): 9,10                         |   |
| Graduation Requirement: Performing/Fine Arts |   |

#### **Educator Certifications**

# Florida's Preinternational Baccalaureate Music 2 (#1300810) 2020 - 2022 (current)

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | 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<br>in music.                                       |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|               | 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.2.1: | Clarifications:  |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2: | Clarifications:  |
|               | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
|               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3: | 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.    |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:  |
|               | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | Clarifications:<br>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.  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1: | 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,<br>orchestration   |
| MU.912.0.3.2: | 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.   |
| MU.912.S.1.3: | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|               | Perform and notate, independently and accurately, melodies by ear.   |
| 1             |  |

| MU.912.S.1.4:       | Clarifications:<br>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:<br>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.   |
|                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:       | Clarifications:<br>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.   |
| MU.912.S.3.5:       | Clarifications:<br>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–<br>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br>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.SL.1.1:   | <ul> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a bearing for a full range of positions on a</li> </ul>   |
|                     | topic or issue: clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives  |
|                     | <ul> <li>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.</li> </ul>   |
|                     | 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:   | 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.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     |   |
| 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<br>Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

#### 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 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.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. 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

Number of Credits: One (1) credit

Course Type: Core Academic Course Course Status: Course 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 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)

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# Florida's Preinternational Baccalaureate Music 2 (#1300810) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | 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.1.2:  | 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         |
| 10.712.0.0.11  | in music.   |
| MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. |
| MU.912.F.2.1:  |   |
|                | Clarifications:   |
|                |   |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                       |
| MU.912.F.2.2:  | Clarifications:   |
|                | e.g., community revitalization, industry choosing new locations, cultural and social enficinment  |
|                | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                                   |
| MU.912.F.2.3:  | 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.       |
|                | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight.     |
| MU.912.F.3.3:  | demonstrating skills for use in the workplace.  |
|                | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,            |
| WIU.912.F.3.4. | and initiative to advance skills and/or knowledge.  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | 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.   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:  | Clarifications:   |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:  | 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.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>erchestration        |
|                | or chestration  |
| MU.912.0.3.2:  | 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.  |
| MU.912.S.1.3:  | Clarifications:   |
|                | e.g., texture, mode, rorm, tempo, voicing   |
|                | Perform and notate, independently and accurately, melodies by ear.  |

| MU.912.S.1.4:    | Clarifications:<br>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:<br>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     | Clarifications:   |
| mo., 12.0.0.2.   | 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:    | Clarifications:   |
|                  | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                  | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                  | Ask questions that will help with solving the task.   |
|                  | Build perseverance by modifying methods as needed while solving a challenging task.   |
|                  | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.   |
|                  | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems</li> </ul>   |
|                  | 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.   |
|                  | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                  | <ul> <li>Express connections between concepts and representations.</li> <li>Change a representation based on the given context or purpose.</li> </ul>   |
| WA.K12.WITR.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.  |
|                  | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>           |
|                  | 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:  | <ul> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                  | 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.  |
|                  | <ul> <li>Other multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul> |
|                  | 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.  |
|                  | <ul> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processor.</li> </ul>   |
|                  | <ul> <li>Sustry results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                  | 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.   |
|                  | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select: sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>                           |
|                  | <ul> <li>Select, sequence and present station, work to advance and deepen understanding or correct and increasingly enclent methods.</li> </ul>   |

|                 | • 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.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:   |
|                 | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> </ul>   |
| MA.K12.MTR.5.1: | 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.<br>Mathematicians who assess the reasonableness of solutions:   |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
|                 | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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.   |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1: | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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 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.

https://ibanswers.ibo.org/app/answers/detail/a\_id/5414/kw/pre-ib. 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

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

# International Baccalaureate Music 1 (#1300816) 2020 - And Beyond

(current)

## 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

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 MUSIC 1 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

#### **Educator Certifications**

# International Baccalaureate Music 2 (#1300818) 2020 - And Beyond

(current)

## 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

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 MUSIC 2 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) Course Level: 3

#### **Educator Certifications**

# International Baccalaureate Music 3 (#1300820) 2020 - And Beyond

(current)

## 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

# International Baccalaureate MYP Music 1 (#1300840) 2020 -

And Beyond (current)

## 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

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 1 Course Length: Year (Y) Course Attributes: • International Baccalaureate (IB) 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) Vocal Music (Elementary and Secondary Grades K-12) Vocal Music (Secondary Grades 7-12)

# International Baccalaureate Mid Years Program Music 2 (#1300850) 2020 - And Beyond (current)

# 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 Path: Section: Grades PreK to 12 Education     |  |  |
|---|--|--|
| Courses > Grade Group: Grades 9 to 12 and Adult       |  |  |
| Education Courses > <b>Subject:</b> Music Education > |  |  |
| SubSubject: General Music >                           |  |  |
| Abbreviated Title: IB MYP MUSIC 2                     |  |  |
| Course Length: Year (Y)                               |  |  |
| Course Attributes:                                    |  |  |
| International Baccalaureate (IB)                      |  |  |
| Course Level: 3                                       |  |  |
| Course Status: Course Approved                        |  |  |
| Grade Level(s): 9,10,11,12                            |  |  |
|   |  |  |
|   |  |  |

## **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)        |
| Vocal Music (Secondary Grades 7-12)                       |

# 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

Course Number: 1300990

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: MUS TRAN Course Length: Not Applicable

Course Type: Transfer Course Course Status: Course Approved Grade Level(s): 9,10,11,12

| Name            | Description   |
|-----------------|---|
|                 | Mathematicians who participate in effortful learning both individually and with others:   |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> </ul>   |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                 | Help and support each other when attempting a new method or approach.   |
| MA.K12.M1R.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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways: |
|                 | Build understanding through modeling and using manipulatives.   |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>                                     |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                 | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1: | 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.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                 | <ul> <li>Select efficient and appropriate methods for solving problems within the given context</li> </ul>  |
|                 | 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.  |
| MA.K12.MTR.3.1: | • Use feedback to improve efficiency when performing calculations.  |
|                 | Clarifications  |
|                 | Teachers who encourage students to complete tasks with mathematical fluency:  |
|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>      |
|                 | 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.  |
| MA.K12.MTR.4.1: | 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.   |

| MA.K12.MTR.5.1: | 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.   |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|                 | Assess the reasonableness of solutions.<br>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.     Vorify possible calculations by explaining the methods used   |
| MA.K12.MTR.6.1: | <ul> <li>Evaluate results based on the given context.</li> </ul>  |
|                 | Clarifications:   |
|                 | Teachers who encourage students to assess the reasonableness of solutions:  |
|                 | <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ack "Does this solution make sonso? How do you know?"</li> </ul>   |
|                 | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>  |
|                 | Strengthen students' ability to verify solutions through justifications.  |
|                 | Apply mathematics to real-world contexts.   |
|                 | Mathematicians who apply mathematics to real-world contexts:  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul>   |
|                 | <ul> <li>Ose models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>                                      |
| MA.K12.MTR.7.1: | Clarifications:   |
|                 | Teachers who encourage students to apply mathematics to real-world contexts:  |
|                 | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul>  |
|                 | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>   |
|                 | Indicate how various concepts can be applied to other disciplines.  |
|                 | Cite evidence to explain and justify reasoning.   |
|                 | Clarifications:   |
|                 | 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.  |
| ELA.K12.EE.1.1: | In and 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<br>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.   |
| 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   |
|                 | Degono.   |
|                 | 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  |
|                 | In grades 2.12, students engage in academic conversations discussing dams and institutes their respective, refining and analytic students   |
|                 | build on ideas, propel the conversation, and support claims and counterclaims with evidence.  |
|                 | Use the accented rules governing a specific format to create quality work   |
|                 | Clarifications:   |
| 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  |
|                 | Use appropriate voice and tone when speaking or writing.  |
| 1               | ······································  |

#### 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

Course Number: 1300990

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: MUS TRAN Course Length: Not Applicable

Course Type: Transfer Course Course Status: State Board Approved Grade Level(s): 9,10,11,12

# Guitar 1 (#1301320) 2020 - 2022 (current)

| Name              | Description  |
|-------------------|--|
|                   | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:     | 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 012 C 2 1.     | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:     | 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.  |
|                   | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:     | Clarifications:  |
|                   | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                   | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:     | Clarifications:  |
|                   | e.g., acoustics, sound amplification, materials, mechanics   |
|                   | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:     | 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  |
|                   | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MIL 912 S 1 3·    | Clarifications   |
| 1017121011101     | e.g., texture, mode, form, tempo, voicing  |
|                   | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:     | kinesthetic energy.  |
| 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.  |
| MU.912.S.3.5:     | Clarifications:  |
|                   | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                   | 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.  |
| LAFS.8.SL.1.1:    | 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 lucas 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 Determine the meaning of sumhals, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical  |
| LAFS.910.RST.2.4: | 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   |
| LAF3.910.3L.1.1.  | alternate views), clear goals and deadlines, and individual roles as needed.   |
|                   | c. Proper conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas, actively   |
|                   | d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, gualify 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.   |

| 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. <b>Standard Relation to Course: Supporting</b> |
|-------------------|---|
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>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 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 > SubSubject: Instrumental Music > Abbreviated Title: GUITAR 1 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)

# Guitar 1 (#1301320) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | 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.3.1:   | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development<br>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.   |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|                 |   |
| MIL 012 H 3 1   | Apply knowledge of science, math, and music to demonstrate, through an acoustic of digital performance medium, now sound production anects musical performance.   |
| WIU.912.H.3.1.  | Clarifications:   |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MIL 912 O 3 2.  | Internet and perform expressive elements indicated by the musical score and/or conductor  |
| 10.712.0.0.2.   | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU 912 S 1 3.   | Clarifications:   |
| 101712.0.110.   | e.g., texture, mode, form, tempo, voicing   |
|                 | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:   | kinesthetic energy.   |
| 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.   |
| MU.912.S.3.5:   | 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:   |
|                 | Cultivate a community of growth mindset learners  |
|                 | Foster perseverance in students by choosing tasks that are challenging.   |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                 | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1: | 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 auropses and can be useful in different situations |
|                 | • Show students that valious representations can have unrerent purposes and can be useful in different situations.  |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                 | Select efficient and appropriate methods for solving problems within the given context.   |

| MA.K12.MTR.3.1: | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> </ul>  |
|-----------------|---|
|                 | <ul> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br><b>Clarifications:</b><br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.  <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications:</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                 | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.   |

| ELA.K12.EE.1.1:   | In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>referenced by the instructor.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.<br>Read and comprehend grade-level complex texts proficiently. |
|-------------------|---|
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | 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 geverning a specific format to create quality work   |
| ELA.K12.EE.5.1:   | Clarifications:<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 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: 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 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 1 Course Length: Year (Y) Course Level: 2

#### Educator Certifications
# Guitar 2 (#1301330) 2020 - 2022 (current)

| Name              | Description  |
|-------------------|--|
| 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   |
|                   | 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.1.2:     | 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.  |
|                   | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:     | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                   | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:     | 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.  |
|                   | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:     | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|                   | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:     | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2:     | 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.   |
| MU.912.S.1.3:     | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                   | 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.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.  |
|                   | 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.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:  | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> |
|                   | 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.1.2:  | 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<br>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
|                    | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.  |
| 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   |
|                    | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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  |
|                    | $(x - y)^2$ 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 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

## GENERAL INFORMATION

| Course Number: 1 | 301330 |
|------------------|--------|
|------------------|--------|

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 Level: 2

 Course Status: Course Approved
 Grade Level(s): 9,10,11,12

 Graduation Requirement: Performing/Fine Arts
 Second Second

### **Educator Certifications**

# Guitar 2 (#1301330) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                   |
|                 | compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                  |
| MU.912.C.1.2:   | Clarifications  |
|                 | e.g., guality 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:   | in music  |
|                 | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and                 |
| MU.912.F.3.2:   | technology.   |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare two or more works of a composer across performance media  |
|                 |   |
| MU.912.H.1.3:   | Clarifications:   |
|                 |   |
| MU.912.H.2.1:   | Evaluate the social impact of music on specific historical periods.   |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects                 |
| MU.912.H.3.1:   |   |
|                 | Clarifications:   |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:   | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2:   | 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.  |
| MU.912.S.1.3:   | Clarifications:   |
|                 | e.g., texture, mode, form, tempo, voicing   |
|                 | 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  |
|                 | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and |
| MU.912.S.3.1:   | kinesthetic energy.   |
| 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.   |
| MU.912.S.3.5:   | Clarifications:   |
|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                 | Mathematicians who participate in effortful learning both individually and with others:   |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |
|                 | 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  |
| 1               | - baile and of standing through mouthing and using manipulatives.   |

| MA.K12.MTR.2.1: | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>   |
|-----------------|--|
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>         |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul></li></ul> |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br><b>Clarifications:</b><br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.  |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |

| MA.K12.MTR.7.1:   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
|-------------------|---|
|                   | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

# 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

## 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

Course Number: 1301330

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: GUITAR 2 Course Length: Year (Y) Course Level: 2

# **Educator Certifications**

# Guitar 3 (#1301340) 2020 - 2022 (current)

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | Clarifications:<br>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:<br>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.  |
|                    | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:      | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                    | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:      | Clarifications:<br>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.  |
|                    | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:      | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|                    | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:      | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:      | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:      | 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.   |
| MU.912.S.1.3:      | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                    | 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:<br>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.  |
|                    | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:      | Clarifications:<br>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.<br>Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:      | Clarifications:<br>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.   |
| LAFS.1112.SL.1.1:  | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> </ul> |
|                    | <ul> <li>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.</li> <li>d. Perspective contradictions and evidence made on all sides of an issue; resolve contradictions</li> </ul>   |

|                                   | 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.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<br>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
|                                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                                   | Attend to precision.  |
| 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   |
|                                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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:<br>ELD K12 ELL SL 1 | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  |
| LED. N12. LEL. 31. 1.             | English langadge learners commanicate for social and instructional purposes within the school setting.  |

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

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: GUITAR 3 Course Length: Year (Y) Course Level: 2

## Educator Certifications

# Guitar 3 (#1301340) 2022 - And Beyond

| Name                            | Description  |
|---------------------------------|--|
|                                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:                   | Clarifications:  |
|                                 | e.g., listening maps, active listening, checklists   |
|                                 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU 010 0 1 0                    | composer's intent.   |
| 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:                   | 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  |
|                                 | Investigate and discuss how a culture's traditions are reflected through its music   |
| MIL 012 LI 1 1.                 |  |
| 10.912.11.1.1.                  | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                                 | Compare two or more works of a compassor across parformance modia  |
|                                 |  |
| MU.912.H.1.3:                   | Clarifications:  |
|                                 |  |
| MU.912.H.2.1:                   | Evaluate the social impact of music on specific historical periods.  |
|                                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic of digital performance medium, now sound production affects musical performance  |
| MU.912.H.3.1:                   |  |
|                                 | e.g., acoustics, sound amplification, materials, mechanics   |
|                                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure  |
| MU 010 O 1 1.                   |  |
| MU.912.0.1.1:                   | clarifications:  |
| MU 010 0 0 1.                   | Transfer accented composition any performance practices of a pracific study to a contracting study of music  |
| MU.912.0.2.1:<br>MII 912 O 3 2: | Interpret and perform expressive elements indicated by the musical score and/or conductor  |
| 10.712.0.3.2.                   | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MIL 912 S 1 3·                  | Clarifications:  |
| 10.712.3.1.3.                   | e.g., texture, mode, form, tempo, voicing  |
|                                 | 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.  |
|                                 | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:                   | 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.3.4:                   | 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.  |
| MU.912.S.3.5:                   | Clarifications:  |
|                                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                                 | Mathematicians who participate in effortful learning both individually and with others:  |
|                                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                                 | Ask questions that will help with solving the task.  |
|                                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                                 | Stay engaged and maintain a positive mindset when working to solve tasks.  |
| MA.K12.MTR.1.1:                 | Heip and support each other when attempting a new method or approach.  |
|                                 | Clarifications:  |
|                                 | <ul> <li>eachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners</li> </ul>  |
|                                 | Foster perseverance in students by choosing tasks that are challenging   |
| 1                               | PP. P P P P P PP. P P P PP. P. |

|                 | <ul><li>Develop students' ability to analyze and problem solve.</li><li>Recognize students' effort when solving challenging problems.</li></ul>  |
|-----------------|--|
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | 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.<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  |
| MA.K12.MTR.3.1: | <ul> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>                                    |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>                   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>                  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>           |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  • Estimate to discover possible solutions.  |
| MA.K12.MTR.6.1: | <ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.   |

|                                    | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|------------------------------------|--|
| MA.K12.MTR.7.1:                    | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Percover who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> <li>Clarifications: <ul> <li>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.</li> <li>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.</li> </ul> </li> </ul> |
| ELA.K12.EE.1.1:                    | <ul> <li>In 3rd grade, students should use a combination of direct and indirect citations.</li> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.<br>English language learners communicate for social and instructional purposes within the school setting.   |

# 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: 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 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**

# Guitar 4 Honors (#1301350) 2020 - 2022 (current)

| Name                          | Description  |
|-------------------------------|--|
|                               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:                 | Clarifications:  |
|                               | e.g., listening maps, active listening, checklists   |
|                               | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU 010 C 1 0.                 | composer's intent.   |
| 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:                 | 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<br>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.  |
|                               | 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.2.1:                 | Clarifications   |
|                               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:                 | Clarifications:  |
|                               | e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel   |
|                               | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and  |
| MU.912.F.3.2:                 | 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.   |
|                               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:                 | Clarifications:  |
|                               |  |
| MU.912.H.1.4:<br>MIL912 H 2 2 | Analyze new western musical trends, including audience environments and music acquisition, to predict possible directions of music   |
| WO.712.11.2.2.                | 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<br>Interest to demostrate the ability to make transfers across contexts. |
|                               |  |
| MU.912.H.3.2:                 | e.g., music and health. Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public   |
|                               | speaking   |
|                               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:                 | Clarifications:  |
|                               | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:                 | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:                 | 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.912.0.3.1:                 | Clarifications:  |
|                               | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre choice, rhythm, orchestration  |
| MU 012 O 2 2.                 | Interpret and perform expressive elements indicated by the musical score and/or conductor  |
| WIU.912.0.3.2.                | Arrange a musical work by manipulating two or more aspects of the composition  |
| MIL 012 S 1 3.                | Clarifications:  |
| 10.912.3.1.3.                 | e.g., texture, mode, form, tempo, voicing  |
|                               | Perform and notate independently and accurately, melodies by ear   |
| MIL 912 S 1 4·                | Clarifications:  |
| 10.712.0.1.1.                 | 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   |
|                               |  |

| 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:<br>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.   |
| MU.912.S.3.5:       | Clarifications:<br>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.  |
| LAFS.1112.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>                             |
|                     | Standard Relation to Course: Supporting   |
| LAFS.1112.SL.1.2:   | 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.2.5:   | 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.   |
| 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.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
| 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. <b>Standard Relation to Course: Supporting</b>  |
|                     | Look for and make use of structure.   |
| 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.  |

# 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.

#### 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: 1201250                       | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1501550                       | Education Courses > <b>Subject</b> : Music Education > |
|  | SubSubject: Instrumental Music >                       |
|  | Abbreviated Title: GUITAR 4 HONORS                     |
| Number of Credits: One (1) credit            | 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 |  |

### **Educator Certifications**

# Guitar 4 Honors (#1301350) 2022 - And Beyond

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | 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.1.2:             | 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     |
| MIL 012 E 1 2.            | In music.   |
| 110.912.1.1.2.            | 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.2.1:             | Clarifications:   |
|                           | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                       |
|                           | Compare the organizational structure of a professional orchestra, chorus, guintet, or other ensemble to that of a business.                               |
| MU 912 F 2 3 <sup>.</sup> | Clarifications:   |
| 10.712.1.2.0.             | e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel  |
|                           | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and               |
| MU.912.F.3.2:             | technology.   |
| MII 912 F 3 3.            | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| 10.712.1.0.0.             | 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 012 U 1 2.             |   |
| MIU.912.H.1.3.            | e.g., orchestral and choral: guitar and string guartet: piano solo and piano concerto   |
| MII 912 H 1 <i>А</i> ·    | Analyze how Western music has been influenced by historical and current world cultures  |
| MU.912.H.2.2:             | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.                           |
|                           | 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.  |
| 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  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:             | Clarifications:   |
|                           | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:             | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                  |
| MU.912.0.2.2:             | 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       |
|                           |   |
| MU.912.0.3.1:             | Clarifications:   |
|                           | orchestration   |
| MU 912 O 3 2·             | Interpret and perform expressive elements indicated by the musical score and/or conductor   |
| 10.712.0.0.2.             | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MIL 912 S 1 3.            | Clarifications:   |
| WIG: 712:0:11:0:          | e.g., texture, mode, form, tempo, voicing   |
|                           | Perform and notate independently and accurately, melodies by ear  |
| MIL 912 S 1 <i>A</i> ·    | Clarifications:   |
| 110.712.3.1.4.            | 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  |
|                           |   |

| 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:   | Clarifications:<br>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.  |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> </ul>   |
|                 | Foster perseverance in students by choosing tasks that are challenging.  |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                 | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Choose a representation based on the given context or purpose.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. Encode in discussion the performance of performing of performing if a performing if a more efficient method could have been used.</li></ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>  |

| MA.K12.MTR.5.1:                                       | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|---|---|
|   | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
| MA.K12.MTR.6.1:                                       | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask. "Does this solution make sense? How do you know?"  |
|   | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> Apply mathematics to real-world contexts.  |
|   | <ul> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
| MA.K12.MTR.7.1:                                       | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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 quide to create a proper citation  |
|   | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
| ELA.K12.EE.2.1:                                       | 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.2.1:<br>ELA.K12.EE.3.1:                    | <ul> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> <li>Read and comprehend grade-level complex texts proficiently.</li> <li>Clarifications:<br/>See Text Complexity for grade-level complexity bands and a text complexity rubric.</li> <li>Make inferences to support comprehension.</li> <li>Clarifications:<br/>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.</li> </ul>   |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:<br>ELA.K12.EE.4.1: | 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 smilling?" 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. |

|                   | Use appropriate voice and tone when speaking or writing.  |
|-------------------|---|
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

# 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
 Courses > Grade Group: G

 Education Courses > Subje
 SubSubject: Instrumental

 Abbreviated Title: GUITAI
 Abbreviated Title: GUITAI

 Number of Credits: One (1) credit
 Course Length: Year (Y)

 Course Type: Core Academic Course
 • Honors

 Course Status: State Board 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: GUITAR 4 HONORS 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)

Graduation Requirement: Performing/Fine Arts

# Keyboard 1 (#1301360) 2020 - 2022 (current)

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | 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.1.1:             | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of 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.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.                                      |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:             | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU 912 H 1 2 <sup>.</sup> | Clarifications:   |
|                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| MU 912 H 1 5              | Analyze music within cultures to gain understanding of authentic performance practices  |
|                           | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
|                           | musical performance.  |
| MU.912.H.3.1:             | Clarifications:   |
|                           | e.g., acoustics, sound amplification, materials, mechanics  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:             | Clarifications:   |
|                           | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2:             | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                           | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:             | Clarifications:<br>e.g., using text or scat syllables   |
|                           | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:             | Clarifications:   |
|                           | e.g., texture, mode, form, tempo, voicing   |
|                           | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:             | kinesthetic energy.   |
| 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.   |
| MU.912.S.3.5:             | Clarifications:   |
|                           | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
|                           | <ul> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,</li> </ul>  |
| LAFS.910.L.1.1:           | relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  |
|                           | Chardend Balation to Course Course the  |
|                           | Standard Relation to Course: Supporting Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical   |
| LAFS.910.RST.2.4:         | 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   |
| LAFS.910.SL.1.1:          | 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. Fromer 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 gualify 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.1.2:   | 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.  |
| MAFS.K12.MP.5.1:   | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br>Standard Relation to Course: Supporting |
|                    | Attend to precision.  |
| 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 × 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) <sup>2</sup> 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 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

# 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 > 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 Abbreviated Title: KEYBD 1 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)

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# Keyboard 1 (#1301360) 2022 - And Beyond

| Name                    | Description   |
|-------------------------|---|
|                         | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:           | 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<br>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.3.2:           | 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.                          |
|                         | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:           | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                         | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:           | Clarifications:   |
|                         | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| MU.912.H.1.5:           | Analyze music within cultures to gain understanding of authentic performance practices.   |
|                         | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
|                         | musical performance.  |
| MU.912.H.3.1:           | Clarifications:   |
|                         | e.g., acoustics, sound amplification, materials, mechanics  |
|                         | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:           | Clarifications:   |
|                         | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2:           | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                         | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:           | Clarifications:   |
|                         | e.g., using text or scat syllables  |
|                         | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:           | Clarifications:   |
|                         | e.g., texture, mode, form, tempo, voicing   |
|                         | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:           | kinesthetic energy.   |
| 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.   |
| MU.912.S.3.5:           | 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.   |
| NID. IX 12.1011 IX.1.1. | Clarifications:   |
|                         | Teachers who encourage students to participate actively in effortful learning both individually and with others:  |
|                         | Foster perseverance in students by choosing tasks that are challenging  |
|                         | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                         | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                         | 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.   |
|                         | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Brogress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> |
|                         | • Trogress from modeling problems with objects and drawings to daily algorithms and equations.  |

| MA.K12.MTR.2.1: | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|-----------------|---|
| WART2.WITK.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.  |
| MA.K12.MTR.3.1: | 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.<br>Mathematicians who 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.   |
|                 | <ul> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>  |
|                 | Recognize errors and suggest how to correctly solve the task.   |
|                 | <ul> <li>Justify results by explaining methods and processes.</li> </ul>  |
| MA.K12.MTR.4.1: | 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.   |
|                 | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly officient methods.</li> </ul>   |
|                 | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
|                 | 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:   |
|                 | Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts:  |
|                 | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>   |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>  |
|                 | • 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.  |
|                 | <ul><li>Estimate to discover possible solutions.</li><li>Use benchmark quantities to determine if a solution makes sense.</li></ul>   |
|                 | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> </ul>   |
|                 | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
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| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> </ul> |

|                   | 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:   | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul> |
|                   | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

## 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

#### 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: 1301360

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: KEYBD 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

| lusic (Elementary and Secondary Grades K-12)             |  |
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| ocal Music (Elementary and Secondary Grades K-12)        |  |
| nstrumental Music (Secondary Grades 7-12)                |  |
| nstrumental Music (Elementary and Secondary Grades K-12) |  |
|  |  |

# Keyboard 2 (#1301370) 2020 - 2022 (current)

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|               | 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.1.2: | Clarifications:<br>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: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of 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.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.    |
|               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1: | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:  |
|               | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | Clarifications:<br>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.  |
|               | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1: | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|               | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1: | Clarifications:<br>e.g., using text or scat syllables  |
| MU.912.S.1.2: | Compose music for voices and/or acoustic, digital, or electronic instruments.  |
|               | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3: | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|               | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4: | Clarifications:  |
|               | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of  |
| MU.912.S.2.1: | music literature.  |
|               | Clarifications:<br>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                           |
| 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.  |
| MU.912.S.3.5: | 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  |
| LAFS.910.SL.1.1:   | 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.  |
|                    | a. Respond thought unity to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, quality of justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  |
|                    | own views and understanding and make new connections in light of the evidence and reasoning presented.  |
|                    | Standard Relation to Course: Supporting   |
| LAFS.910.SL.1.2:   | integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and<br>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<br>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
|                    | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.  |
| 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   |
|                    | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 build on previous plano 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## 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 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

## **Educator Certifications**

# Keyboard 2 (#1301370) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | 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.1.2:   | Clarifications:  |
|                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, inte   |
| MU.912.C.2.1:   | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |
| 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 to personal development                            |
| MIL 912 F 1 1.  | 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.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.    |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:   | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare the work of and influences on two or more exemplary composers in the performance medium studied in class   |
| MIL 012 II 1 2. | Clarifications:  |
| WU.912.n.1.2.   | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | Clarifications:<br>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.  |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:   | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:   | Clarifications:<br>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  |
| 10.912.0.3.2.   | Improvise rhythmic and melodic phrases over harmonic progressions  |
| MU.912.S.1.1:   | Clarifications:<br>e.g., using text or scat syllables  |
| MIL 912 S 1 2·  | Compose music for voices and/or acoustic idiatal or electronic instruments   |
| 10.712.3.1.2.   | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:   | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                 | Perform and notate, independently and accurately, melodies by ear  |
| MU 012 S 1 4.   |  |
| 1010.912.3.1.4. | 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:<br>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.                          |
| 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.  |
| MU.912.S.3.5:   | Clarifications:  |

|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|-----------------|--|
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
| MA.K12.MTR.1.1: | <ul> <li>Help and support each other when attempting a new method of approach.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>   |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>Support students to develop generalizations based on the similarities found among problems.<br>Provide opportunities for students to create plans and procedures to solve problems.   |

| MA.K12.MTR.6.1:                    | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
|------------------------------------|---|
|                                    | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                                    | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
|                                    | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1:                    | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
|                                    | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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.   |
|                                    | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
|                                    | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:                    | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                                    | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:                    | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                                    | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:                    | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                                    | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:                    | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.<br>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 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: 1301370

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: KEYBD 2 Course Length: Year (Y) Course Level: 2

### **Educator Certifications**

# Keyboard 3 (#1301380) 2020 - 2022 (current)

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU 010 C 1 0. | composer's intent.   |
| 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: | 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<br>in music.   |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|               | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music  |
| MU.912.F.2.1: | 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.                      |
|               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1: | Clarifications:  |
|               | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | 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.  |
|               | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1: | Clarifications:  |
|               | e.g., acoustics, sound amplification, materials, mechanics   |
|               | 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. |
| 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  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1: | Clarifications:  |
|               | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|               | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| 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.  |
|               | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3: | Clarifications:  |
|                     | e.g., texture, mode, form, tempo, voicing  |
|---------------------|--|
|                     | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:       | 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:<br>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.  |
|                     | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:       | Clarifications:<br>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.  |
| MU.912.S.3.5:       | Clarifications:<br>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.   |
| 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, poin 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: | 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.SL.1.1:    | <ul> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–1 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|                     | Use appropriate tools strategically.   |
| 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 us technological tools to explore and deepen their understanding of concepts. <b>Standard Relation to Course: Supporting</b> |
| 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 × 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  |

### 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

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: KEYBD 3 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)

# Keyboard 3 (#1301380) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU 010 C 1 0. | composer's intent.   |
| 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: | 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<br>in music.   |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|               | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music  |
| MU.912.F.2.1: | training.  |
|               | Clarifications:  |
|               | e.g., repertoine lists, technology-based work, ability to research and analyze, and examples or 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.                      |
|               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1: | Clarifications:  |
|               | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | 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.  |
|               | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1: | Clarifications:  |
|               | e.g., acoustics, sound amplification, materials, mechanics   |
|               | 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. |
| 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  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1: | Clarifications:  |
|               | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|               | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| 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.  |
|               | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3: | Clarifications:  |

|                 | e.g., texture, mode, form, tempo, voicing  |  |
|-----------------|--|--|
|                 | Perform and notate, independently and accurately, melodies by ear.   |  |
| MU.912.S.1.4:   | Clarifications:  |  |
|                 | e.g., singing, playing, writing  |  |
| MU 012 5 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.  |  |
| WIU.712.3.2.1.  | Clarifications:<br>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, an kinesthetic energy.   |  |
|                 | Sight-read music accurately and expressively to show synthesis of skills.  |  |
| MU.912.S.3.2:   | Clarifications:<br>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:   | 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.  |  |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Using and support each other when attempting a new method or approach.</li> </ul>  |  |
| MA.K12.MTR.1.1: | Help and support each other when attempting a new method or approach.  |  |
|                 | Clarifications:  |  |
|                 | Cultivate a community of growth mindset learners   |  |
|                 | Cultivate a community of growth minuser learners.     Foster perseverance in students by choosing tasks that are challenging   |  |
|                 | <ul> <li>Develop students' ability to analyze and problem solve</li> </ul>   |  |
|                 | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |  |
|                 | Demonstrate understanding by representing problems in multiple ways  |  |
|                 | Mathematicians who demonstrate understanding by representing problems in multiple ways:  |  |
|                 |  |  |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Despecent colutions to problems in multiple using objects drawings tables, graphs and equations.</li> </ul>  |  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Decreases from modeling problems with objects and drawings to using place/thms and equations.</li> </ul> |  |
|                 | <ul> <li>Progress nom modeling problems with objects and drawings to using algorithms and equations.</li> <li>Eveness connections between concents and concentations.</li> </ul>   |  |
| MA K12 MTR 2 1  | 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.<br>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 proceedies to apply them to a new context.      Ise feedback to improve efficiency when performing calculations  |  |
|                 | • Use recuback to improve entciency 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.   |  |
|                 | 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:  |  |
| I               | reachers who encourage students to engage in discussions that reject on the mathematical thinking of self and others:  |  |

| 1               | • 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.   |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.  |
|                 | Focus on relevant details within a problem  |
|                 | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>  |
|                 | Decompose a complex problem into manageable parts.  |
|                 | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> </ul>  |
| MA.K12.MTR.5.1: | Connect solutions of problems to more complicated large-scale situations.   |
|                 | Clarifications:   |
|                 | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>  |
|                 | Support students to develop generalizations based on the similarities found among problems.   |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>                 |
|                 | Assess the reasonableness of solutions.   |
|                 | Mathematicians who assess the reasonableness of solutions:  |
|                 | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>  |
|                 | <ul> <li>Check calculations when solving problems.</li> </ul>   |
|                 | Verify possible solutions by explaining the methods used.     Suchesta equal to the piece explaining the methods used.  |
| MA.K12.MTR.6.1: | 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.   |
|                 | <ul> <li>Prompt students to continually ask, Does this solution make sense? How do you know?</li> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>   |
|                 | • Strengthen students' ability to verify solutions through justifications.  |
|                 | Apply mathematics to real-world contexts.<br>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  |
|                 | Teachers who encourage students to apply mathematics to real-world contexts:  |
|                 | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to guestion the assurage of their models and methods.</li> </ul>  |
|                 | <ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>   |
|                 | Indicate how various concepts can be applied to other disciplines.  |
|                 | Cite evidence to explain and justify reasoning.   |
|                 | Clarifications:<br>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.<br>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.   |
|                 | 0-0 students continue with previous skills and should be aware of existing style guides and the ways in which they differ   |
|                 | 7 12 stadents continue with previous skins and should be aware or existing style galaes and the ways in which they direr.   |
|                 | Read and comprehend grade-level complex texts proficiently.   |
| ELA.KT2.EE.2.1: | See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                 | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1: | Clarifications:<br>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   |

| 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.<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

### 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.

#### 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

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: KEYBD 3 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) |

# Keyboard 4 Honors (#1301390) 2020 - 2022 (current)

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
| MU.912.C.1.2:             | 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<br>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.1.2:             | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.   |
|                           | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music   |
| MU.912.F.2.1:             | training.   |
|                           | Clarifications:   |
|                           | e.g., reperior ensis, recrimology-based work, ability to research and analyze, and examples or readership and contaborative skins   |
|                           | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| MU.912.F.2.2:             | Clarifications:   |
|                           | e.g., community revitalization, industry choosing new locations, cuitural and social enrichment   |
|                           | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.   |
| MU.912.F.2.3:             | 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 |
|                           | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and   |
| MU.912.F.3.2:             | technology.   |
| MU 912 F 3 3              | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| 10.712.11.0.0.            | 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  |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU 912 H 1 1 <sup>.</sup> | Clarifications  |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:             | Clarifications:   |
|                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                           | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:             | 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.   |
|                           | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:             | 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.H.3.1:             | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
|                           |   |
|                           | clarifications:   |
|                           | Combine percent interact with civile and knowledge from a pap music place to surface, design, and present a music based as music sub-set to be a  |
|                           | interest to demonstrate the ability to make transfers across contexts.  |
| 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   |
|---------------------|--|
|                     | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:       | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:       | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:       | Transpose melodies into different modalities through performance and composition.<br>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied<br>meaning of the composer/performer.   |
| MU.912.O.3.1:       | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
| MU.912.S.1.2:       | Compose music for voices and/or acoustic, digital, or electronic instruments.  |
| MU.912.S.1.4:       | Clarifications:<br>e.g., singing, playing, writing   |
| MU.912.S.1.6:       | Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.  Clarifications: e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers  |
| MU.912.S.1.7:       | Combine and/or create virtual and audio instruments.<br>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:<br>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.3.3:       | 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.  |
| MU.912.S.3.5:       | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| LAFS.1112.L.1.1:    | <ul> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage, Garner's Modern</i> American Usage) as needed.</li> </ul>   |
| LAFS.1112.RST.2.4:  | Standard Relation to Course: Supporting Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical  |
| LAFS.1112.SL.1.1:   | <ul> <li>context relevant to grades 11–12 texts and topics.</li> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> </ul> |
|                     | <ul> <li>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.</li> <li>Standard Relation to Course: Supporting</li> </ul>   |
| 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: | broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.<br>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.   |
|                     |  |

| 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.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
|-------------------|--|
|                   | Attend to precision.   |
| 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  |
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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.  |
| 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 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.

#### 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: 1201200            | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1301390            | Education Courses > <b>Subject</b> : Music Education > |
|                                   | SubSubject: Instrumental Music >                       |
|                                   | Abbreviated Title: KEYBD 4 HONORS                      |
| Number of Credits: One (1) credit | 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

#### **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)

# Keyboard 4 Honors (#1301390) 2022 - And Beyond

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
| MU.912.C.1.2:             | 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<br>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.1.2:             | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.   |
|                           | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music   |
| MU.912.F.2.1:             | training.   |
|                           | Clarifications:   |
|                           | e.g., reperior ensis, recrimology-based work, ability to research and analyze, and examples or readership and contaborative skins   |
|                           | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| MU.912.F.2.2:             | Clarifications:   |
|                           | e.g., community revitalization, industry choosing new locations, cuitural and social enrichment   |
|                           | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.   |
| MU.912.F.2.3:             | 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 |
|                           | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and   |
| MU.912.F.3.2:             | technology.   |
| MU 912 F 3 3              | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| 10.712.11.0.0.            | 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  |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU 912 H 1 1 <sup>.</sup> | Clarifications  |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:             | Clarifications:   |
|                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                           | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:             | 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.   |
|                           | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:             | 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.H.3.1:             | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
|                           |   |
|                           | clarifications:   |
|                           | Combine percent interact with civile and knowledge from a pap music place to surface, design, and present a music based as music sub-set to be a  |
|                           | interest to demonstrate the ability to make transfers across contexts.  |
| 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  |  |  |
|--------------------------------|---|--|--|
|                                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |  |  |
| MU.912.0.1.1:                  | Clarifications:   |  |  |
| MU 012 0 2 1.                  | e.g., mythm, melody, timbre, form, tohality, harmony, texture; solo, chamber ensemble, large ensemble   |  |  |
| MU.912.0.2.1:<br>MU.912.0.2.2: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |  |  |
| MU.912.0.3.2:                  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |  |  |
| 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   |  |  |
| MU.912.S.1.6:                  | Synthesize music, MID1, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.<br>Clarifications:<br>e.g., history of electronic music and musicians; physics of sound; signal flow; effects of MIDI on studios, instruments, musicians, and producers  |  |  |
| MU.912.S.1.7:                  | Combine and/or create virtual and audio instruments.<br>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:<br>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.3.3:                  | 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.   |  |  |
| MU.912.S.3.5:                  | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |  |  |
| MA.K12.MTR.1.1:                | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>                |  |  |
|                                | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |  |  |
| MA.K12.MTR.2.1:                | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |  |  |
|                                | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |  |  |
|                                | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations.<br>• Provide opportunities for students to use manipulatives when investigating concepts.<br>• Guide students from concrete to pictorial to abstract representations as understanding progresses.<br>• Show students that various representations can have different purposes and can be useful in different situations. |  |  |
|                                | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |  |  |
|                                | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>   |  |  |

| 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.  |
|                           | Other multiple opportunities for students to practice efficient and generalizable methods.  |
|                           | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|                           | Engage in discussions that reflect on the mathematical thinking of self and others.<br>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.  |
| IVIA. K 12. IVI 1 K.4. 1. | 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.   |
|                           | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their poers.</li> </ul> |
|                           | • 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.<br>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.   |
| W/ (172.W/17C.0.1.)       | 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.  |
|                           | <ul> <li>Support students to develop generalizations based on the similarities round among problems.</li> <li>Bravida appartunities for students to graate plans and procedures to solve problems.</li> </ul>   |
|                           | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more condisticated ways of thinking</li> </ul>                  |
|                           |   |
|                           | Assess the reasonableness of solutions.<br>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 MTD 6 1.           | Verify possible solutions by explaining the methods used.     Evaluate results based on the given context   |
| WA.K12.WITK.0.1.          |   |
|                           | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:   |
|                           | <ul> <li>Have students estimate or predict solutions prior to solving.</li> </ul>   |
|                           | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>   |
|                           | 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.   |
|                           | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>   |
| MA.K12.MTR.7.1:           | Clarifications  |
|                           | Teachers who encourage students to apply mathematics to real-world contexts:  |
|                           | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>  |
|                           | 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.  |
|                           |   |
| FLA K12 FF 1 1            |   |

|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

### 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.

#### 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: 1301390

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: KEYBD 4 HONORS 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)

# Band 1 (#1302300) 2020 - 2022 (current)

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | Compare using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to ope's own hypothesis of the                 |
|                 | compare, using context music vocabulary, the aesthetic impact of two of more performances of a musical work to one s own hypothesis of the                |
| MU.912.C.1.2:   |   |
|                 | Clarifications:   |
|                 | e.g., quanty recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                              |
|                 | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:   | 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.                                |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| MU.912.C.3.1:   | in music.   |
|                 | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of     |
| WIU.912.F.S.1.  | leadership in school and/or non-school settings.  |
| MII 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               |
| 10.712.1.3.2.   | 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.  |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MU 912 H 1 2·   | Clarifications:   |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                 | Compare tue er mere uerte ef e compacer errore performance media  |
|                 |   |
| MU.912.H.1.3:   | Clarifications:   |
|                 | e.g., orchestral and choral; guitar and string quarter; plano solo and plano 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.   |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:   | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                     |
|                 | orchestration   |
| MIL 912 O 3 2·  | Interpret and perform expressive elements indicated by the musical score and/or conductor   |
| 10.712.0.3.2.   | Improvise rhythmic and melodic phrases over harmonic progressions   |
|                 |   |
| MU.912.S.1.1:   | Clarifications:   |
|                 | e.g., using text of scat synaples   |
| MU.912.S.1.4:   | 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.   |
| MU.912.S.2.1:   | Clarifications:   |
|                 | e.g., memorization, sequential process  |
| MIL 012 8 2 2   | Transfer overcesive elements and performance techniques from ano piece of music to another  |
| IVIU.912.5.2.2: | mansier 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:<br>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.   |
| MU.912.S.3.5:                     | Clarifications:<br>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<br>context relevant to grades 9–10 texts and topics.  |
| LAFS.910.SL.1.1:                  | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|                                   | 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.WHST.3.9:                | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                                   | Attend to precision.  |
| 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   |
|                                   | Look for and make use of structure  |
|                                   |   |
| 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 $x^2 + 9x + 14$ , 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.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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:<br>DA.912.S.2.1: | 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 $x^2 + 9x + 14$ , 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 Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  |

## 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.

#### 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: 1202200                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302300                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Instrumental Music >                  |
|  | Abbreviated Title: BAND 1                         |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | 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)

# Band 1 (#1302300) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | 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.1.2:  | Clarifications:   |
|                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                             |
|                | Analyze instruments of the world and classify them by common traits   |
| MU 012 C 1 2-  |   |
| 10.712.0.1.3.  | e.g. classical and folk instruments from around the world   |
| MU 012 C 2 1.  | Evaluate and make appropriate adjustments to personal performance in sole and apsombles   |
| MU.912.C.2.1.  | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  |
| MU.912.C.2.2.  | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively                                 |
| 10.712.0.2.3.  | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| MU.912.C.3.1:  | in music.   |
|                | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of     |
| MU.912.F.3.1:  | 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, |
|                | Investigate and discuss how a culture's traditions are reflected through its music  |
| MU 010 U 1 1.  |   |
| MU.912.H.1.1:  | clarifications:   |
|                |   |
|                | compare the work of, and initialities on, two of more exemplary composers in the performance medium studied in class.                                     |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocai, instrumentai, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | 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.   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:  | Clarifications:   |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:  | 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.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, erchectration       |
|                |   |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:  | Clarifications:   |
|                | e.g., using text of scat syllables  |
|                | 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 |
| MIL 912 S 2 1. | music literature.   |
| 10.712.3.2.1.  | 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.  |
|----------------------------|--|
|                            | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:              | Clarifications:<br>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.  |
| MU.912.S.3.5:              | 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:  |
|                            | <ul> <li>Analyze the problem in a way that makes series given the task.</li> <li>Ask questions that will belo with solving the task.</li> </ul>  |
|                            | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                            | 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:   |
|                            | <ul> <li>Cultivate a community of growin minuser learners.</li> <li>Easter perseverance in students by choosing tasks that are challenging.</li> </ul>   |
|                            | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>  |
|                            | 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.   |
|                            | <ul> <li>Express connections between concepts and representations.</li> <li>Chaose a conceptstein based on the given context or purpose.</li> </ul>  |
| WA.N 12.WH K.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.<br>Mathematicians who complete tasks with mathematical fluency:  |
|                            | Select officiant and appropriate methods for calving problems within the given context   |
|                            | <ul> <li>Select enclent and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>                          |
|                            | Complete tasks accurately and with confidence.   |
|                            | Adapt procedures to apply them to a new context.   |
| IVIA. K 12. IVI 1 K. 3. 1. | Use feedback to improve efficiency when performing calculations.   |
|                            | Clarifications:  |
|                            | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>   |
|                            | <ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>   |
|                            | • 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.   |
|                            | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Desception express and suggest how to correctly colve the test.</li> </ul>  |
|                            | Recognize errors and suggest now to correctly solve the task.      Iustify 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:   |
|                            | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul> |
|                            | <ul> <li>Greate opportunities for students to discuss their trinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>  |
|                            | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|                            | 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.   |
|                            | <ul> <li>Decompose a complex problem into manageable parts.</li> </ul>   |

| MA.K12.MTR.5.1:                                       | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|---|--|
|   | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1:                                       | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>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:                                       | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.          <ul> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>   |
| 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.2.1:<br>ELA.K12.EE.3.1:                    | 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.   |
| ELA.K12.EE.2.1:<br>ELA.K12.EE.3.1:<br>ELA.K12.EE.4.1: | 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.         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 appropriate voice and tone when speaking or writing.  |
|-------------------|---|
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

### 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 Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1202200                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302300                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Instrumental Music >                  |
|  | Abbreviated Title: BAND 1                         |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | 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) Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12)

# Band 2 (#1302310) 2020 - 2022 (current)

| Addy Starting at adapte to prove approaches on a universanding of unitability musical acovs.           VI, 912.0.1.12         Clarifications:<br>E.g., Bisoling mass, active listering, discillations.           VI, 912.0.1.22         Compare, fing control make combuley, the analysis in prove preformances of a musical work to one's can hypothesis of the<br>emprace's inferte.           VI, 912.0.1.23         Clarifications:<br>E.g., quality (cooling), indication in per grapp performances, composite roles, instrumentation, expositive elements, this<br>2 advalue maturements from amund the ouriel<br>distribution of the world and closely from the performances.           VI, 912.0.1.23         Clarifications:<br>distribution of the world and closely from the performances.           VI, 912.0.21         Clarifications:<br>distribution of the world and closely from the performance.           VI, 912.0.21         Classifications advalues interview manusche active in performance.           VI, 912.0.21         Classifications advalues performance.           VI, 912.0.21         Classifications advalues the performance.           VI, 912.0.21         Classifications the advalues the p  | Name           | Description  |
|---|----------------|--|
| NJ. 912-0.1.1       Contractions:<br><ul> <li>High, Iolanomy maps, actival intering, should as a<br/>contract science (sing correct mark occurately), the easthetic impact of two or more performances of a musical work to one's own hypothesis of the<br/>contract science (sing correct mark occurately), the easthetic impact of two or more performances of a musical work to one's own hypothesis of the<br/>contract science (sing correct mark occurately), then thy common track.</li> </ul> <ul> <li>Analyze interactions:</li> <li>Contract science (sing correct marks), them thy common tracks.</li> <li>Contract science (sing correct marks), them thy common tracks.</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of data science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of science (sing correct marks).</li> <li>Contract science (sing correct marks), the sort of science (sing correct) in the sort of science (sing correct) in the sort of scind correct sc</li></ul>  |                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| Image: space of the starting in deciding in deciding in the set the large of two in more performances of a musical work to ore so with synobhesis of the consects' infert.           MU.912.0.1.2:         Consect in usic vocabulary, the assthetic linguid of two in more performances or present make, to ore so with synobhesis of the consects' infert.           MU.912.0.1.3:         Charifications:<br>ing. decision more of the consects in the number is provide and/or the yoommon texts.           MU.912.0.1.3:         Charifications:<br>ing. decision more the consects in the performance.           MU.912.0.1.3:         Evaluate performance quality in recorded and/or the performance.           MU.912.0.1.3:         Make and fictories in annual the varied in the performance.           MU.912.0.1.3:         Evaluate performance quality in recorded and/or the performance.           MU.912.0.1.3:         Make and discribe how meeting one's reportabilities in make offers opportunities to device balanchine. Science on an employ opportunities on the performance of transportunities.           MU.912.0.1.1:         Charifications:<br>inmascience and the constraints.           MU.912.1.1.1:         Charifications:<br>inmascience and the constraints.           MU.912.1.1.1:         Charifications:<br>inmascience and the constraints. <td>MU.912.C.1.1:</td> <td>Clarifications:</td>  | MU.912.C.1.1:  | Clarifications:  |
| compare Language |                | e.g., listening maps, active listening, checklists   |
| Bull 912-0.1 2:         Engineering in the second of t          |                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| PU 912 01-12         Contractions:<br>In a g, analy make varies and closely them by common make, instrumentation, repression elements, title<br>derives instruments of the verifs and closely them by common make.           VII 912 01-13         Contractions:<br>Log 2, dissist and tak instruments from around the cord<br>VII 912 02-17.         Destate and make appropriate againments from around the cord<br>VII 912 02-17.           Destate and make appropriate againments from persons performances.         Make critical evaluation, based on exercipation makes, of the quality and effectiveness of performances and apply the cortext and personal improvements independently or cooperatively.           VII 912 02-31.         Destate one's own or other's compactitions and/or improvisations and generate improvements independently or cooperatively.           VII 912 03-18.         Make critical evaluations, based on exercipiting immake offers opportunities to develop is solening in an apply the cortext in provide addition to personal based on exercipiting immake on exercipiting immake on exercipiting in make.           VII 912 03-31.         Make critical discuss to a columb value of the personal based on exercipiting immake on exercipiting immake.           VII 912 03-31.         Contractions, immontal value on the value of the personal exercitical personal discuss to a columb value of through its make.           VII 912 03-11.         Contractions:<br>Pag. periods, based on exercipiting immake on exercipiting immake.           VII 912 03-12.         Contractions:<br>Pag. periods, based on exercipiting immake on exerc  |                | composer's intent.   |
| Image: Second reg. Individual and peer-group performances, composer notes, instrumentation, expressive elements, title           ensign instruments of the work and adapting how the yor anoma hosts.           VII 972.C.1.3.         Clarifications:<br>is 2, dissocial and tak instruments from around the work           VII 972.C.2.1.         Evaluate performance quity in recorded and/or the performance.           VII 972.C.2.1.         Evaluate performance quity in recorded and/or the performance.           VII 972.C.3.1.         Male critical evaluations. Issued on exemptary models, of the quity and effectiveness of performance and apply the cristel to personal development in mode.           VII 972.C.3.1.         Male critical evaluations. Issued on exemptary models, of the quity and effectiveness of performance and apply the cristel to personal development in mode.           VII 972.F.3.2.         Summotice corpright tests that govern period forced data for fee promote tegrophical and receptorsite use of intelectual property and incrination quity and social data.           VII 972.F.3.3.         Driften, plantitic, role, classifier, and social data.           VII 972.F.3.3.         Driften quity in recorded and recorded and recorded in music tegrophical and recorded in class.           VII 972.F.3.3.         Driften quity in recorded and recorded in through the social govern print exampter and tegrophical examptere and tegrophical exampter and tegrophical exampt   | MU.912.C.1.2:  | Clarifications:  |
| Analyze instruments of the world and classify them by common traits.           00.912.0.1.3.         Classifications:           01.912.0.1.3.         Classifications:           01.912.0.1.3.         Evaluate performance quity in recented and/or the performance in sola and ensembles.           01.912.0.2.3.         Evaluate performance quity in recented and/or the performance.           01.912.0.2.3.         Evaluate performance quity in recent the quarky and effectiveness.           01.912.0.3.1.         Evaluate performance quity in recent the quarky and effectiveness of performances and apply the criteria to personal development in mail.           01.912.0.3.1.         Evaluate performance quarky in recent to the quarky and effectiveness of performances of performance or project presentation encodes of the quarky and effectiveness of performance or project presentation. Nature of evaluation of the quarky and effective performance or project presentation.           01.912.0.3.2.         Evaluate performance quarky in recent the state set of the quarky and effectiveness of performance or project presentation. Nature of evaluation of the quarky and effectivenes.           01.912.0.3.1.         Evaluation of discuss by a cuarky state of an effective drough its music.           01.912.0.3.1.         Classifications.           01.912.0.3.1.         Classifications.           01.912.0.3.1.         Classifications.           01.912.0.1.1.1.         Classifications.           01.912.0.1.1.2.         Classifications   |                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
| Bit P2 C 1.3:         Carifications:<br>r.g. closecal and falk instruments from anound the world           Bit P2 C 2.1:         Evaluate performance analytic in corted and/or like performances.           Bit P2 C 2.1:         Evaluate performance analytic in corted and/or like performances.           Bit P2 C 2.1:         Evaluate performance analytic in corted and/or like performances.           Bit P2 C 3.1:         Make critical evaluations. based on exemplary models. of the quality and directiveness of performances and gaply the criteria to personal development<br>in music.           Bit P2 C 3.1:         Make critical evaluations. based on exemplary models. of the quality and offectiveness of performances and gaply the criteria to personal development<br>in music.           Bit P2 C 3.1:         Make critical evaluations. based and exemplary models.         Offers opertunities to develop leadership skills, and identify personal examples of<br>leadership in basic and/or non-consol astrings.           Bit P2 C 3.1:         Make critical evaluations, and successfully complete tasis related to individual model performance or project presonal and models and the technology.           Bit P3 C 3.1:         Compare the workspace.           Bit P3 C 1.1:         Compare the workspace.           Com  |                | Analyze instruments of the world and classify them by common traits.   |
| e.g. classical and fok instruments from around the workld           80.012.0.2.1:         Evaluate and make appropriate adjustments to personal parformance in solo and onsembles.           80.012.0.2.2.3:         Evaluate ond's own or other's compositions and yet in provisations and generate improvisations.           80.912.0.2.3:         Evaluate ond's own or other's compositions and generate improvisations.           80.912.0.2.3:         Evaluate ond's own or other's compositions and generate improvisations.           80.912.0.3:         Make critical evaluation, based to exemptery models, the cavity and discriticness of offentioness on offentioness on other and and in the other operaturations.           80.912.7.3.3:         Summarize comprish that goven printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.           80.912.7.3.3:         Define, printize, monitor, and successfully complete tasks related to individual musical performance or project presentation. without direct coversight, demonstrating skills for use in the workplace.           80.912.7.1.1:         Confinctions:<br>e.g. patriotic foix celebration, entertainment, spiritual           80.912.8.1.2:         Confinctions:<br>e.g. patriotic foix do and thing quartet: plane solo and plane concerto           80.912.8.1.4:         Analyze and works of a composer acress performance and acrest work discreta music performance and accuration and annual work and plane concerto           80.912.8.1.4:         Analyze and decore base on interverexis of a composer acress performance and plane concerto<  | MU.912.C.1.3:  | Clarifications:  |
| HU 912.0.21:         Evaluate and make appropriate adjustments to personal performance.           HU 912.0.21:         Evaluate conformence adjust in recorded adjustments to personal performance.           HU 912.0.23:         Evaluate conformence adjustments to personal performance.           HU 912.0.23:         Analyze and decremence adjustments of meanpairy models. of the quality and effectiveness of performances and apply the criterie to personal development in mucc.           HU 912.0.31:         Analyze and decremence adjustment development in mucc.           HU 912.0.31:         Built the second andre on each exercise and evelopment in the performance of project presentation, without direct beeringht, demonstrating, also to use in measures we opticate.           HU 912.0.31:         Clarifications:         Built the second andre on each exercise and evelopment in the performance or project presentation, without direct beeringht, demonstrating, also to use in measures provide tasks related to individual muccal performance or project presentation, without direct beeringht, demonstrating, also to use in measures performance medium studied in class.           HU 912.1.3:         Clarifications:         Built influences on, two or more exercise at a composer article septements.           HU 912.1.1:         Clarifications:         Built influences on theor or more exercise at a composer article septement evold cultures.           HU 912.1.1:         Clarifications:         Built influences on theor or more exercise at a composer article septement evold cultures.           HU 912.1.1:         Clarif  |                | e.g., classical and folk instruments from around the world   |
| NJ 12 6.2.2       Evaluate performance quality in recorded and/or hexperformances.         NJ 12 6.2.2       Evaluate one's own or other's compositions and or manox improvements improvements independently or cooperatively.         NJ 12 6.2.3       Evaluate one's own or other's compositions and or manox improvements independently or cooperatively.         NJ 10 2 6.3.1       Make critical evaluations. Subset of the second interval or other's compositions and generate improvements independently or cooperatively.         NJ 10 2 6 7.3.1       Make critical evaluations. Subset of the second interval or other's compositions and generate improvements independently or cooperatively.         NJ 10 2 6 7.3.1       Evaluate and decrific how meeting one's responsibilities in matic offers oppartunities to develop leadenthip skills, and identify personal evaluations.         NJ 10 2 6 7.3.2       Evaluation of the second interval of the second  | MIL 912 C 2 1. | Evaluate and make appropriate adjustments to personal performance in solo and epsembles  |
| Builtable         Evaluate one for one other's compositions and/or improvisions and generate improvements independently or cooperatively.           MAIL 912.0.3.1:         Mate oritical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.           MAIL 912.0.3.1:         Analyze and describe how meeting one's responsibilities in music for opportunities to develop leadership skills, and identify personal examples of leadership in school and/or one to successfully complete tasks related to individual musical performance or project presentation, without direct oversight, deriministrating skills for use in the workplace.           MLI 912.0.3.1:         Define, prioritite, non-one complete tasks related to individual musical performance or project presentation, without direct oversight, deriministrating skills for use in the workplace.           MLI 912.0.1.1:         Clarifications:<br>e.g., patriotic, foils, celebration, entertaimment, spritual           Comparts the work scill         Clarifications:<br>e.g., orcal, instrumental guilar, keybaard, electronic, handbells.           MLI 912.0.1.1:         Clarifications:<br>e.g., orcal, instrumental guilar and string quarts: pions solo and pione concrito.           MLI 912.0.1.2:         Analyze how descritions have on specific hybrid and driving quarteris: pions solo and pione concrito.           MLI 912.0.1.3:         Analyze how descritions have on specific hybrid and driving quarteris: pions solo and pione concrito.           MLI 912.0.2.1:         Clarifications:<br>e.g., orchow areas on specific hybrid and string quarteris: pions solo and  | MU.912.C.2.2:  | Evaluate and make appropriate adjustments to personal performances.  |
| Male critical evolutions, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development<br>in miss.           NU1.912.E.3.1:         Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of<br>technology.           NU1.912.E.3.1:         Conservation of the example of the example of technology.           NU1.912.F.3.3:         Deffice prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,<br>demonstrating skills for use in the avorptice.           NU1.912.F.1.3:         Carifications:<br>(9, prioritize, folk, celebration, entertainment, spiritual<br>compare the work of and influences on, two or more exemplary composers in the performance medum studied in class.           Carifications:<br>(9, useal, instrumental, quifar, keyboard, electronic, frandboils         Compare two or more works of a composer across performance medua.           Nu1.912.H.1.3:         Carifications:<br>(9, useal, instrumental, quifar, keyboard, electronic, frandboils         Compare two or more works of a composer across performance practices.           Nu1.912.H.1.5:         Analyze made within columes to gain understanding of authentic performance practices.         Nu1.912.   | MU.912.C.2.3:  | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.   |
| 00.012.8.13       In made.         Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of indescribe in school and/or non-school settings.         NU.012.8.3.2       Summative copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.         NU.012.8.3.3       Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight. demosstrating skills for use in the workplace.         VII.912.8.1.1       Cauffications:       e.g., particult, fish, calebration, entertainment, spiritual         Compare the work of, and influences on, two or more osemplacy composers in the performance medium studied in class.         Clarifications:       e.g., orthoging the durat distributions in the works of a composer across performance media.         Clarifications:       e.g., orthoging the durat distributions in the works of a composer across performance media.         Clarifications:       e.g., orthoging the base on influences displand duration duration yold controls.         VII.912.8.1.3:       Analyze music on prove Mestar maids in duration and size operator.         VII.912.8.2.4:       Evaluate the weak of and stributing quartet: plans sola and plane concerto?         VII.912.8.1.3:       Analyze music on prove Mestar maids in the work of a compare prevention of a music gene.         VII.912.8.1.4:       Analyze mode ad   |                | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| Analyze and describe how meeting one responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership skills, and identify personal examples of technology.         01.912.F.3.2:       Summarize copyright twos that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.         01.912.F.3.3:       Duffine priorities, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct overslight, demonstrating skills for use in the workplace.         01.912.F.1.1:       Clarifications:       e.g. particits, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct overslight, demonstrating skills for use in the workplace.         01.912.H.1.1:       Clarifications:       e.g. postillo: (bit, clede balan, entertainment, spirifual         01.912.H.1.3:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         01.912.H.1.3:       Compare them or more works of a compeser across performance media         01.912.H.1.4:       Analyze how Western music has been influenced by biotarcla and current work of a current work of a music on specific historical and current work of currents.         01.912.H.2.1:       Elemine the exocal impact of music on specific historical and current work of a compareign periodize.         01.912.H.2.1:       Elemine the exocal impact of music on specific historical periodures.         01.912.H.2.1: <td>MU.912.C.3.1:</td> <td>in music.</td>   | MU.912.C.3.1:  | in music.  |
| NU.912.F.3.2:         Summarize copyring taxs that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.           NU.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 workpice.           NU.912.F.1.3:         Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight. demonstrating skills for use in the workpice.           NU.912.F.1.1:         Complete the work of, and influences on, two of more oximplary composers in the performance medium studied in class.           Complete the work of, and influences on, two of more oximplary composers in the performance medium studied in class.         E.Gurfications:           e.g. or contain and chords how of a composer across performance media.         Complete two or mere works of a composer across performance media.           NU.912.H.1.3:         Complete two or mere works of a composer across performance media.         Complete two or mere works of a composer across performance media.           NU.912.H.1.4:         Analyze music within calitrates to gain understanding of authoritic performance practices.         Nul.912.H.1.3:           Exertise the work of a music or specific historical periods.         Relations:         Relations:           e.g. or periods.         Generations:         Relations:         Relations:           e.g. or pe  | 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.   |
| NU.912 F.3.2:         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 work optice.           NU.912 F.1.1:         Charifications:<br>0.g. patriolic, field, celebration, entertainment, spiritual           Outprize F.1.1:         Charifications:<br>0.g. patriolic, field, celebration, entertainment, spiritual           NU.912 F.1.2:         Charifications:<br>0.g. vocal, instrumental, guitar, keyboard, electronic, handbells           NU.912 F.1.3:         Charifications:<br>0.g. orchestral and choral: guitar and string guartet: piano solo and piano concerto           NU.912 F.1.3:         Charifications:<br>0.g. orchestral and choral: guitar and string guartet: piano solo and piano concerto           NU.912 F.1.4:         Analyze music within oclurus to gain understanding of authentic parformance practices.           NU.912 F.1.3:         Clarifications:<br>0.g. orchestral and choral: guitar and string guartet: piano solo and piano concerto           NU.912 F.1.3:         Clarifications:<br>0.g. orchestral and choral: guitar and string guartet: piano solo and piano concerto           NU.912 F.1.3:         Clarifications:<br>0.g. orchestral and choral: guitar and string guartet: piano solo and piano concerto           NU.912 F.1.4:         Analyze how Western music has been influenced by historical and current work duriters.           NU.912 F.1.3:         Clarifications:<br>0.g. orchestral anof a music genre. <td< td=""><td></td><td>Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and</td></td<>   |                | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and  |
| AUU 912, FL3.3         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.           NUL 912, FL3.1:         Clarifications:<br>e.g., patrolice, fock, celebration, entertainment, spirtual   | MU.912.F.3.2:  | technology.  |
| Investigate and discuss how a culture's traditions are reflected through its music.           DLU 912.H 1.1:         Clarifications:<br>e.g., pathols, folk, colebration, 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.           MU 912.H 1.2:         Compare two or more works of a composer across performance media.           Carifications:<br>e.g., orchestral and choral: guitar and string quartet: plano sole and plano concerto         Compare two or more works of a composer across performance practices.           MU 912.H 1.4:         Analyze how Western music has been influenced by historical and current world cultures.         MU 912.H 1.4:           MU 912.H 1.4:         Analyze how Western music has been influenced by historical and current world cultures.         MU 912.H 2.H 2.H 2.H 2.H 2.H 2.H 2.H 2.H 2.H   | 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:       Clarifications:       g.g. pairfolic, fork, celebration, entertainment, spiritual       g.g. pairfolic, fork, celebration, entertainment, spiritual         MU.912.H.1.2:       Compare the work of, and influences on, two or more exemptary composers in the performance medium studied in class.         MU.912.H.1.2:       Compare the work of, and influences on, two or more exemptary composers in the performance medium studied in class.         MU.912.H.1.3:       Compare two or more works of a composer across performance media.         MU.912.H.1.3:       Clarifications:         e.g. orchestral and choral: guitar and string quartet: plano solo and plano concerto         MU.912.H.1.4:       Analyze how Westerm music has been influenced by historical and current world cultures.         MU.912.H.2.1:       Evaluate the sodal impact of music on specific historical periods.         MU.912.H.2.3:       Clarifications:         e.g., j.azz, blues       Suppare the advect of developing technology on composition, performance, and acquisition of music.         MU.912.O.2.1:       Transfer accepted composition 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.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.O.3.1:       Clarifications:<  |                | Investigate and discuss how a culture's traditions are reflected through its music.  |
| b g. patriolic, folk, celebration, entertainment, spiritual       AUU 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       AUU 912, H. 1.3:     Compare two or more works of a composer across performance media.       Clarifications:     e.g., orotal. instrumental, guitar, keyboard, electronic, handbells       AUU 912, H. 1.3:     Compare two or more works of a composer across performance media.       AUU 912, H. 1.4:     Analyze how Western music has been influenced by historical and current world cultures.       AUU 912, H. 2.1:     Analyze music within cultures to gain understanding of authentic performance practices.       MU 912, H. 2.3:     Clarifications:       e.g., jazz, blues     Clarifications:       e.g., jazz, blues     e.g., jazz, blues       MU 912, H. 2.4:     Examine the effects of developing technology on composition, performance, and acquisition of music.       Kuu 912, O. 1.1:     Clarifications:       e.g., fmythm, medody, limbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble       MU 912, O. 2.1:     Transfer accepted composition conventions and performance and manipulations of the elements support, for the listener, the impleid meaning of the composer/performence.       MU 912, O. 2.1:     Instrumentary ensemble indicated by the musical score and/or conductor.       MU 912, O. 2.2:     Interpre  | MU.912.H.1.1:  | Clarifications:  |
| Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           NUU 912 H.1.2:         Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells           Compare two or more works of a composer across performance media.         Clarifications:<br>e.g., orchestral and choral: guitar and string guartet: plano solo and plano concerto           MU 912 H.1.4:         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 and current world cultures.           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.           Analyze the evolution of a music genre.         Clarifications:<br>e.g., right, plus s           MU 912 H.2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.           U 912 O.1.1:         Clarifications:<br>e.g., rhythm, mediady, thore, 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:         Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, pr  |                | e.g., patriotic, folk, celebration, entertainment, spiritual   |
| MU 912.H.1.2:       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.1.3:       Clarifications:       e.g., orchestral and choral: guitar and string quartet: plano solo and plano concerto         MU 912.H.1.4:       Analyze how Western music has been influenced by historical and current world cultures.         MU 912.H.1.2:       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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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         MU 912.O.3.1:       Clarifications:         e.g., the composition conventions and performance practices of a specific style to a contrasting style of music.         MU 912.O.3.1:       Clarifications:         e.g., the prince and methodic phrases over harmonic broxitore.  |                | 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.1.3:       Compare two or more works of a composer across performance media.         MU.912.H.1.4:       Clarifications:       e.g., orchestral and choral: guitar and string quartet: plano solo and plano 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.         Analyze the evolution of a music genre.       Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:       e.g., jazz. blues         MU.912.H.2.4:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.2.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.O.3.1:       Clarifications:       e.g., their omarkings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.O.3.1:       Clarifications:       e.g., using text or scal sylables         MU.912.O.3.1:       Clarifications:       e.g., using text or scal sylables         MU.912.O.3.2:       Interpret and perform expressive elements indicated b  | MU.912.H.1.2:  | Clarifications:  |
| Compare two or more works of a composer across performance media.           MU 912.H.1.3:         Clarifications:<br>e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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 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.           Analyze the evolution of a music genre.         Clarifications:<br>e.g., jazz, blues           MU 912.H.2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.           MU 912.O.2.1:         Clarifications:<br>e.g., frythm, 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.           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:<br>e.g., using text or seat syliables           e.g., using text or seat syliables         e.g., using text or seat syliables           e.g., using text or seat syliabl   |                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
| MU.912.H.1.3:       Clarifications:       e.g., orchestral and choral; guilar 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.1.4:       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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       e.g., farz, blues         MU.912.O.1.1:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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.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, harm   |                | Compare two or more works of a composer across performance media.  |
| e.g., orchestral and choral: guitar and string quartet; plano solo and plano 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 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.H.2.3:       Clarifications:<br>e.g., Jazz. blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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:<br>e.g., httphm, 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:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>e.g., using text or scat syllables         MU.912.S.1.1:       Clarifications:<br>e.g., using text or scat syllables         e.g., using text or scat syllables       e.g., singing, playing, writing         Apply the ability to   | MU.912.H.1.3:  | Clarifications:  |
| 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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:         e.g., hrythm, 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:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.S.1.1:       Clarifications:         e.g., using text or scat syllables         MU.912.S.1.4:       Clarifications:         e.g., using text or scat syllables         VIU.912.S.1.4:       Clarifications:         e.g., singing, playing, writing   |                | 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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       Statistical periods.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       Statistical periods.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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         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., using text or scat syllables       Improvise rhythmic and melodic phrases over harmonic progressions.         MU.912.S.1.1:       Clarifications:       e.g., using text or scat syllables         Perform and notate, independently and accurately, melodies by ear.       Clarifi   | 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.         Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:         e.g., jazz. blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.3.1:       Clarifications:         e.g., thrythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.3.1:       Clarifications:         e.g., using text or scepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.3.1:       Clarifications:         e.g., lempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Improvise thythmic and melodic phrases over harmonic progressions.       Mu.912.S.1.4:   | MU.912.H.1.5:  | Analyze music within cultures to gain understanding of authentic performance practices.  |
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| MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.3.2:       Improvise rhythmic and melodic phrases over harmonic progressions.         MU.912.S.1.1:       Clarifications:<br>e.g., using text or scat syllables         Perform and notate, independently and accurately, melodies by ear.         Clarifications:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:<br>e.g., singing, playing, writing  |                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
| 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.         MU.912.S.1.1:       Clarifications:<br>e.g., using text or scat syllables         MU.912.S.1.4:       Perform and notate, independently and accurately, melodies by ear.         MU.912.S.1.4:       Clarifications:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:<br>e.g., singing, playing, writing   |                | orchestration  |
| MU.912.S.1.1:       Improvise rhythmic and melodic phrases over harmonic progressions.         MU.912.S.1.1:       Clarifications:<br>e.g., using text or scat syllables         MU.912.S.1.4:       Perform and notate, independently and accurately, melodies by ear.         Clarifications:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:<br>clarifications:  | MU.912.0.3.2:  | 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.1.4:       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.         MU.912.S.2.1:       Clarifications:   |                | Improvise 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.         MU.912.S.2.1:       Clarifications:  | MU.912.S.1.1:  | Clarifications:  |
| MU.912.S.1.4:       Clarifications:<br>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.         MU.912.S.2.1:       Clarifications:  |                | Deform and notate independently and accurately, melodies by car  |
| Initiations:       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:  |                | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.2.1: Clarifications:   | MU.912.5.1.4:  | clarifications:  |
| 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.<br>Clarifications:  |                |  |
| 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.                              |
|   | 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.   |
|                    | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:      | Clarifications:<br>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.   |
| MU.912.S.3.5:      | 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.   |
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|                    | 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.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.  |
| 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   |
|                    | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |
|                    | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in  |
| DA.912.F.3.8:      | the work environment.   |
| ELD.K12.ELL.SI.1:  | 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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

#### Course Number: 1302310

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: BAND 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)

# Band 2 (#1302310) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | Clarifications:   |
|                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                             |
|                 | Analyze instruments of the world and classify them by common traits.  |
| MIL 912 C 1 3.  | Clarifications  |
| 10.712.0.1.0.   | e.g., classical and folk instruments from around the world  |
| MU 012 C 2 1.   | Evaluate and make appropriate adjustments to personal performance in cale and accomplies  |
| MU.912.C.2.1.   | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  |
| MU 912 C 2 3    | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.                                |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| MU.912.C.3.1:   | in music.   |
| MU 012 E 2 1.   | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of     |
| WIU.912.F.3.1.  | 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, |
|                 | Investigate and discuss how a culture's traditions are reflected through its music  |
| MIL 012 II 1 1. |   |
| MU.912.H.1.1:   | e a natriotic folk celebration entertainment spiritual  |
|                 |   |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MU.912.H.1.2:   | Clarifications:   |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, nandbells  |
|                 | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:   | 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.   |
|                 | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:   | Clarifications:   |
|                 | e.g., jazz, blues   |
| MU.912.H.2.4:   | Examine the effects of developing technology on composition, performance, and acquisition of music.   |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:   | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre choice, rhythm, orchestration       |
|                 |   |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                 |   |
| MU.912.S.1.1:   | Clarifications:   |
|                 |   |
|                 | 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 |
| MU.912.S.2.1:   | 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  |
|                 | 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.   |
| MU 012 S 2 5.   |   |
|                 | 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.   |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                 | 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:  |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>   |
|                 | 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:   |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Penresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                 | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.  |
|                 | Clarifications:   |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> </ul>  |
|                 | 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.<br>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: | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Other multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used</li> </ul> |
|                 | 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.  |
|                 | <ul> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes</li> </ul>  |
|                 | 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:  |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>                          |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>  |
|                 | • 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:   |

|                 | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to pew concepts.</li> </ul>  |
|-----------------|---|
| MA.K12.MTR.5.1: | <ul> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask. "Does this solution make sense? How do you know?"</li> </ul>  |
|                 | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> </ul>  |
|                 | <ul> <li>Strengthen students' ability to verify solutions through justifications.</li> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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 |
|                 | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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. Clarifications:  |

| 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. |
|-------------------|---|
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
| ELD.K12.ELL.SI.1: | 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 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 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: 1302310                       | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Instrumental Music ><br>Abbreviated Title: BAND 2 |
|--|---|
| Number of Credits: One (1) credit            | Course Length: Year (Y)   |
| Course Type: Core Academic Course            | 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) Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12)

# Band 3 (#1302320) 2020 - 2022 (current)

| Name            | Description   |
|-----------------|---|
| 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  |
|                 | Compare using correct music version were the acethetic impact of two or more performances of a musical work to apa's own hypethesis of the                |
|                 | compare, using context music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                |
| MU.912.C.1.2:   |   |
|                 | Clarifications:   |
|                 | e.g., quanty recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, the                                |
|                 | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:   | 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.                                |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| MU.912.C.3.1:   | in music.   |
|                 | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of     |
| MU.912.F.3.1:   | 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               |
| WU.912.F.3.2:   | technology.   |
| MIL 912 F 3 3.  | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| 10.912.1.3.3.   | 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,        |
| 110.712.1.0.1.  | and initiative to advance skills and/or knowledge.  |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MII 912 H 1 2·  | Clarifications  |
| 111017121111121 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                 | Compare tue or more works of a compacer agrees performance modia  |
|                 |   |
| MU.912.H.1.3:   | Clarifications:   |
|                 | e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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.   |
|                 | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:   | Clarifications:   |
|                 | e.g., jazz, blues   |
| MU.912.H.2.4:   | 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.  |
| MU.912.H.3.1:   | Clarifications  |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
|                 |   |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:   | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                  |
| MU.912.0.2.2:   | 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       |
| MU.912.0.3.1:   | meaning of the composer/performer.  |
|                 | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                     |
|                 | orchestration   |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                 | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:   | Clarifications:   |
|                 | e.g., using text or scat syllables  |

|                     | Perform and notate, independently and accurately, melodies by ear.  |
|---------------------|---|
| MU.912.S.1.4:       | Clarifications:<br>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:<br>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.   |
|                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:       | Clarifications:<br>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.   |
| MU.912.S.3.5:       | Clarifications:<br>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–<br>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br>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.<br>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as   |
| LAFS.1112.SL.1.1:   | needed.   |
|                     | 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   |
| LAES 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   |
| LAFS 1112 SL 1.3    | 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   |
| 2.11 011112.02.1101 | of emphasis, and tone used.   |
| LAFS.1112.SL.2.4:   | alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience,<br>and a range of formal and informal tasks.  |
| LAFS.1112.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
|                     | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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   |
|                     | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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   |
| DA.912.S.2.1:       | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  |

#### 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 Path: Section: Grades Prek to 12 Education     |
|--|---|
| Course Number: 1202220                       | Courses > Grade Group: Grades 9 to 12 and Adult       |
| Course Number: 1302320                       | Education Courses > <b>Subject:</b> 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) |

# Band 3 (#1302320) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare using correct music version was hubble to a settletic impact of two or more performances of a musical work to apa's own hypethesis of the         |
| MU.912.C.1.2:  | compare, using context music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                |
|                |   |
|                | Clarifications:   |
|                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, ritle                             |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | 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 guality 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.                                |
|                | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| MU.912.C.3.1:  | in music.   |
|                | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of     |
| MU.912.F.3.1:  | 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               |
| WIU.912.F.3.2. | technology.   |
| MII 912 F 3 3. | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| 10.912.1.3.3.  | 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,        |
| 10.712.1.0.1.  | and initiative to advance skills and/or knowledge.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MII 912 H 1 2· | Clarifications  |
| 10.712.11.1.2. | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a compasser agrees performance modia   |
|                |   |
| MU.912.H.1.3:  | Clarifications:   |
|                | e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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.   |
|                | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:  | Clarifications:   |
|                | e.g., jazz, blues   |
| MU.912.H.2.4:  | 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.  |
| MU.912.H.3.1:  | Clarifications:   |
|                | e.g., acoustics, sound amplification, materials, mechanics  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
|                |   |
| MU.912.0.1.1:  | Clarifications:   |
|                | e.g., mythm, melody, timbre, form, tonality, harmony, texture, solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                  |
| MU.912.0.2.2:  | 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       |
| MU.912.O.3.1:  | meaning of the composer/performer.  |
|                | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                     |
|                | orchestration   |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:  | Clarifications:   |
|                | e.g., using text or scat syllables  |

|                  | Perform and notate, independently and accurately, melodies by ear.  |
|------------------|---|
| MU.912.S.1.4:    | Clarifications:<br>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:<br>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.               |
|                  | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:    | Clarifications:<br>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.   |
| MU.912.S.3.5:    | Clarifications:<br>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.   |
|                  | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
| MA K12 MTD 1 1.  | Help and support each other when attempting a new method or approach.   |
| WPART2.WITK.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.   |
|                  | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to apply and problem solve.</li> </ul>                                    |
|                  | Develop students' admity to analyze and problem solve.     Poccapizo students' affort when solving challenging problems   |
|                  | • Recognize students errort when solving challenging problems.  |
|                  | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:                               |
|                  | Build understanding through modeling and using manipulatives.   |
|                  | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                  | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                  | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1:  | 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.  |
|                  | • Snow students that various representations can have different purposes and can be useful in different situations.   |
|                  | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                  | <ul> <li>Select efficient and appropriate methods for solving problems within the given context</li> </ul>  |
|                  | Maintain flexibility and accuracy while performing procedures and mental calculations.  |
|                  | <ul> <li>Complete tasks accurately and with confidence.</li> </ul>  |
|                  | Adapt procedures to apply them to a new context.  |
| MA.K12.MTR.3.1:  | 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.<br>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.  |
| MA.K12.MTR.4.1:  | 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.<br>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.  |
|                 | <ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | Clarifications:  |
|                 | l eachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:   |
|                 | <ul> <li>Help students recognize the parterns in the world abound them and connect these parterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>  |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>   |
|                 | <ul> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
|                 |  |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
|                 |  |
|                 | Estimate to discover possible solutions.   |
|                 | Ose benchmark quantities to determine if a solution makes sense.     Check calculations when solving problems  |
|                 | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1: | 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.  |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>  |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                 | Connect mathematical concepts to everyday experiences.   |
|                 | <ul> <li>Use models and methods to understand, represent and solve problems.</li> </ul>  |
|                 | • 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   |
|                 | 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 providus skills and reference comments made by <b>chapkers and poors. Students site texts that they've directly</b>   |
|                 | 4-5 students continue with previous skins and reference comments made by speakers and peers. students cite texts that they we directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style quide |
|                 | referenced by the instructor.  |
|                 | 6-8 Students continue with previous skills and use a style quide 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.  |
|                 | Clarifications:  |
| 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  |
|                 | beyona.  |
|                 | 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.  |
|                   | Use the accepted rules governing a specific format to create quality work.   |
| ELA.K12.EE.5.1:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

# 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 > 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: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

## **Educator Certifications**

Music (Elementary and Secondary Grades K-12)

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Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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# Band 4 (#1302330) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare using correct music vocabulary, the postbatic impact of two or more performances of a musical work to one's own hypothesis of the   |
|                | compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
| MU.912.C.1.2:  |   |
|                | Clarifications:   |
|                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | 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 guality 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.  |
|                | Make critical evaluations based on exemplary models of the quality and effectiveness of performances and apply the criteria to personal development.  |
| MU.912.C.3.1:  | in music.   |
| MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
|                | Clarifications  |
| 10.912.1.2.2.  | 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.<br>Define a initial and in a statistic technological technological and formation and the technology of the statistic 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 |
|                | Design and implement a personal learning plan, related to the study of music, which demonstrates self assessment, hearn starming, decision making   |
| 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.   |
|                | Investigate and discuss how a culture's traditions are reflected through its music  |
|                |   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., pathotic, loik, celebration, entertainment, spintuai  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MII 012 H 1 3· | Clarifications  |
| 10.712.11.1.3. | e.g. orchestral and choral: quitar and string guartet: 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.   |
|                | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:  | Clarifications:   |
|                | e.g., jazz, blues   |
| MU.912.H.2.4:  | 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.  |
| MU.912.H.3.1:  | Clarifications:   |
|                | e.g., acoustics, sound amplification, materials, mechanics  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their offset on structure   |
|                |   |
| MU.912.0.1.1:  | Clarifications:   |
|                | e.g., myunin, melody, umbre, torm, tonanty, narmony, texture; solo, cnamber ensemble, large ensemble  |
| MU.912.0.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.2.2:  | 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.912.0.3.1:  | Clarifications:   |
|                |   |

|                     | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  |
|---------------------|--|
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                     | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:       | Clarifications:<br>e.g., using text or scat syllables  |
|                     | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:       | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                     | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:       | Clarifications:<br>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:<br>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.  |
|                     | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:       | Clarifications:<br>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.  |
|                     |  |
| MU.912.5.3.5:       | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| LAFS.1112.RST.2.4:  | context relevant to grades 11–12 texts and topics.   |
| LAFS.1112.SL.1.1:   | <ul> <li>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>   |
|                     | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed  |
| LAFS.1112.SL.1.2:   | 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.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.  |
| MAFS.K12.MP.5.1:    | Use appropriate tools strategically.<br>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.<br><b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:    | Attend to precision.<br>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.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.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.  |

# 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<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Instrumental Music > |  |
|--|--|--|
|  | Abbreviated Title: BAND 4  |  |
| Number of Credits: One (1) credit            | Course Length: Year (Y)  |  |
| Course Type: Core Academic Course            | Course Level: 2  |  |
| Course Status: Course Approved               |  |  |
| Grade Level(s): 9,10,11,12                   |  |  |
| Graduation Requirement: Performing/Fine Arts |  |  |

## **Educator Certifications**

# Band 4 (#1302330) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                |
|                | compare, using context music vocabulary, the adstrictle impact of two of more performances of a musical work to one s own hypothesis of the               |
| MU.912.C.1.2:  |   |
|                | clarifications:   |
|                | e.g., quanty recordings, individual and peer group performances, composer notes, instrumentation, expressive elements, the                                |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | 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 012 C 2 1   | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| 10.712.0.3.1.  | in music.   |
| MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                   |
| MU.912.F.2.2:  | 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     |
| MU.912.F.3.1:  | 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               |
| WIU.912.F.3.2. | technology.   |
| MIL 912 F 3 3. | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| 10.712.1.3.3.  | 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.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MIL 912 H 1 3· | Clarifications  |
| 10.712.11.1.3. | e.g., orchestral and choral; guitar and string guartet; piano solo and piano concerto   |
|                | Applying here. Western music has been influenced by historical and surrent world sultures   |
| MU.912.H.1.4:  | Analyze now western music has been initialized by historical and current world currents.  |
| MU.912.H.1.3.  | Analyze music within curdies to gain understanding of addientic performance practices.  |
| MIL 012 L 2 2  | Applyze current musical trends, including audience environments and music acquisition, to predict pessible directions of music                            |
| 10.712.11.2.2. | Analyze current musical trends, including addience environments and music acquisition, to predict possible directions of music.                           |
|                |   |
| MU.912.H.2.3:  |   |
|                | e.g., Jazz, bides   |
| MU.912.H.2.4:  | 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               |
| MU 912 H 3 1·  | musical performance.  |
|                | Clarifications:   |
|                | e.g., acoustics, sound amplification, materials, mechanics  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:  | Clarifications:   |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                  |
| MU.912.0.2.2:  | 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.912.0.3.1:  | Clarifications:   |
| 1              |   |

|                                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration   |
|--------------------------------|---|
| MU.912.0.3.2:                  | 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:<br>MU.912.S.3.1: | Transfer expressive elements and performance techniques from one piece of music to another.<br>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.   |
| MU.912.S.3.5:                  | Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1:                | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li></ul>  |
| MA.K12.MTR.2.1:                | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul> |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple 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:   |
|-----------------|--|
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficience</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| ELA.K12.EE.1.1: | <ul> <li>Cite evidence to explain and justify reasoning.</li> <li>Clarifications:</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul> |
| 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:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

# 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 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 > 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 Abbreviated Title: BAND 4 Course Length: Year (Y) Course Level: 2

# **Educator Certifications**

# Band 5 Honors (#1302340) 2020 - 2022 (current)

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | Clarifications:<br>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
|                 | Analyze instruments of the world and classify them by common traits.   |
| MU.912.C.1.3:   | Clarifications:<br>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<br>in music.                                       |
| MU.912.F.1.1:   | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
| MIL 912 E 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.  |
| 1010.712.1.2.1. | Clarifications:<br>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills   |
|                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2:   | Clarifications:<br>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.    |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:   | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:   | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | Clarifications:<br>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.<br>Analyze the evolution of a music genre.                               |
| MU.912.H.2.3:   | Clarifications:<br>e.g., jazz, blues   |
| MU.912.H.2.4:   | 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.   |
| MU.912.H.3.1:   | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music  |

| MU.912.0.2.2:           | 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.912.0.3.1:           | Clarifications:   |
|                         | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                       |
|                         | orchestration   |
| MU.912.0.3.2:           | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                         | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:           | Clarifications:   |
|                         | e.g., using text or scat syllables  |
|                         | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MIL 012 S 1 3.          | Clarifications  |
| WI0.712.3.1.3.          | e.a. texture, mode, form, tempo, voicing  |
|                         |   |
|                         | 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   |
| MIL 012 5 2 1.          | music literature.   |
| WIU.912.3.2.1.          | Clarifications:   |
|                         | e.g., memorization, sequential process  |
| MU.912.S.2.2:           | Transfer expressive elements and performance techniques from one piece of music to another.   |
| MIL 012 C 2 1.          | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and |
| IVIU.712.3.3.1.         | 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.   |
|                         | Develop and demonstrate proper vocal or instrumental technique.   |
| MU 912 S 3 5            | Clarifications:   |
| mo.712.0.0.0.           | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                         | Determine the meaning of sumbale, key terms, and other domain encoding upde and phrases as they are used in a specific scientific or technical              |
| LAFS.1112.RST.2.4:      | context relevant to grades 11–12 texts and tonics   |
|                         | 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           |
| Ι ΔES 1112 SL 1 1·      | needed.   |
| EAT 5.1112.5E.1.1.      | 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 Pelation to Course: Supporting   |
|                         | Integrate multiple sources of information presented in diverse formate and mode (o.g., visually, quantitatively, arelly) in order to make informed          |
| LAFS.1112.SL.1.2:       | 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         |
| LAFS.1112.SL.1.3:       | 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.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          |
| 2.31 0.1 112. WHO1.0.7. | 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.  |
|                         | · · · · · · · · · · · · · · · · · · ·   |
| 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 spreadsneer, a computer algebra system, a statistical package, or dynamic geometry sortware.        |
|                         | might be beinful 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 varving                      |
|                         | 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.  |
| 1                       |   |

| 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|--|
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |
| SS.912.H.1.5:     | Examine artistic response to social issues and new ideas in various cultures.  |
|                   | Clarifications:<br>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.   |
| 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.   |

# 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 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: 1302340

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 > Number of Credits: One (1) credit

Abbreviated Title: BAND 5 HON 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

## **Educator Certifications**

# Band 5 Honors (#1302340) 2022 - And Beyond

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | 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.1.2:             | Clarifications:   |
|                           | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                                     |
|                           | Analyze instruments of the world and classify them by common traits   |
| MU 010 0 1 0              |   |
| MU.912.C.1.3:             | clarifications:   |
|                           |   |
| 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, or the quality and effectiveness of performances and apply the criteria to personal development<br>in music |
| MU 912 F 1 1 <sup>.</sup> | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music  |
|                           | 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.2.1:             | Clarifications:   |
|                           | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                               |
|                           | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions  |
|                           | And year the encer of the drist and encertainment industry on the economic and social neutrino communities and regions.   |
| WU.912.F.2.2:             | 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             |
|                           | Summarize convisiont laws that govern printed, recorded, and on line music to promote legal and responsible use of intellectual property and                      |
| MU.912.F.3.2:             | technology.   |
|                           | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,         |
| MU.912.F.3.3:             | demonstrating skills for use in the workplace.  |
|                           | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,                |
| 1/10.912.1.3.4.           | and initiative to advance skills and/or knowledge.  |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:             | Clarifications:   |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:             | Clarifications:   |
|                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                           | Compare two or more works of a composer across performance media.   |
| MU 912 H 1 3              | Clarifications:   |
|                           | e.g., orchestral and choral; guitar and string guartet; piano solo and piano concerto   |
| MII 012 H 1 л.            | 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.                                   |
|                           | Analyze the evolution of a music genre.   |
| MU 912 H 2 3 <sup>.</sup> | Clarifications:   |
|                           | e.g., jazz, blues   |
| MII 912 H 2 Л·            | Evamine the effects of developing technology on composition, performance, and acquisition of music  |
| 10.712.11.2.4.            | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects                       |
|                           | musical performance.  |
| MU.912.H.3.1:             | Clarifications  |
|                           | e.g., acoustics, sound amplification, materials, mechanics  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
| MU 012 O 1 1              |   |
| WIU.912.U.1.1:            | ciannications.<br>e a rhythm melody timbre form tonality harmony texture solo chamber ensemble large ensemble   |
|                           |   |
| MU.912.0.2.1:             | rransfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |

| MU.912.0.2.2:   | 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.912.0.3.1:   | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.O.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                 | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:   | Clarifications:<br>e.g., using text or scat syllables  |
|                 | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:   | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                 | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:   | Clarifications:<br>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:<br>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.  |
|                 | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:   | Clarifications:<br>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.  |
| MU.912.S.3.5:   | Clarifications:  |
|                 | Mathematicians who participate in offertful learning both individually and with others:  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                 | 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.  |
|                 | 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.<br>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.  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Eveness connections between consents and consecutations.</li> </ul>   |
| MA K12 MTR 2 1. | Choose a representation based on the given context or purpose.   |
| WD ((12.W) ( (  | 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.   |
|                 | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different numbers and can be useful in different situations.</li> </ul> |
|                 | Complete tasks with mathematical fluency.  |
|                 | Colort officient and entropying mathematical numbers:  |
|                 | <ul> <li>Select encient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations</li> </ul>   |
| MA.K12.MTR.3.1: | Complete tasks accurately and with confidence.   |
|                 | Adapt procedures to apply them to a new context.   |
|                 | Use feedback to improve efficiency when performing calculations.   |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:  |
|                 |  |

|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|-----------------|---|
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.   |
| MA.K12.MTR.4.1: | <ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>  |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:   |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> |
|                 | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1: | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>   |
|                 | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.  |
|                   | 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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |
|                   | Examine artistic response to social issues and new ideas in various cultures.  |
| SS.912.H.1.5:     | Clarifications:<br>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.   |
| 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.   |

# 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 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: 1202240                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302340                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Instrumental Music >                  |
|  | Abbreviated Title: BAND 5 HON                     |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
|  | Course Attributes:                                |
|  | Honors  |
| Course Type: Core Academic Course            | Course Level: 3                                   |
| Course Status: State Board Approved          |   |
| Grade Level(s): 9,10,11,12                   |   |
| Graduation Requirement: Performing/Fine Arts |   |

# **Educator Certifications**

| Ν | Ausic (Elementary and Secondary Grades K-12)             |
|---|--|
| I | nstrumental Music (Secondary Grades 7-12)                |
| I | nstrumental Music (Elementary and Secondary Grades K-12) |

# Band 6 Honors (#1302350) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare using correct music version was hubble a settletic impact of two or more performances of a musical work to prove own hypothesis of the  |
|                | compare, using context music vocabulary, the aesthetic impact of two of more performances of a musical work to one s own hypothesis of the  |
| MU.912.C.1.2:  |   |
|                | Clarifications:   |
|                | e.g., quanty recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, inte   |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | 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.  |
| MIL 012 C 3 1. | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development   |
| 10.712.0.0.1.  | in music.   |
| MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music   |
| MIL 912 E 2 1. | training.   |
|                | Clarifications:   |
|                | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills   |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| MU.912.F.2.2:  | Clarifications:   |
|                | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
|                | Compare the organizational structure of a professional orchestra, chorus, guintet, or other ensemble to that of a business.   |
| MUL 012 E 2 2  | Clarifications  |
| 10.712.1.2.3.  | e.g. leadership financial needs and structure marketing personnel matters manager travel  |
|                |   |
| MU.912.F.3.1:  | Analyze and describe now meeting one's responsibilities in music orners opportunities to develop leadership skills, and identity personal examples of leadership in school and/or non-school settings |
|                | Summarize convright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and   |
| MU.912.F.3.2:  | technology.   |
|                | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| MU.912.F.3.3:  | 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,  |
| 10.712.1.0.1.  | and initiative to advance skills and/or knowledge.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MIL 012 H 1 3. | Clarifications  |
| M0.712.11.1.3. | e.g., orchestral and choral; guitar and string guartet; piano solo and piano concerto   |
|                | Analyze how Wastern music has been influenced by bistorical and surrent world sultures  |
| MU.912.H.1.4:  | Analyze now western music has been initialized by historical and current world currents.  |
| MU.912.11.1.5. | Evaluate the social impact of music on specific historical periods  |
| MIL 012 H 2 2  | Analyze current musical trands, including audiance environments and music acquisition, to predict possible directions of music  |
| 10.712.11.2.2. | Analyze the evolution of a music genre  |
| MU 012 U 2 2   |   |
| MU.912.H.2.3:  |   |
|                | e.g., Jazz, blues   |
| MU.912.H.2.4:  | 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   |
| MU.912.H.3.1:  |   |
|                | Clarifications:   |
|                |   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |

| MU.912.O.1.1:       | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
|---------------------|---|
| MU.912.0.2.1:       | 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.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                     | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:       | Clarifications:<br>e.g., using text or scat syllables   |
|                     | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:       | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
|                     | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:       | Clarifications:<br>e.g., singing, playing, writing  |
| MU 012 C 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.   |
| MU.912.5.2.1:       | Clarifications:<br>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.   |
|                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.5.3.2:       | clarifications:<br>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.   |
| MU.912.S.3.5:       | Develop and demonstrate proper vocal or instrumental technique.  Clarifications: e.g. posture breathing fingering embouchure bow technique tuning strumming   |
|                     | e.g., posture, breathing, inigening, embodicidie, bow technique, turning, strainming  |
| LAFS.1112.RST.2.4:  | context relevant to grades 11–12 texts and topics.  |
| LAFS.1112.SL.1.1:   | <ul> <li>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>  |
|                     | 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.   |
| 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.<br>Standard Relation to Course: Supporting  |
|-------------------|--|
| MAFS.K12.MP.6.1:  | Attend to precision.<br>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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>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 $x^2$<br>$+ 9x + 14$ , 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<br>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<br>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.<br>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.   |
| 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.   |

# 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/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.

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

# GENERAL INFORMATION

Course Number: 1302350

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 > Number of Credits: One (1) credit

Abbreviated Title: BAND 6 HON 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

## **Educator Certifications**

# Band 6 Honors (#1302350) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | 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.1.2:   | Clarifications:  |
|                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|                 | Analyze instruments of the world and classify them by common traits  |
| MIL 912 C 1 3.  | Clarifications   |
| 1017121011101   | e.g., classical and folk instruments from around the world   |
| MIL 912 C 2 1·  | Evaluate and make appropriate adjustments to personal performance in solo and epsembles  |
| MU.912.C.2.2:   | Evaluate performance guality 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.   |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:   | in music.  |
| MU.912.F.1.1:   | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|                 | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music  |
| MIL 012 E 2 1.  | training.  |
| 10.712.1.2.1.   | Clarifications:  |
|                 | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2:   | Clarifications:  |
|                 | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
|                 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:   | Clarifications:  |
|                 | e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel   |
|                 | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of  |
| WIU.912.F.3.1:  | 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.<br>Define onicities and an and the constant to be added to individual environment of second states and the second technology is the second states and the second states are individual to the second states ar |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace  |
|                 | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,   |
| MU.912.F.3.4:   | and initiative to advance skills and/or knowledge.   |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:   | Clarifications:  |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:   | Clarifications:  |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | 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.  |
|                 | Analyze the evolution of a music genre.  |
| MU.912.H.2.3:   | Clarifications:  |
|                 | e.g., jazz, blues  |
| MU.912.H.2.4:   | 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  |
| MIL 010 11 0 1  | musical performance.   |
| IVIU.912.H.3.1: | Clarifications:  |
|                 | e.g., acoustics, sound amplification, materials, mechanics   |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |

| MU.912.0.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
|-----------------|---|
| MU.912.0.2.1:   | 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.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
| MU.912.S.1.1:   | Clarifications:<br>e.g., using text or scat syllables   |
|                 | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:   | Clarifications:<br>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  |
|                 | 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:<br>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.   |
|                 | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.5.3.2:   | 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.   |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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: <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul></li></ul> |
|                 | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>  |

| 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:  |
|                 | <ul> <li>Provide students with the nextbility to solve problems by selecting a procedure that allows them to solve enciently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>         |
|                 | 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.     Pecognize errors and suggest how to correctly solve the task   |
|                 | Justify results by explaining methods and processes.  |
| MA.K12.MTR.4.1: | 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.   |
|                 | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select conjugate and present student work to advance and degree understanding of correct and increasingly officient methods.</li> </ul>                                   |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | Use patterns and structure to bells understand and compare mathematical consents  |
|                 | 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: | <ul> <li>Look for similarities among problems.</li> <li>Connect colutions of problems to more complicated large scale situations.</li> </ul>  |
|                 | Connect solutions of problems to more complicated large-scale situations.   |
|                 | Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  |
|                 | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>  |
|                 | • 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.<br>Mathematicians who assess the reasonableness of solutions:   |
|                 |   |
|                 | Estimate to discover possible solutions.     Else banchmark quantities to determine if a solution makes sense.  |
|                 | Ose benchmark quantities to determine in a solution makes sense.     Check calculations when solving problems.  |
|                 | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |
| MA.K12.MTR.6.1: | 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.   |
|                 | <ul> <li>Prompt students to continually ask, Does this solution make sense? How do you know?</li> <li>Peinforce that students check their work as they progress within and after a task.</li> </ul>   |
|                 | <ul> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|                 | 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:   |
|                 | <ul> <li>Provide apportunities for students to greate models, both concrete and abstract, and perform investigations.</li> </ul>  |
|                 | <ul> <li>From exportantities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul>  |
|                 | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>   |
|                 | <ul> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
|                 | 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.   |
| ELA.K12.EE.1.1: | 4.5 Students continue with previous skills and reference comments made by snapkers and nears. Students site toyte that they've directly   |
|                 | 4-5 students continue with previous skins 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |  |
|                   | Make inferences to support comprehension.  |  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |  |
|                   | Use appropriate voice and tone when speaking or writing.   |  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |  |
|                   | Examine artistic response to social issues and new ideas in various cultures.  |  |
| SS.912.H.1.5:     | Clarifications:<br>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.   |  |

# 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/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.

## **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.

### 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: 12022E0                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302350                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Instrumental Music >                  |
|  | Abbreviated Title: BAND 6 HON                     |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
|  | Course Attributes:                                |
|  | Honors  |
| Course Type: Core Academic Course            | Course Level: 3                                   |
| 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) |

# Marching Band (#1302355) 2020 - 2022 (current)

| Name               | Description   |
|--------------------|---|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:      | 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.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.3.3:      | 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.912.0.3.2:      | 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:      | 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:<br>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   |
|                    | 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.   |
| DA.912.C.1.2:      | Clarifications:   |
|                    | e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues  |
|                    | Analyze movement from varving perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.  |
| DA 912 C 2 1       |   |
| 571772.0.2.11      | e.g., improvisation, trial and error, collaboration   |
|                    | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in  |
| DA.912.F.3.8:      | the work environment.   |
|                    | Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.  |
| DA.912.0.1.3:      | 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.  |
|                    | Apply corrections and concepts from previously learned steps to different material to improve processing of new information.  |
| DA.912.S.2.2:      | Clarifications:   |
|                    | e.g., repetition, revision, refinement, focus   |
|                    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical   |
| LAFS.910.RST.2.4:  | 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 or ideas.  |
|                    | b. Work with peers to set rules for collegial discussions and decision-making (e.g., mormal consensus, taking votes on key issues, presentation of<br>attornate views), clear goals and deadlines, and individual roles as peeded.                    |
| LAFS.910.SL.1.1:   | c. Provel 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, gualify 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   |
| LAFS.910.SL.1.2:   | 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   |
| LAI 3.710.3L.1.3.  | 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.   |
|                    | Analyze the movement performance of self and others.  |

| PE.912.C.2.3:     | Clarifications:<br>Some examples are video analysis and checklist.   |  |
|-------------------|--|--|
| PE.912.C.2.7:     | Evaluate the effectiveness of specific warm-up and cool-down activities.   |  |
|                   | Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.  |  |
| PE.912.C.2.9:     | Clarifications:<br>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.M.1.20:    | Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.   |  |
| 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.   |  |
| MAFS.K12.MP.5.1:  | Use appropriate tools strategically.<br>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.   |  |
| 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  |  |
|                   | Look for and make use of structure.  |  |
| 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 $x^2 + 9x + 14$ , 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  |  |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |  |

# 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.

### 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 Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: MARCHING BAND Course Length: Semester (S) Course Level: 2

Number of Credits: Half credit (.5) Course Type: Core Academic Course Course Status: Course Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

### **Educator Certifications**

# Marching Band (#1302355) 2022 - And Beyond

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | 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.2.3:             | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.  |
| MU 012 C 2 1.             | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development   |
| WIU.912.C.3.1:            | in music.   |
| MU 912 F 3 3 <sup>.</sup> | 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.912.0.3.2:             | 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:             | 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   |
|                           | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:             | 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.   |
|                           | <ul> <li>Foster perseverance in students by choosing tasks that are chailenging.</li> <li>Develop students' ability to applyze and problem solve.</li> </ul>  |
|                           | Recognize students' effort when solving challenging problems  |
|                           |   |
|                           | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
|                           | Mathematicians who demonstrate dideistanding by representing problems in mattiple ways.   |
|                           | <ul> <li>Build understanding through modeling and using manipulatives.</li> </ul>   |
|                           | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                           | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                           | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1:           | <ul> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                           | Clarifications:   |
|                           | leachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                           | Provide opportunities for students to use manipulatives when investigating concents   |
|                           | Guide students from concrete to nictorial to abstract representations as understanding progresses   |
|                           | <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
|                           | Complete tasks with methamatical fluonau  |
|                           | Complete tasks with mathematical nuelicy.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                           |   |
|                           | Select efficient and appropriate methods for solving problems within the given context.   |
| MA.K12.MTR.3.1:           | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>  |
|                           | Complete tasks accurately and with confidence.  |
|                           | Adapt procedures to apply them to a new context.  |
|                           | Use reedback to improve efficiency when performing calculations.  |
|                           | Clarifications:   |
|                           | e Dravide students with the flavibility to eally a problems by calculating a more that allows there to ache afficiently and   |
|                           | <ul> <li>Provide students with the nextbility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple encertuations for students to practice efficient and generalizable methods.</li> </ul> |
|                           | Other multiple opportunities for students to reflect on the method they used and determine if a more afficient method could have been used  |
|                           | <ul> <li>Provide opportunities for students to renect on the method mey used and determine it a more encient method could have been used.</li> </ul>  |

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:   |
|-----------------|---|
|                 | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>  |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> |
| 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.<br>Clarifications:<br>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.<br>Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.  |
| DA.912.0.1.3:   | Clarifications:<br>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.  |
| 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.  |
|                   | 0.12 Students continue with provinus skills and should be aware of existing style guides and the ways in which they differ                               |
|                   | 7-12 Students continue with previous skills and should be aware or existing style guides and the ways in which they driver.                              |
|                   | 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.  |
|                   | Clarifications:  |
| 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.  |
|                   | 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.   |
|                   | Use the accepted rules governing a specific format to create quality work.   |
|                   | Clarifications:  |
| 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.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| FLA K12 FF 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.           |
|                   | Analyze the movement performance of self and others.   |
| PE.912.C.2.3:     | Clarifications:  |
|                   | Some examples are video analysis and checklist.  |
| PE.912.C.2.7:     | Evaluate the effectiveness of specific warm-up and cool-down activities.   |
| PE.912.C.2.9:     | Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.  |
|                   | 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.M.1.20:    | Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner or in a small group.                             |
| 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.   |

# 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

tion

|  | Course Path: Section: Grades PreK to 12 Educati |
|--|---|
| 0 Normalian 1000055                          | Courses > Grade Group: Grades 9 to 12 and Adult |
| Course Number: 1302355                       | Education Courses > Subject: Music Education >  |
|  | SubSubject: Instrumental Music >                |
|  | Abbreviated Title: MARCHING BAND                |
| Number of Credits: Half credit (.5)          | Course Length: Semester (S)                     |
| Course Type: Core Academic Course            | Course Level: 2                                 |
| Course Status: State Board Approved          |   |
| Grade Level(s): 9,10,11,12                   |   |
| Graduation Requirement: Performing/Fine Arts |   |

## **Educator Certifications**

GENERAL INFORMATION

# Orchestra 1 (#1302360) 2020 - 2022 (current)

| Name             | Description  |
|------------------|--|
| 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   |
|                  | Compare using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
|                  | compare, using correct induce vocabulary, the aesthetic impact of two of more performances of a musical work to one s own hypothesis of the  |
| MU.912.C.1.2:    |  |
|                  | Clarifications:  |
|                  | e.g., quality recordings, individual and peer group performances, composer notes, instrumentation, expressive elements, the  |
|                  | Analyze instruments of the world and classify them by common traits.   |
| MU.912.C.1.3:    | 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.3.2:    | 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. |
|                  | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:    | Clarifications:  |
|                  | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                  | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MIL 012 LI 1 2.  | Clarifications   |
| 1010.912.11.1.2. | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                  | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:    | 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.  |
|                  | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:    | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:    | 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.912.0.3.1:    | Clarifications:  |
|                  | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|                  | orchestration  |
| MU.912.0.3.2:    | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                  | Perform and notate, independently and accurately, melodies by ear.   |
| MIL 912 S 1 4·   | Clarifications   |
| 10.712.0.1.1.    | e.g., singing, playing, writing  |
| MIL 012 5 2 2.   | Transfer expressive elements and performance techniques from one piece of music to another   |
| 110.712.3.2.2.   | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:    | Sinteste a broad range of musical skins by performing a valied repertoire with expression, appropriate styristic interpretation, technical accuracy, and kinesthetic energy.                             |
| MU.912.S.3.2:    | signt-read music accurately and expressively to snow synthesis of skills.  |
|                  | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique   |
| MIL 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   |
| MU 010 6 0 5     |  |
| MU.912.S.3.5:    | Garnications:  |
|                  | e.g., postare, preatining, inigering, embouchare, pow technique, turning, 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.   |
|--------------------|---|
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|                    | Standard Relation to Course: Supporting   |
| LAFS.910.SL.1.2:   | 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.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.  |
| 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.   |
|                    | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |

## VERSION DESCRIPTION

Students who have little or no orchestral experience study and perform high-quality beginning orchestral 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)

# Orchestra 1 (#1302360) 2022 - And Beyond

| Name           | Description  |
|----------------|--|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | 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.1.2:  | Clarifications:  |
|                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|                | Analyze instruments of the world and classify them by common traits.   |
| MU.912.C.1.3:  | 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.3.2:  | 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. |
|                | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:  | Clarifications:  |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:  | Clarifications:  |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:  | Clarifications:<br>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.  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:  | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:  | 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  |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:  | Clarifications:<br>e.g., singing, playing, writing   |
| MU.912.S.2.2:  | Transfer expressive elements and performance techniques from one piece of music to another.  |
| MIL 012 S 3 1. | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| WO.712.3.3.1.  | kinesthetic energy.  |
|                | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:  | Clarifications:<br>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.  |
| MU.912.S.3.5:  | Clarifications:  |
|                | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |

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

|                    | 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.   |
| MA.K12.MTR.6.1:    | Evaluate results based on the given context.  |
|                    | Clarifications:   |
|                    | Have students estimate or predict solutions prior to solving.   |
|                    | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>   |
|                    | 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.<br>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.  |
|                    | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concents can be applied to other disciplines.</li> </ul>   |
|                    | <ul> <li>Indicate now various concepts can be applied to other disciplines.</li> </ul>  |
|                    | Cite evidence to explain and justify reasoning.   |
|                    | Clarifications:<br>K-1 Students include textual evidence in their eral communication with guidence 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.   |
|                    |   |
|                    | 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.   |
|                    | Clarifications:   |
| ELA.K12.EE.3.1:    | Students will make interences 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  |
| ELA.KIZ.EE.4.I:    | 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 guality work.  |
|                    | Clarifications:   |
| 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.  |
|                    | Use appropriate voice and tone when speaking or writing.  |
| ELΔ K12 EE 6 1.    | Clarifications:   |
| LLA.N. 12.LL.U. I. | 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.   |
| ELD.K12.FLL.SL 1   | 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 orchestral 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 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: 1302360                       | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Instrumental Music ><br>Abbreviated Title: ORCH 1 |
| Number of Credits: One (1) credit            | Course Length: Year (Y)   |
| Course Type: Core Academic Course            | 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) Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12)

# Fundamentals of Orchestra (#1302365) 2021 - And Beyond (current)

| Name                      | Description  |
|---------------------------|--|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:             | Clarifications:  |
|                           | e.g., listening maps, active listening, checklists   |
|                           | 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.1.2:             | Clarifications:  |
|                           | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|                           | Analyze instruments of the world and classify them by common traits.   |
| MU 912 C 1 3 <sup>.</sup> | 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.   |
|                           | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development                                  |
| MU.912.C.3.1:             | 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,                              |
|                           | Investigate and discuss how a culture's traditions are reflected through its music   |
| MIL 012 LI 1 1.           |  |
| MU.912.H.1.1.             | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                           | Compare the work of and influences on two or more examplery comparers in the performance medium studied in class   |
|                           |  |
| MU.912.H.1.2:             | Clarifications:  |
|                           |  |
|                           | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:             | Clarifications:  |
|                           | e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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.  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:             | Clarifications:  |
|                           | e.g., myulin, melouy, unbre, torm, tonality, namony, texture, solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:             | 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 now the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer. |
| MU 012 O 2 1.             |  |
| MU.912.U.3.1.             | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|                           | orchestration  |
| MU 912 O 3 2 <sup>.</sup> | Interpret and perform expressive elements indicated by the musical score and/or conductor  |
|                           | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:             | Clarifications:  |
|                           | e.g., singing, playing, writing  |
| 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                            |
| MU.912.S.3.1:             | 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.3.4:             | 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.  |
| MU.912.S.3.5:             | 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.  |

|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|-----------------|--|
| MA.K12.MTR.1.1: | Clarifications:  |
|                 | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                 | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Easter perseverance in students by choosing tasks that are challenging.</li> </ul>   |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>  |
|                 | Recognize students' effort when solving challenging problems.  |
|                 | Demonstrate understanding by representing problems in multiple ways.<br>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.  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | Clarifications:  |
|                 | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>   |
|                 | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>   |
|                 | Show students that various representations can have different purposes and can be useful in different situations.  |
|                 | Complete tasks with mathematical fluency.<br>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: | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Brovide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> |
|                 | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes</li> </ul>   |
| MA.K12.MTR.4.1: | 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:   |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>                           |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>   |
|                 | • 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.<br>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.     I ook for similarities among problems  |
| MA.K12.MTR.5.1: | 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:  |
|                 | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>  |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>   |
|                 | • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.  |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
|                 | Estimate to discover possible solutions.   |
|                 | Use benchmark quantities to determine if a solution makes sense.   |

| MA K12 MTD 6 1-  | <ul> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>  |
|--|--|
| WART2.WTR.0.T.   | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
|  | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
| 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.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|  | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>  |
| 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.<br>Clarifications:<br>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:  | 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.   |
| ELA.K12.EE.4.1:  | 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:  | 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:  |
| ELA.K12.EE.4.1:<br>ELA.K12.EE.5.1:                                     | 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.4.1:<br>ELA.K12.EE.5.1:                                     | 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.  |
| ELA.K12.EE.4.1:<br>ELA.K12.EE.5.1:<br>ELA.K12.EE.6.1:                  | 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.   |
| ELA.K12.EE.4.1:<br>ELA.K12.EE.5.1:<br>ELA.K12.EE.6.1:<br>DA.912.F.3.8: | 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.       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. |

## VERSION DESCRIPTION

Students who have little or no orchestral experience study and perform high-quality beginning orchestral 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

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: 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

| Music (Elementary and Secondary Grades K-12)              |
|---|
| Instrumental Music (Secondary Grades 7-12)                |
| Instrumental Music (Elementary and Secondary Grades K-12) |

# Orchestra 2 (#1302370) 2020 - 2022 (current)

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|--|---------------|--|
| MURTECLS:         Districtions:<br>g.g. likening maps, active likening, checklish.           MURTECLS:         Conserve using correct muck locabulary, the easthetic impact of two or more performances of a musical work to serve serve hypothesis of the<br>composer's luggreentings, institution and per grang performances. Composer notes, instrumentation, expensive elements, title<br>a.g. quanty recordings, institution and per grang performances. Composer notes, instrumentation, expensive elements, title<br>a.g. quanty recordings, institution and performances.           MURTECLS:         Performances and performances and performances.           MURTECLS:         Performance and performances.           MURTECLS:         Sommance approprint loss that govern formance.           MURTECLS:         Sommance approprint loss that govern formance.           MURTECLS:         Sommance approprint loss that govern formance and performance and approprint loss that govern formance approprint loss that govern approprint loss that govern appr   |               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| Unspace         Long correct mask, vacabalay, the asthetic inpact of two or nore performances of a musical work to one's own hypothesis of the correction's highly stocening, highly and performances, compaser notes, instrumentation, expressive elements, this           MU 912.0.13         Explorations:         Exploration in the end and classify them by common traits.           MU 912.0.13         Exploration in the end and classify them by common traits.         Exploration in the end and instances approximates in sole and ensembles.           MU 912.0.2.11         Catabase and masks approximates approximates in sole and ensembles.         Mul 912.0.2.11           MU 912.0.2.12         Catabase performances quarty in received and or two performances.         Mul 912.0.2.11           MU 912.0.2.13         Nake critical isolation to be sole on seenplay modes, of the quality and effectiveness of performances and apply the criteria to personal development in mask.           MU 912.0.2.13         Charke and decision how meeting one's responsibilities in music in primeria legal and responsibilities and intrinsical performance.           MU 912.0.13         Charke intrinsic in primeria legal and responsibilities and dense approxibilities and denses.           MU 912.1.12         Exploration, montrain and split in the work pace.           MU 912.1.13         Exploration, montrain and split in the operation in the induities of induities and music in primeria legal and responsibilities and denses induities and the work pace.           MU 912.1.13         Exploration, montrain adjustrexe in the work pace.   | MU.912.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
| Nul 912.6.1.2:         Control tom:<br>a g. equily incoming individual and geory-group parformances, composer notes, instrumentation, expressive elements. Utile<br>Analyze intrauments of the world and classify them by common traits.           Nul 912.6.3.2:         Control toms:<br>a g., classical and fish instruments from around the world           Nul 912.6.3.2:         Exactle and fish instruments from around the world           Nul 912.6.3.2:         Evaluate and mess exproprise adjustments to generate and/or the partity models.           Nul 912.6.3.1:         Instruments from around the world           Nul 912.6.3.1:         Evaluate and mess expression elements and/or the partity models.           Nul 912.6.3.1:         Instruments capatify incored and/or the partity models.           Nul 912.6.3.1:         Evaluate promotion elements and/or the partity models.           Nul 912.6.3.1:         Evaluation control on expression advected provide advection exceeded and/or the partity control on evaluations.           Nul 912.6.3.1:         Control advection evaluations.         Evaluation evaluations.           Nul 912.6.3.1:         Control advection evaluations.         Evaluation evaluations.           Nul 912.6.3.1:         Control advection evaluation.         Evaluation evaluation evaluation.           Nul 912.6.3.1:         Control advection evaluation.         Evaluation evaluation.           Nul 912.6.3.1:         Evaluation evaluation evaluation evaluation.         Evaluation evaluatio  |               | 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.  |
| Advace instruments of the work and classify them by common traits.           NU.912.C.1.3:         Carried classify them by common traits.           NU.912.C.2.1:         Destinations:<br>e.g. classical and fake inspruments from around the work!           NU.912.C.2.1:         Destination and the appropriate adjustments from around the work!           NU.912.C.2.1:         Make critical evaluations. Exsect on exemplary models, of the quality and effectiveness of performances and spiply the criteria to personal development<br>in make.           NU.912.C.3.1:         Advace and describe how meeting one's responabilities in mail offers opertunities to develop leadership skils, and identify personal examples of<br>leadership in school and/or ennotical, end on line make to promote legal and responsible use of intellectual property and<br>teamonability and adjust for use in the work[acc.           NU.912.F.3.1:         Carliest training on the school advoce marks of the school advoce marks of<br>teamonability adjust for use in the work[acc.           NU.912.F.3.1:         Carliest training of the school advoce marks on the school advoce marks on the school advoce marks on the school advoce marks of use of more works of use of more wo  | MU.912.C.1.2: | Clarifications:<br>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
| NU 912-C1.12       Chirfications:         Ag. desktolation data induced with exponent performance in solic and ensembles.         NU 912-C2.12       Evaluate performance equity in recorded and/or hot performance.         NU 912-C3.13       Make efficie evaluations, bised on exemption models.         NU 912-C3.14       Make efficie evaluations, bised on exemption models.         NU 912-F3.15       Summarice evaluations, bised on exemption models.         NU 912-F3.15       Summarice evaluations, bised on exemption models.         NU 912-F3.15       Summarice evaluations, bised on exemption models.         NU 912-F3.25       Summarice evaluations, bised on exemption models.         NU 912-F3.15       Chiefficiations:         (g. a particle, file).       Summarice evaluation bised on exemption descenters.         NU 912-F3.17       Chiefficiations:         (g. a particle, file).       Summarice evaluation bised on evaluation.         NU 912-F3.17       Compare the work of and influences on two or provement evaluations.         NU 912-F1.12       Chiefficiations:       Compare the work of and influences on two or provement evaluations.         Sumpare two or more works of a compare access performance media.       Chiefficiations:       Compare the work of and influences on two or more evaluation at particle access performance proteins.         NU 912-F1.12       Chiefficicicicicicicicic control and partexe on second p  |               | Analyze instruments of the world and classify them by common traits.   |
| NU 972 C.21:       Evaluate and make appropriate adjustments to personne performance in sola and ensembles         NU 972 C.23:       Evaluate performance quarity in macrosis and/or Bey performances         NU 972 C.23:       Make afficial evaluations, based on exemplacy models, of the quarity and attractiveness of performances         NU 972 C.23:       Make afficial evaluations, based on exemplacy models, of the quarity and attractiveness of performances         NU 972 F.3:       Basedre pin aboot and/or non-soft astrongs         NU 972 F.3:       Berlins, incrinity, and successfully complete basis related to individual musical performance on project presentation, without direct oversight, demonstrating Alle for use in the workance.         NU 972 F.3:       Confinctions:<br>qu , software, disc electrations, entertainment, spiritual         Query 21 F.1:       Compare the work of, and influences on, two or more exemplary composes in the performance medium studied in class.         Query 21 F.1:       Compare the work of, a composer arrays performance field.         Query 21 F.1:       Compare the work of, a composer arrays performance medium.         Query 21 F.1:       Compare the work of, a composer arrays performance and public works and attractive model.         Query 21 F.1:       Compare the work of, a composer arrays performance public promote public public version.         Query 21 F.1:       Compare the work of, a composer arrays performance public version.         Query 21 F.1:       Comfarctions:<br>q , works in ad cho  | MU.912.C.1.3: | Clarifications:<br>e.g., classical and folk instruments from around the world  |
| MU 912.2.2:         Evaluate performance quility in recorded and/or like performances.           MU 912.0.31:         Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development.           MU 912.0.31:         Analyze and describe how meeting onc's responsibilities in music of performance and apply the criteria to personal examples of leadership is school and/or non-school settings.           MU 912.0.31:         Summarize copylight laws that general printing, recorded, and on-line music to promote legal and responsible use of intellectual property and tochoology.           MU 912.0.31:         Define eprintile. monitor, and successfully complete tails related to individual musical performance or project presentation, without direct oversight.           MU 912.0.11:         Clarifications:         e.g., partolis, foik, celebration, entertainment, spiritual           Compare the work of and influences on, two or more exemplary composes in the performance medium studied in class.           Clarifications:         e.g., unclass, tand charle, guitar, knytoard, electronic, hondolis.           MU 912.0.11:         Clarifications:         e.g., orchestral, guitar, knytoard, electronic, hondolis.           MU 912.0.12:         Clarifications:         e.g., orchestral, and charle, guitar and string guitar and string guitar and string guitary of possibility performance medium.           MU 912.0.13:         Clarifications:         e.g., work, this and charle, guitar and string guitarguitary and string guitarguitary.  | MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |
| Mul. 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 mosic           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 teadership is school and/or non-school settings.           MU. 912. F. 3.1:         Commarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible case of infeltectual property and technology.           MU. 912. F. 3.3:         Define, prioritize, monutors, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills rules in the workplace.           MU. 912. H. 1.3:         Compare two or more warks of a composer across performance medium studied in class.           Compare two or more warks of a composer across performance presents.         Compare two or more warks of a composer across performance presents.           MU. 912. H. 1.3:         Compare two or more warks of a composer across performance presents.         Compare two or more warks of a composer across performance presents.           MU. 912. H. 1.3:         Compare two or more warks of a composer across performance presents.         MU. 912. Mul. 912. Mu  | MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances.   |
| Mul 912.F. 3.1:         Analyze and describe how meeting one's responsibilities in music offers apportunities to develop leadership skills, and identify personal examples of leadership skills, and identify person | 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 protect, 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, demonstring solits for use in the workplace.           MU.912.F. 3.3:         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           Clarifications:         e.g., proticit, faix, celebration, entertainment, spiritual           Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           Clarifications:         e.g., worklin, faixturnential, quitar, keyboard, electronic, handbels.           MU.912.H.1.3:         Compare two or more works of a composer across performance media.           Clarifications:         e.g., worklin and chorin guitar and string quartet: piano solo and piano concerto           MU.912.H.1.4:         Analyze music, whith cubures to gain understanding of authentic performance practices.           MU.912.H.2.3:         Evaluate the evaluation of a music agenre.           Clarifications:         e.g., jazz, blocs           MU.912.L.2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           Liviaute the evaluational principles and conventions in musical works and discups the infected to struture. <t< td=""><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></t<>  | 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.F.1.1:       Charifications:<br>e.g., plathole, folk, colebration, entertainment, spiritual       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         Output: F.1.1:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         Output: F.1.1:       Compare two or more works of a composer across performance media.         Output: F.1.1:       Constant and charal: guitar and string guartet: plane solo and plano concerto         MU.912.F.1.1:       Constant and charal: guitar and string guartet: plane solo and plano concerto         MU.912.F.1.2:       Evaluate the social impact of music on specific historical and current world cultures.         MU.912.F.1.1:       Evaluate the social impact of music on specific historical periods.         MU.912.F.2.1:       Evaluate the social impact of music on specific historical periods.         MU.912.F.2.1:       Evaluate the social impact of music on specific historical periods.         MU.912.F.2.1:       Evaluate the evaluation of a music genre.         MU.912.F.2.1:       Evaluate the evaluation principles and conventions in musical works and discuss their effect on structure.         MU.912.F.2.1:       Evaluate the evaluation principles and co   | 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.H1.1:       Clarifications:         n.g., patriotic, folk, celebration, entertainment, spiritual       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU.912.H1.2:       Clarifications:       e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         MU.912.H1.3:       Compare two or more works of a composer across performance media.         MU.912.H1.4:       Analyze how Western music has been influenced by historical and current world cultures.         MU.912.H1.4:       Analyze how Western music has been influenced by historical and current world cultures.         MU.912.H1.2:       Evaluate the social inpact of music on specific historical periods.         MU.912.H1.4:       Analyze how Western music has been influenced by historical and current world cultures.         MU.912.H1.2:       Evaluate the social inpact of music on specific historical periods.         MU.912.H1.2:       Evaluate the social inpact of music on specific historical periods.         MU.912.H1.2:       Evaluate the diffications:         e.g., d.g., jazz, blues       e.g., hightin, mickog, limbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.O1.1:       Clarifications:       e.g., rhythm, mickog, performance         e.g., nothin, mickog, limbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble       music         MU.912.O.31:       Clar   | 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:       Clarifications:       e.g., particle, foik, colebration, 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.         Output:       0.g., vccal, instrumental, guitar, keyboard, electronic, handbells         Compare two or more works of a composer across performance media.         Clarifications:       e.g., orceal, instrumental, guitar, keyboard, electronic, handbells         MU 912.H.1.3:       Clarifications:       e.g., orceal, instrumental, guitar and string quartet: plano solo and plano concerto         MU 912.H.1.4:       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.         Analyze music within cultures to gain understanding of authentic performance practices.         MU 912.H.2.3:       Clarifications:         0.g., j.zzr, blues       Darifications:         0.g., j.j.zzr, blues       Clarifications:         0.g., j.j.zzr, blues       Clarifications:         0.g., j.j.gr, regulate the organizational principles and conventions and performance practices of a specific style to a contrasting style of music.         MU 912.O.1.1:       Clarifications:         0.g., rhym. medost, infore, form, tonality, harmony, texture: solo, chamber ensemblie, large ensemble         MU 912.O.3.  |               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           Pull-P12.H1.2:         Carifications:<br>i.g. work of, and influences on, two or more exemplary composers in the performance media.           MU.912.H1.3:         Compare two or more works of a composer across performance media.           MU.912.H1.4:         Analyze how Western music has been influenced by historical and current world cultures.           MU.912.H1.5:         Analyze music within cultures to gain understanding of authentic performance practices.           MU.912.H2.1:         Evaluate the social imposer do music on gain understanding of authentic performance practices.           MU.912.H2.3:         Clarifications:<br>e.g. Jazz, blues           Pull-P12.H2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           MU.912.D.1:         Clarifications:<br>e.g. (hythm, melody, timbre, form, tonality, harmory, texture: solo, chamber ensemble, large ensemble           MU.912.O.1:         Transfor accepted composition conventions and performance practices of a specific style to a contrasting style of music.           MU.912.O.3:         Interper and perform expressive elements indicated by the musical score and/or conductor.           MU.912.O.3:         Interper and perform expressive elements indicated by the musical score and/or conductor.           MU.912.C.3:4:         Interper and perform expressive elements indicated by the musical score and/or conductor.   | MU.912.H.1.1: | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MU-912.H.1.2:       Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         MU-912.H.1.3:       Clarifications:<br>e.g., orchestral and choia: guitar and string quarter; piano solo and piano concerto         MU-912.H.1.4:       Analyze how Western music has been influenced by historical and current work of ductores.         MU-912.H.1.4:       Analyze music within cultures to gain understanding of autochentic performance practices.         MU-912.H.2.1:       Evaluate the social inpact of music on specific historical periods.         MU-912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU-912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU-912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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:<br>e.g., frythm, medody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU-912.O.2.1:       Clarifications:<br>e.g., tempo markings, expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied<br>meaning of the composity/performer.         MU-912.O.3.1:       Clarifications:<br>e.g., tempo markings, expressive elements indicated by the musical score and/or conductor.         MU-912.O.3.1:       Clarification  |               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| Compare two or more works of a composer across performance media.         PU 912.H.1.3:       Clarifications:         e.g., orchestral and choral: guitar and string guartet: plane solo and plane 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 genre.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       Clarifications:         w0.912.O.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         Evaluate the organizational principles and conventions and performance and acquisition of music.         BU.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:<br>e.g., tempo markings, expressive elements indicated by the musical score and/or conductor.         MU.912.O.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.S.1.4:       Clarifications:<br>e.g., singing, playing, writing         MU.91   | MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| MU.912.H.1.3:       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.1.4:       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:       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Fealuate the organizational principles and conventions in musical works and blcuss their effect on structure.       Evaluate the organizational principles and conventions in musical works and blcuss their effect on structure.         MU.912.O.1.1:       Evaluate the organizational principles and conventions and performance practices of a specific style to a contrasting style of music.         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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>e.g., isnging, playing, writing         MU.912.S.1.4:       Clarifications:<br>e.g., singing, playing, writing         MU.912.S.1.4:       Clarifications:<br>e.g., singling, playing,  |               | 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 husic within cultures to gain understanding of authentic performance practices.         MU.912.H.2.1:       Evaluate the social impact of music on specific historical periods.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       Evaluate the organizational principles and conventions.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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         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 unsical work and describe how the choices and manipulations of the elements support, for the listener, the impled meaning of the composer/performer.         MU.912.O.3.1:       Clarifications:         e.g., lempo markings, expressive elements indicated by the musical score and/or conductor.         MU.912.S.1.4:       Clarifications:         e.g., singing, leging, writing         MU.912.S.2.2:       Transfer expressive elements and performance techniq   | MU.912.H.1.3: | Clarifications:<br>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.         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.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         Vol 912.0.1.1:       Evaluate the organizational principles and conventions and performance practices of a specific style to a contrasting style of music.         MU 912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU 912.0.3.1:       Clarifications:<br>e.g., thythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU 912.0.3.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU 912.0.3.1:       Clarifications:<br>e.g., tempo markings, expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied<br>meaning of the composer/performer.         MU 912.0.3.1:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.   | 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.H.2.3:       Clarifications:         cg. jazz, blues       Clarifications:         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition 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:       Clarifications:         e.g., nhythm, 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:       Clarifications:         e.g., neupo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, e.g., nether and perform expressive elements indicated by the musical score and/or conductor.         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:       Sipht-read music accurately and expressively to show synthesis of skills.         MU.912.S.3.2:       Clarifications:<br>e.g., musical skills by performing a varied repertorie with expression, appropriate stylistic interpretation, technical accuracy, an kinesthetic energy. <td>MU.912.H.1.5:</td> <td>Analyze music within cultures to gain understanding of authentic performance practices.</td>   | MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices.  |
| Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         Olarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       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.912.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.         MU.912.S.2.2:       Transfer expressive elements and performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.         MU.912.S.3.1:       Siphi-read music accurately and expressively to show synthesis of skills.         Clarifications:       e.g., musical elements,   | MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods.  |
| MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.2.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.2.1:       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.912.0.3.1:       Clarifications:         e.g., lempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.S.1.4:       Clarifications:         e.g., singing, playing, writing       e.g., singing, playing, writing         MU.912.S.2.1:       Transfer expressive elements and performance techniques from one piece of music to another.         Synthesize a broad range of musical skills by performing a varied repert  |               | 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.         WU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       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.912.0.3.1:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.       Clarifications:<br>e.g., singing, playing, writing         MU.912.S.1.4:       Clarifications:<br>e.g., singing, playing, writing         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:<br>e.g., musical elements, expressive qualities, performance technique         MU.912.S.3.4:       Analyze and describe the  | MU.912.H.2.3: | Clarifications:<br>e.g., jazz, blues   |
| Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         Mu.912.0.3.1:       Clarifications:         e.g., thempo markings, expression 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.912.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.       Clarifications:         e.g., singling, playing, writing       e.g., singling, playing, writing         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 musical curvately and expressively to show synthesis of skills.       Clarifications:         e.g., musical elements, expressive qualities, performance technique       e.g., musical elements, expressive   | MU.912.H.2.4: | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
| MU.912.0.1.1:       Clarifications:         e.g. rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.2.1:       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.912.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.         Clarifications:       e.g., singing, playing, writing         MU.912.S.3.1:       Verticize 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:         NU.912.S.3.2:       Clarifications:         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.   |               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.2.1:       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.912.0.3.1:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.       Clarifications:<br>e.g., singing, playing, writing         MU.912.S.1.4:       Clarifications:<br>e.g., singing, playing, writing         MU.912.S.3.1:       Transfer expressive elements and 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:<br>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.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.1:       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.912.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       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.         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.912.0.2.1: | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.1:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.       Clarifications:<br>e.g., singing, playing, writing         MU.912.S.1.4:       Clarifications:<br>e.g., singing, playing, writing         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:<br>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.  |               | 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.         Perform and notate, independently and accurately, melodies by ear.         MU.912.S.1.4:       Clarifications:<br>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<br>kinesthetic energy.         MU.912.S.3.2:       Clarifications:<br>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.912.0.3.1: | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                                |
| Perform and notate, independently and accurately, melodies by ear.         MU.912.S.1.4:       Clarifications:<br>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<br>kinesthetic energy.         MU.912.S.3.2:       Clarifications:<br>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.912.0.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
| MU.912.S.1.4:       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.         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.  |               | 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.         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.1.4: | Clarifications:<br>e.g., singing, playing, writing   |
| 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.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.  |
| 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.3.1: | 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         MU.912.S.3.4:       Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  |               | 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.3.2: | Clarifications:<br>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.   |
|--------------------|---|
| MU.912.S.3.5:      | 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.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on the preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on that preparation by referring to evidence from toys and table researched material under study; explicitly draw on the study of the study |
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively</li> </ul>   |
|                    | <ul><li>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li><li>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.</li></ul>  |
|                    | 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.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b>   |
|                    | Attend to precision.  |
| 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   |
|                    | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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.   |
| DA.912.F.3.8:      | Standard Relation to Course: Supporting<br>Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in   |
|                    | the work environment.   |
| ELD.K12.ELL.SI.1:  | English language learners communicate for social and instructional purposes within the school setting.  |

## 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.

#### 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 | Number: | 1302370 |
|------------------------|--------|---------|---------|
|------------------------|--------|---------|---------|

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 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)

# Orchestra 2 (#1302370) 2022 - And Beyond

| Apple District         Apple District           011912.111         Charifications:<br><ul> <li></li></ul>   | Name          | Description  |
|---|---------------|--|
| NU 192 C 1.1     Confictions:<br><ul> <li>E.3. Itsting mass, sched isbeing, checkists</li> </ul> <ul> <li>All 192 C 1.2</li> <li>Example in the control of the world and cased, then the partments of a muckad work to are's can hypothesis of the control of the world and cased, then the control of the world and cased, the control of the world and cased, then the control of the world and cased, the control of the world and cased.</li> <li>Nu 192 C 3.1</li> <li>Andyze and decorbe to meeting on the world and cased, the control of the world and cased, the control of the world and cased, the control of the world and cased and the the control of the world and cased and the the control of the world and cased and the control of the world and cased the control of the world and</li></ul> |               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| Descent prior particle trues watchulder, the post-bit is linped of two manages performances of a masked work to one's own hypothesis of the composer's internet.           NU 912 C112:         Centrications:<br>In a, solidly varies digno instruments of the world and theosily from by common truits.           NU 912 C112:         Centrications:<br>In a, solidly varies digno instruments of the world and theosily from by common truits.           NU 912 C12:         Centrications:<br>In a, solid world dig instruments of the world and the beself digno true of the world and the beself digno true of the world and th                   | MU.912.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
| NU.912.6.1.2         Cheffections:<br>e.g. q. quily rescaling individual and genergroup performances, composer notes, instrumentation, expressive elements, tille<br>Ansign instruments of the world and classity from by common statk.           NU.912.6.1.3         Cheffections:<br>e.g. classical of fix instruments from annual the world           NU.912.6.1.3         Exercise performance on the instruments from annual the world           NU.912.6.2.1         Exercise performance on the instruments from annual the world           NU.912.6.3.1         Made of total evaluations, band on exemptary modes, of the quality and effectiveness of performances and apply the offects to personal development<br>in mass.           NU.912.6.3.1         Anaryse and describe how meeting one's regroupside task relates of the opportunities to develop load-rule to skills, and density personal exemptes of<br>treaterschip, not classification, and successfully complete task relates of instruments. The performance of project presentation, without direct oversplit,<br>demonstrating skills for use in the workplice.           NU.912.F.3.3         Cheffections:<br>e.g., petricise, fixed condition and and condit and condition and condition and and condition and con   |               | 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.  |
| Addyce instruments of the world and classify them by common traits.       0.4.9.2.2.1.3.     Carried classifier in a count be world       0.4.9.2.2.1.4.     Evaluate and make appropriate adjustments from around the world       0.4.9.2.2.2.1.     Nume classifier in an example of model in a participation is solo and ensembles.       0.4.9.2.2.3.1.     Advice classifier in an example of model in a participation is solo and ensembles.       0.4.9.2.2.3.1.     Advice classifier in a band and classifier in the participation is solo and ensembles.       0.4.9.2.2.3.1.     Advice and describe the meeting are's responsibilities in make offers opportunities to develop leadership solls. and identify promotel oxamples of technology.       0.4.9.2.8.3.1.     Definition models, not sourced and off the world and chassify and the participation is solo and ensembles.       0.4.9.2.8.3.1.     Definition models, not sourced and off the world and chassify and the participation is solo and ensembles.       0.4.9.2.8.3.1.     Definition models, not sourced and classify the method in advice in ad  | MU.912.C.1.2: | Clarifications:<br>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
| NU 92.2.1.3.       Carinetones:         Sug. descision and oble instruments from around the world         NU 92.2.2.1:       Evaluate and make appropriate adjustments to personal berformance.         NU 92.2.3.1:       Nuble inclination and quity in recorded and/or the performance.         NU 92.2.3.1:       Nuble inclination and quity in recorded and/or the performance.         NU 92.2.3.1:       Nuble inclination and quity in recorded and/or the performance.         NU 92.2.3.1:       Summarce comprise the state and or the mask offers opertunities to develop instituty personal excerpts and textbole methy and describe how methy excercision as accessfully complete tasks related to individual musical performance or project presentation, without direct oversight, direct marker as related through its music.         NU 92.2.8.1:       Confinctions:       Confinctions:         id. a constraining data for our on the our more exemplary composers in the performance or project presentation, without direct oversight, direct data data data data data data and string quarter.         NU 92.2.1.1:       Confinctions:       Confinctions:         id. a constraining quarter hey work of a complexe access performance media.       Confinctions:         id. a constraining quarter hey work of a complexe access performance media.       Confinctions:         id. a constraining quart hey data and string quarter heide data data for quarters.       Nu 92.1.1.2:         Confinctions:       Confinctions:       Confinctions: <t< td=""><td></td><td>Analyze instruments of the world and classify them by common traits.</td></t<>  |               | Analyze instruments of the world and classify them by common traits.   |
| NU.912.2.1:         Evaluate and make appropriate adjustments to personal performance in solar and ensembles.           NU.912.2.2.2:         Evaluate performance quality in exceeded and/or live performances.           NU.912.2.3:         Mode critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the critical to personal development in mass.           NU.912.6.3:         Mode critical evaluations, based on exemplary models, of the quality and effectiveness of performances.           NU.912.6.3:         Defines, performance quality in exores extrange.           NU.912.6.3:         Defines, performance maximity in exores extrange.           NU.912.6.3:         Defines, performance maximity in exores extrange.           NU.912.6.1:         Confrictions:<br>q. q. statistic, skic edefaultion, entertainment, spiritual           Compare the work of, and influences on, two or more exemplary compases in the performance or project presentation, without direct overlight, demonstraing with evaluation of and ensembles.           NU.912.4.1:3:         Confrictions:<br>q. statistical and check guitar and sking quality: pairs olio and plano concorto           NU.912.4.1:4:         Analyse how Western muck has be an influenced by histocial and current world caluters.           NU.912.4.1:5:         Analyse how Western muck has be an influenced by histocial and current world caluters.           NU.912.4.1:6:         Analyse how Western muck has be an influenced by histocial and current world calutores.           Confricti   | MU.912.C.1.3: | Clarifications:<br>e.g., classical and folk instruments from around the world  |
| NU 92 2.2.2     Evaluate performance quality in recordia and/or live performances.       NU 92 2.6.3.1     Maccritical evaluations, based an exemplary models, of the quality and effectiveness of performances and apply the citarits to personal development of made.       NU 92 F.5.3     Analyze and describe how meeting one's responsibilities in mask offer opportunities to develop leadership skills, and identify personal examples of technology.       NU 92 F.5.3     Summater capylphi lives that genera printed, recorded, and on line music to promote legal and responsible use at intellectual property and technology.       NU 92 F.1.3.2     Summater capylphi lives that genera printed, recorded, and on line music to promote legal and responsible use at intellectual property and technology.       NU 92 F.1.3.2     Caraffections:<br>2.4., particle, folls, celebration, entertainment, spirtual       Caraffections:<br>2.4., vocal, instrumenta, guitar, keybaard, electronic, handbells     Caraffections:<br>2.4., vocal, instrumenta, guitar, keybaard, electronic, handbells       NU 92 F.1.1.2     Caraffections:<br>2.4., vocal, instrumenta, guitar, keybaard, electronic, handbells       NU 91 F.1.1.3     Makyre the wolffection of a music operformance printerio.       NU 91 F.1.1.5     Makyre the wolffection of a music operformance printerio.       NU 91 F.1.1.5     Makyre the wolffection of a music operformance printerio.       Summater of a music operformance printerio.     Caraffections:<br>2.4., vocal, instrumenta, guitar, the printerio.       NU 91 F.1.1.5     Makyre the wolffection of a musice performance printerio.       NU 9   | MU.912.C.2.1: | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |
| MU 912.0.3.1:     Make critical evolutions, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in make.       MU 912.6.3.1:     Analyze and describe how meeting one's responsibilities in music offers opportunities to develop indevelop stills, and identify personal examples of indevelop in schol and/or non-school settings.       MU 912.6.3.2:     Summatize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.       MU 912.6.3.1:     Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight. directores and discuss how a culture's taddifices are reflected through its music.       MU 912.6.1.1:     Campeter the work of, and influences on, hep or more exemplary composers in the performance medium studied in class.       Campeter the work of, and influences on, hep or more exemplary composers in the performance medium studied in class.       Campeter the work of, and influences on, hep or more exemplary composers in the performance medium.       MU 912.1.1.4:     Compare two or more works of a composer across performance media.       MU 912.4.2.1:     Campeter the work of, and shing quartet, piano solo and piano concertio       MU 912.4.2.1:     Campeter the social information of a music opere.       MU 912.4.2.1:     Caminet of music opere.       MU 912.4.2.1:     Caminet of music opere.       MU 912.4.2.1:     Caminet of music opere.       MU 912.4.2.1:     Cami   | MU.912.C.2.2: | Evaluate performance quality in recorded and/or live performances.   |
| NU.912.F.3.1:         Analyze and describe how meeting one's reportabilities in made offers opportunities to develop insidership skills, and identify personal examples of indership is school and/or on school settings.           NU.912.F.3.2:         Summarize capyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.           NU.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 workplice.           NU.912.F.1.1:         Compare the work of and influences on, two or more examplary composers in the performance medium studied in class.           NU.912.F.1.1:         Compare the work of a compaser across performance media           NU.912.F.1.1:         Compare two or more works of a compaser across performance media           NU.912.F.1.1:         Compare two or more works of a compaser across performance media           NU.912.F.1.1:         Analyze how Western music has been influenced by historical and current world cultures.           NU.912.F.1.1:         Analyze how Western music has been influenced by historical and current world cultures.           NU.912.F.1.2:         Compare two or more specific historical periods.           NU.912.F.1.1:         Analyze how Western music has been influenced by historical and current world cultures.           NU.912.F.1.1:         Analyze how western music has been influenced by historical and current world cultures.  | 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.  |
| NU.912.F.3.2:         Summarize copyright have that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.           NU.912.F.3.3:         Optime, prioritize, monitor, and successituly complete tasks related to individual musical performance or project presentation, without direct oversight, demonstraining stills for use in the workplace.           NU.912.F.1.3:         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           DU.912.F.1.1:         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           DU.912.F.1.3:         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           DU.912.F.1.3:         Compare two or more works of a composer across performance media.           Distribution of a music base influenced by historical and current work cultures.         Nul.912.F.1.3:           Distribution of a music barne.         Compare two or more works of gain understang of authentic performance practices.           Nul.912.F.1.3:         Compare two or more works of gain understang of authentic performance practices.           Nul.912.F.1.3:         Compare two or more works of gain understang of authentic performance practices.           Nul.912.F.1.3:         Constant and chonical gains:         Compare two or more works of gain or music scale two or compare two or co   | 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.   |
| DuP12.F1.3:         Define, prioritize, mentior, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplete.           NU.912.H1.1:         Investigate and discuss how a culture's traditions are reflected through its music.           Clarifications:         e.g., patricite, Tolk, celebration, entertainment, spiritual           Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           Clarifications:         e.g., vicular, instrumental, guilar, keyboard, electronic, handboils.           0U.912.H1.1:         Compare two or more works of a composer across performance media.           Clarifications:         e.g., vicular, instrumental, guilar, keyboard, electronic, handboils.           VU.912.H1.4:         Analyze how Wester music to gain understanding of authentic performance practices.           VU.912.H1.4:         Analyze how desterm music to gain understanding of authentic performance practices.           VU.912.H1.4:         Analyze how desterm music to gain understanding of authentic performance, and acquisition of music.           VU.912.H1.4:         Charifications:           e.g., jazz, blues         e.g., jazz, blues           VU.912.H1.4:         Charifications:           e.g., jazz, blues         Clarifications:           u.g., triptim, melody, limbre, form, torality, harroony 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.  |
| Investigate and discuss how a culture's traditions are reflected through its music.           MU.912.H.1.1:         Clarifications:<br>e.g., patriotic, foik, celebration, entertainment, spiritual           MU.912.H.1.2:         Campare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           MU.912.H.1.2:         Campare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           MU.912.H.1.3:         Campare two or more works of a composer across performance media.           MU.912.H.1.4:         Analyze now 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.2.1:         Evaluate the social impact of music on specific historical periods.           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.           Revelue the cognizional principles and conventions in musical works and discuss their effect on structure.           MU.912.O.1.1:         Clarifications:<br>e.g., inplin, medoy, 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 contructure.           MU.912.O.3.1:   | 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. |
| NU 912.11.1:       Clarifications:       e.g., patrialic, fok, celebration, entertainment, spiritual         NU 912.11.2:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         Clarifications:       c.g., vorticit, fok, celebration, entertainment, spiritual         NU 912.11.1:       Compare two or more works of a composer across performance media.         Clarifications:       c.g., orchestral and choral: gutar and string quartet: plano solo and plano concerto         NU 912.11.1:       Charifications:         g.g., orchestral and choral: gutar and string quartet: plano solo and plano concerto         NU 912.11.2:       Analyze music within cultures to gain understanding of authentic performance practices         NU 912.11.2:       Analyze music within cultures to gain understanding of authentic performance, and accuration music.         NU 912.11.2:       Clarifications:         g.g., nythin, make the organizational principles and conventions in musical works and discuss their effect on structure.         NU 912.1.1:       Clarifications:         g.g., nythin, moleck jub formace practices of a specific hormace practices of a specific style to a contrasting style of music.         NU 912.0.1.1:       Clarifications:         g.g., nythin, moleck jub formace practices of a specific style to a contrasting style of music.         NU 912.0.3.1:       Clarifications:         g.g., nythin,   |               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           UU 912.H 1.2:         Clarifications:<br>e.g., wock, instrumental, guitar, keyboard, electronic, handbels           Compare two or more works of a composer across performance media.         Clarifications:<br>e.g., orchestral and choral: guitar and string quartet: piano solo and piano concerto           MU 912.H 1.3:         Clarifications:<br>e.g., orchestral and choral: guitar and string quartet: piano solo and piano concerto           MU 912.H 1.4:         Analyze music within cultures to gain understanding of authentic performance practices.           MU 912.H 2.1:         Content of a music genre.           Response of the evolution of a music genre.         Response of music on specific historical periods.           MU 912.H 2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           US valuate the organizational principles and conventions in musical works and discuss their effect on structure.           MU 912.O.1.1:         Clarifications:<br>e.g., instrain expressive elements in a musical work and describe how the choices and maniputations of the elements support, for the listener, the implied<br>meaning of the composer/performar.           MU 912.O.2.1:         Transfer accepterior expressive elements indicated by the musical score and/or conductor.           Wu = prize 1.4:         Lengo markings, expression markings, articulation markings, prinsing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   | MU.912.H.1.1: | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MU 912.H.1.2:       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.1.4:       Analyze new Western music on specific historical periods.         MU 912.H.1.5:       Analyze music within cultures to gain understanding of autorent world cultures.         MU 912.H.2.1:       Evaluate the social impact of music on specific historical periods.         MU 912.H.2.3:       Clarifications:         e.g., Jazz. blues       Clarifications:         VU 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU 912.O.1.1:       Clarifications:         e.g., Hrythm, 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 support, for the listener, the impled meaning of the composer/performer.         MU 912.O.3.1:       Clarifications:         e.g., tempo markings, expressive elements indicated by the musical score and/or conductor.         Perform and notace, independently and accurately, melodies by ear.         MU 912.O.3.1:       Clarifications:         e.g., tempo m   |               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| Compare two or more works of a composer across performance media.         MU.912.H.1.3:       Clarifications:         e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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 how Western music compact and string quartet; plano solo and plano concerto         MU.912.H.2.1:       Evaluate the social impact of music on specific historical periods.         Analyze the evolution of a music genre.       MU.912.H.2.1:         Clarifications:       o.g., jazz, blues         o.g., jazz, blues       Clarifications:         o.g., jazz, blues       Evaluate the ergonizational 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         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., lengo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, archestration         MU.912.O.3.2:       Interper and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ea   | MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| MU.912.H.1.3:       Clarifications:<br>e.g., orchestral and choral: guitar and string quartet: plano solo and plano concerto         MU.912.H.1.4:       Analyze how Western music has been influenced by historical and current world cultures.         MU.912.H.1.4:       Analyze now 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.H.2.3:       Clarifications:<br>e.g., jazz. blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>e.g., frightm, 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:       Clarifications:<br>e.g., theypo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration         MU.912.O.3.1:       Clarifications:<br>e.g., singing, playing, writing<br>e.g., singing, reassive elements and performance techniques from one place of music to another.         Synthesize a broad range of musica consets and per   |               | 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 how Western music has been influenced by historical and current world cultures.         MU.912.H.1.5:       Analyze how Western music has been influenced by historical periods.         Analyze the evolution of a music genre.         MU.912.H.2.3:       Evaluate the social impact of music genre.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>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:       Clarifications:<br>e.g., inplice expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied<br>meaning of the composer/performer.         MU.912.O.3.1:       Clarifications:<br>e.g., lego elements markings, expressive elements indicated by the musical score and/or conductor.         MU.912.S.1.4:       Clarifications:<br>e.g. angling, leging, writing         MU.912.S.1.4:       Clarifications:<br>e.g. angling, leging, writing         MU.912.S.3.1:       Kinestheit energy.   | MU.912.H.1.3: | Clarifications:<br>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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       Statistical periods.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         VU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.3.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.3.1:       Clarifications:       e.g., theipo markings, 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.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.         MU.912.S.1.4:       Clarifications:         e.g., singing, playing, writing  | 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.         Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.2.1:       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<br>meaning of the composer/performer.         MU.912.0.3.1:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         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.         MU.912.S.3.1:       Synthesize a broad range of musical skills by performing a varied repertorie with expression, appropriate stylistic interpretation, technical accuracy, and<br>kinesthetic energy.   | MU.912.H.1.5: | Analyze music within cultures to gain understanding of authentic performance practices.  |
| Analyze the evolution of a music genre.         MU.912.H.2.3:       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.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       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.912.0.3.1:       Clarifications:         e.g., elempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.         MU.912.5.2.2:       Transfer expressive elements and performance techniques from one piece of music to another.         MU.912.S.3.1:       Sipht-read mang of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.  | MU.912.H.2.1: | Evaluate the social impact of music on specific historical periods.  |
| MU.912.H.2.3:       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.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         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., thythm, 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:       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.O.3.1:       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.O.3.1:       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.O.3.1:       Clarifications:       e.g., thythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.S.1.4:       Clarifications:       e.g., thythe markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration   |               | 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.         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>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.         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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration         MU.912.S.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Perform and notate, independently and accurately, melodies by ear.       Clarifications:<br>e.g., singling, playing, writing         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 kinesthelic energy.         MU.912.S.3.2:       Clarifications:<br>e.g., musical elements, 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.H.2.3: | Clarifications:<br>e.g., jazz, blues   |
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| MU.912.S.1.4:       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.         MU.912.S.3.2:       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.3.4:       Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.   |               | Perform and notate, independently and accurately, melodies by ear.   |
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| MU.912.S.3.2:       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.   |               | 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.3.2: | Clarifications:<br>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.  |
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| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Bercongrize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li></ul>   |

|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
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|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
|                 | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.   |
| ELA.K12.EE.1.1: | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>  |
|                 | 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1: | In kindergarten, students learn to listen to one another respectfully.<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                 | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1: | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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.

#### 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 |
|--------|--------|---------|

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: ORCH 2 Course Length: Year (Y) Course Level: 2

| Music (Elementary and Secondary Grades K-12)              |  |
|---|--|
| Instrumental Music (Secondary Grades 7-12)                |  |
| Instrumental Music (Elementary and Secondary Grades K-12) |  |

# Orchestra 3 (#1302380) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | 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.1.2:  | Clarifications  |
|                | e a quality recordings individual and peer-group performances composer notes instrumentation expressive elements title  |
|                | e.g., quanty recordings, individual and peer group performances, composer notes, instrumentation, expressive elements, the                                      |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | 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. |
| MIL 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           |
| 10.712.1.3.1.  | 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,              |
|                | Investigate and discuss how a cultura's traditions are reflected through its music  |
|                |   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, roik, celebration, entertainment, spirituai  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | Clarifications:   |
|                | e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto   |
| MII 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.   |
|                | Analyze the evolution of a music genre.   |
| MII 912 H 2 3· | Clarifications  |
| 10.712.11.2.3. | e.g., jazz, blues   |
| MU 010 U 0 4.  | Evening the effects of developing technology on composition performance, and convisition of music   |
| WU.912.H.2.4:  | 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 of digital performance medium, now sound production affects musical performance |
| MU.912.H.3.1:  |   |
|                | e a acoustics sound amplification materials mechanics   |
|                |   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:  | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble                                       |
| MU.912.0.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.2.2:  | 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.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                           |
|                | orchestration   |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                | 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 of 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.   |
|                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:       | Clarifications:<br>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:       | Clarifications:   |
| 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   |
| LAFS.1112.SL.1.1:   | <ul> <li>Context relevant to grades 11–12 texts and topics.</li> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions</li> </ul>  |
|                     | when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  |
| 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.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:    | Attend to precision.<br>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.<br>Standard Relation to Course: Supporting  |
| MAFS.K12.MP.7.1:    | <ul> <li>Look for and make use of structure.</li> <li>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<sup>2</sup> + 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)<sup>2</sup> 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.</li> </ul>   |
| 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.  |

## 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

Course Number: 1302380

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 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)

# Orchestra 3 (#1302380) 2022 - And Beyond

| Name                          | Description   |
|-------------------------------|---|
|                               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:                 | Clarifications:   |
|                               | e.g., listening maps, active listening, checklists  |
|                               | 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.1.2:                 | Clarifications:   |
|                               | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                         |
|                               | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:                 | 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.  |
|                               | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development |
| MU.912.C.3.1:                 | in music.   |
| MIL 912 E 3 1.                | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of |
| 10.712.11.3.1.                | 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:                 | demonstrating skills for use in the workplace.  |
|                               | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,    |
| MU.912.F.3.4:                 | and initiative to advance skills and/or knowledge.  |
|                               | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:                 | Clarifications:   |
|                               | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                   |
| MII 912 H 1 2·                | Clarifications  |
| 10.712.11.1.2.                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                               | Compare two or more works of a composer across performance media  |
| MIL 012 LI 1 2.               | Clarifications:   |
| MIU.912.H.1.3.                | e.g., orchestral and choral: guitar and string guartet: piano solo and piano concerto   |
| MIL 012 II 1 4.               | Applyze how Western music has been influenced by historical and surrent world sultures  |
| MU.912.H.1.4.<br>MIL012 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  |
|                               | Analyze the evolution of a music genre.   |
| MIL 912 H 2 3·                | Clarifications  |
| 1017121112101                 | e.g., jazz, blues   |
| MII 912 H 2 Л·                | Examine the effects of developing technology on composition, performance, and acquisition of music  |
| 10.712.11.2.4.                | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects           |
|                               | musical performance.  |
| MU.912.H.3.1:                 | Clarifications:   |
|                               | e.g., acoustics, sound amplification, materials, mechanics  |
|                               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MIL 912 O 1 1.                | Clarifications:   |
| 10.712.0.1.1.                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU 012 O 2 1·                 | Transfer accented composition conventions and performance practices of a specific style to a contrasting style of music                               |
| MU.912.0.2.1.                 | Transpose melodies into different modalities through performance and composition  |
| 10.712.0.2.2.                 | 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.  |
| MU.912.0.3.1:                 | Clarifications:   |
|                               | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                 |
|                               | orchestration   |
| MU.912.0.3.2:                 | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                               | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:                 | Clarifications:   |
|                               | e.g., singing, playing, writing   |
|                               |   |

|                 | 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  |
|                 | 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.3.4:   | 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.  |
| MU.912.S.3.5:   | Clarifications:  |
|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                 | Mathematicians who participate in effortful learning both individually and with others:  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will belo with solving the task</li> </ul>  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                 | 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.MIR.1.1: | Clarifications:  |
|                 | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                 | <ul> <li>Cultivate a community of growth mindset reariers.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>   |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                 | Express connections between concepts and representations.  |
| MA.K12.M1R.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> </ul>   |
|                 | 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.<br>Mathematicians who complete tasks with mathematical fluency:  |
|                 |  |
|                 | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Meintein flovibility and accuracy while performing procedures and mentol calculations.</li> </ul>  |
|                 | Complete tasks accurately and with confidence.   |
|                 | Adapt procedures to apply them to a new context.   |
| MA.K12.MTR.3.1: | Use feedback to improve efficiency when performing calculations.   |
|                 | Clarifications:  |
|                 | Teachers who encourage students to complete tasks with mathematical fluency:   |
|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul> |
|                 | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|                 | 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   |
|                 | <ul> <li>Analyze the mathematical thinking of others.</li> </ul>   |
|                 | 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   |
|                 | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>  |
|                 | • 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:  |
|------------------------|--|
|                        | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and precedures to logically order events, store or ideas to solve problems.</li> </ul>  |
|                        | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>   |
|                        | 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:  |
|                        | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>   |
|                        | 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.<br>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.  |
| MA.K12.MTR.6.1:        |  |
|                        | Teachers who encourage students to assess the reasonableness of solutions:   |
|                        | Have students estimate or predict solutions prior to solving.  |
|                        | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>  |
|                        | <ul> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications</li> </ul>  |
|                        | 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.  |
|                        | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>  |
| WIA. N 12. WITK. 7. 1. | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:  |
|                        | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |
|                        | 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.   |
|                        |  |
|                        | 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.   |
| ELA.K12.EE.1.1:        | 4. E Studente continue with providue civille and reference commente mode by speakers and peaks. Studente site toxite 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:  |
|                        | Make inferences to support comprehension   |
|                        | Clarifications:  |
| 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  |
|                        | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|-------------------|--|
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

## 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:

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: 1302380

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: ORCH 3 Course Length: Year (Y) Course Level: 2

| Music (Elementary and Secondary Grades K-12)              |
|---|
| Instrumental Music (Secondary Grades 7-12)                |
| Instrumental Music (Elementary and Secondary Grades K-12) |

# Orchestra 4 (#1302390) 2020 - 2022 (current)

| Appl Sciency stability for mode approximation and anticipation of uniformitian mascal work.           NU.912.C.1.12         Characterizations:<br>E.g., Billowing maps, attribution in the stability, the artificial integrated flow on more performances of a musical work to arek non-hypothesis of the<br>comparity integration.           NU.912.C.1.2.         Characterization.         Comparity integration.         Comparity integration.           NU.912.C.1.2.         Characterization.         Comparity integration.         Comparity integration.           NU.912.C.1.2.         Characterization.         Comparity integration.         Comparity integration.           NU.912.C.1.2.         Characterization.         Characterization.         Characterization.         Characterization.           NU.912.C.2.1.         Characterization.         Characte   | Name                      | Description  |
|--|---------------------------|--|
| NUL12 C.1.1:       Clarifications:       e.g., listing mps, active istering, incidents.         NUL122 C.1.2:       Conserve true content in the secondary, the anshrule inpoct of two or more performances of a musical work to ore 5 and specifications.         NUL122 C.1.2:       Conserve true content in the secondary, the anshrule inpoct of two or more performances of a musical work to ore 5 and specifications.         NUL122 C.1.2:       Control of the world and classify them by common traits.         DU1212 C.1.2:       Control of the world and classify them by common traits.         DU1212 C.1.2:       Control of the world and classify them by common traits.         DU1212 C.1.2:       Control of the world and classify them by common traits.         DU1212 C.1.2:       Control of the more applied in reaction and addres the performance.         DU1212 C.1.1:       Make and instrum applied in reaction and addres the performance.         DU1212 C.1.1:       Make and instrum applied in reaction and addres the performance.         DU1212 C.1.1:       Make an  |                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| Let 1       Statistics may a active statistics of distability         001 972:0.12       Compare. Inside concluder, the anotheric impact of two or more performances of a musical work to one's own hypothesis of the compare's intent.         001 972:0.12       Compare. Inside concluder, the anotheric impact of two or more performances of a musical work to one's own hypothesis of the compare's intent.         001 972:0.12       Carifications:         E-g. quantity for ordings. Inducta and genergipup performances.       Compare. Inside the instalmant of the work and referring prove of the generation care.         001 972:0.12       Evaluate and the instalmants from anound the work         001 972:0.23       Evaluate and the instalmants from anound the work         001 972:0.24       Evaluate and the instalmants from anound the work         001 972:0.25       Evaluate and the instalmants from anound the work         001 972:0.22       Evaluate and effect of "Evaluation" and contemporary inchanges on the development of music.         001 972:0.23       Evaluate and effect of the another is made offers reporting to individual and sequipment of music.         001 972:0.23       Evaluate another on effect of the another is musical effect on encluduate.         001 972:0.24       Evaluate and effect on the individuation constraints and is individuate and executions.         001 972:0.23       Evaluate and evaluate and effect on the individuate and evaluate another individuate and evaluate another individuate another individuate and eva  | MU.912.C.1.1:             | Clarifications:  |
| Compare, using correct model.           00.912.01.21         Confrictations:<br>Exploring in term.           01.912.01.21         Confrictations:<br>Explore intern.           01.912.01.21         Confrictations:<br>Explore intern.           01.912.01.21         Confrictations:<br>Explore intern.           01.912.01.21         Confrictations:<br>Explore internet internet internet internet internet in and construction.           01.912.0.21.11         Confrictations:<br>Explore internet internet internet internet internet in and conternet internet in and explore internet inte  |                           | e.g., listening maps, active listening, checklists   |
| Duty 12:0:12         Comparison intent.           01:912:0:12         Clarifications:<br>Inc., quality metanings, which and upper group performances, composer noise, instrumentation, sepressive elements, title           01:912:0:13         Clarifications:<br>Inc., device informatics from an analytic interval of a device for the goal memory interval.           01:912:0:14         Features and finde informatics from an analytic interval of a device for the goal memory index of the metal meta  |                           | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| Initial and the set of the set of and clearly the set of and clearly the ty common table.         Initial and the set of and clearly the ty common table.           01.972.6.12         Clearifications:         g.g., casked and bit turners from secure the world.           01.972.6.21:         Contractions:         g.g., casked and bit turners from secure the world.           01.972.6.31:         Contractions:         g.g., casked and bit turners from secure the world.           01.972.6.31:         Contractions:         g.g., casked and bit turners from secure the world.           01.972.6.31:         Contractions:         g.g., casked and bit turners from secure the world.           01.972.6.31:         Adapts and decide the world and sector turners in stock and sector turners.           01.972.6.31:         Adapts and decide the or the and stock and sector turners in turners.           01.972.6.31:         Adapts and decide the world and stock and sectors clear turners.           01.972.6.31:         Adapts and decide the world and stock and sectors.           01.972.6.31:         Adapts and decide the world and stock and sectors.           01.972.7.32:         Summatics cognitis basic basic period basic basic.           01.972.7.33:         Define: provide stock and and and stock and  | MU.912.C.1.2:             | composer's intent.   |
| Bits         Description           0.1912 C1.1.2         Contraction of the word of cases/ then by common traits.           0.0912 C1.1.2         Contractions:           0.1912 C1.1.3         Analyse in dividuality, but contractions:           0.1912 C1.1.4         Contractions:           0.1912 C1.1.5         Contractions:           0.1912 C1.1.6         Contractions:           0.1912 C1.1.7         Contractions:           0.1912 C1.1.8         Contrations:           0.1912 C1.1.8   |                           | Clarifications:  |
| Autopart instruments of the world and classify them by common tasks.           0.9.912.0.1.3         Classifications:<br>e.g., casualital and task instruments from around the world<br>0.9120.2.2.2         Evaluate performance autoparticle in the quality and effective performances.           0.9.912.0.2.3         Mole status, and was appropriate and constraint performance in sola and ensembles.           0.9.912.0.2.3         Mole status, and was appropriate and constraint performances.           0.9.912.7.3.1         Analyze and evaluate the affect of "Instituted" and contemporary technologies on the development of muleic.           0.9.912.7.3.1         Analyze and evaluate the affect of "Instituted" and contemporary technologies on the development of muleic.           0.9.912.7.3.1         Analyze and describe them meeting one's responsibilities in music offers opportunities in development of muleic.           0.9.912.7.3.2         Controlations:<br>trade-conjin is stole and/or non-stole actings.           0.9.912.7.3.4         Define, profites montex, and successfully complete tasks related to individual musical performance or project presentation, without affect doversight,<br>decrementary and discuss how a cluryer's traditions are effected through its music.           0.9.912.7.3.4         Define, profites montex, and successfully complete tasks related to individual musical performance or project presentation, without affect doversight,<br>decrementary and discuss how a cluryer's traditions are effected through its music.           0.9.912.1.3.1         Confinctions:<br>(e.g., particits, fok, relebration, entertainment, spintual<br>doversits) performa  |                           | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
| 01.012:2.1.3:       Charaffections:  |                           | Analyze instruments of the world and classify them by common traits.   |
| UP12 C 21       Evolution and mode appropriate adjustments to prevent performance.         UP12 C 21       Evolution performance adjustments to prevent performances.         UP12 C 31       Male critical evolutions, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in mac.         UP12 C 31       Male critical evolutions, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development of music.         Analyze and evolution the evolution of the evolution and evolution and evolution evolution of the evolution of th  | MU.912.C.1.3:             | Clarifications:  |
| NULLY12.11:         Evaluate and make appropriate adjustments of personal performance.           NULY12.2.2.11:         Evaluate performance quality interview development.           NULY12.2.2.31:         Nuke critical evaluations. based on exemplary models. of the quality and effectiveness of performances.           NULY12.2.31:         Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.           Analyze the effect of the aris and emarkament indexing on the accompany technologies on the development of music.           Analyze the effect of the aris and emarkament indexing on the accompany technologies on the development of music.           MULY12.5.3.1:         Analyze and describe how meeting one's responsibilities in music offers opportunities to develop insdership skills, and identify personal examples of technology.           MULY12.5.3.2:         Durints: priorities. monitor, and successfully complete tasks rested to individual musical performance or project presentation, without direct oversight. demonstrates self-assessment, brain-storming, decision-making, an initiative to advance skills and re incovideg.           MULY12.5.3.4:         Design and informance active framework and a composer arrows performance.           MULY12.5.1:         Confinctions:           MULY12.5.1:         Confinctions:           MULY12.5.1:         Confinctions:           MULY12.5.1:         Confinctions:           MULY12.5.1:         Confinctions:           MULY12.5.1:         <   |                           |  |
| Null 912.1.3.1       Exhause perturbations, base and an exemptary models, if the equation and epidot mances, and apply the criteria to personal development in mode.         NUll 912.1.3.1       Make criteria evaluations, base and exemptary models, if the equation and exection personal development of music.         Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.         Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.         Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.         Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.         Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership and indentify personal examples of the endoting.         NU 912.1.3.2.       Define, prioritite, monitor, and successfully complete tasks relied to individual musical performance or project presentation, without direct oversight. demonstrates self-assessment, brain-storming, decision-making, and intellects in advance scills, and advance brain and implement a personal exampt plan, relieded to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and influences on, two or more examplary composers in the performance medium studied in class.         U1.912.1.1.1       Clarifications:<br>i=q vocit, instruments, guitar, keyboard, electronic, handhells.         U1.912.1.1.2       Clarifications:<br>i=q vocit, instrumenta, guitar, keyboard, electronic, handhel   | MU.912.C.2.1:             | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |
| NU. 912.2.3.1       In maple.       Interded to the set of the attern of the at          | 10.712.0.2.2.             | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| NU.912.F1.1:       Analyze and evaluate the effect of "institutional" and contemporary technologies on the development of music.         NU.912.F 2.2:       Carinetations:<br>c.d., community realization, industry choosing new locations, cultural and social health of communities and regions.         NU.912.F 2.2:       Carinetations:<br>c.d., community realization, industry choosing new locations, cultural and social health of communities and regions of the develop leadership skills, and identify personal examples of<br>the develop in school and/or non school settings.         NU.912.F 3.2:       Summatize expryshi laws that govern printed, recorded, and online music to promote legal and responsible use of intellectual progenty and<br>technology.         NU.912.F 3.3:       Deffere, printize, monitor, and successfully complete task related to individual musical performance or project presentation, without direct overship.         NU.912.F 3.4:       Deffere, printize, monitor, and successfully complete task related to individual musical performance or project presentation, without direct overship.         NU.912.F 1.3:       Carinetations:<br>e.g., particult, fill, chelositon, entertainment, spittail         Outprint.F 100.       Carinetations:<br>e.g., particult, fill, chelositon, entertainment, spittail         Outprint.F 100.       Carinetations:<br>e.g., orchestati and cherait guitar and string guitar, tayload or gene medial basis         NU.912.H 1.3:       Analyze heave of a composite access performance media.         NU.912.H 1.4:       Analyze heave of a composite access performance predids         NU.912.H 1.4:   | MU.912.C.3.1:             | in music.  |
| Markyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.           NU.912.F.2.2:         Cleffectations:<br>e.g. community revitalization. industry thoosing new locations, cultural and social enrichment           NU.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<br>leadership is sholo and/or non-shcolo settings.           NU.912.F.3.2:         Summarize capyright laws that govern pointed, recorded, and on-line music to promote legal and responsible use of intellectual property and<br>technology.           NU.912.F.3.3:         Define prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,<br>demonstrating skills for use in the workplace.           NU.912.F.3.4:         Design and implement a personal learning plan, related to the study of music, which demonstrates solf-assessment, brain-storming, docision-making,<br>and initialise to advance skills and/or knowledge.           NU.912.F.1.1:         Cleffectations:<br>e.g. postribito, fok, celebration, entertainment, splifual         Compare two works of a compaser across performance media.           NU.912.F.1.1:         Clearifications:<br>e.g. contrast and chores: guitar and string quarter: plano solo and plano concento         NU.912.F.2.F.2.F.2.F.2.F.2.F.2.F.2.F.2.F.2.F  | MU.912.F.1.1:             | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
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| Eq. community revealing one responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school skillings.           NU. 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 itechnology.           NU. 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 itechnology.           NU. 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.           NU. 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.           NU. 912.F. 1.1:         Carifications:<br>e.g., social, instrumental, guitar, keybeard, electronic, handbells           Carifications:<br>e.g., orchestral and choral: guitar and string guartet; plano sole and plano concerto           NU. 912.F. 1.3:         Carifications:<br>e.g., orchestral and choral: guitar and string guartet; plano sole and plano concerto           NU. 912.F. 2.1:         Carifications:<br>e.g., orchestral and choral: guitar and specific historical and current world curtures.           NU. 912.F. 2.1:         Analyze the evolution of a music genre.           NU. 912.F. 2.3:         Carifications:<br>e.g., orchestral and choral: gui  | MU.912.F.2.2:             | Clarifications:  |
| NU.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 is school and/or non-school satings.       NU.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.       NU.912.F.3.3:     Define, prioritie, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrates and initiative to advance skills and/or knowledge.       NU.912.F.3.4:     Design and inglement 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.       NU.912.F.1.1:     Compare: the work of, and influences on, how or more exemptary composers in the performance medium studied in class.       NU.912.F.1.3:     Compare: the work of, and influences on, how or more exemptary composers in the performance medium studied in class.       NU.912.F.1.3:     Compare: the work of, and influences on, how or more exemptary composers in the performance medium studied in class.       NU.912.F.1.3:     Compare: New work of a comporer across performance media.       NU.912.F.1.3:     Compare: New work of a comporer across performance practices.       NU.912.F.1.3:     Compare: New work of a comporer across performance practices.       NU.912.F.1.3:     Compare: New work of a school more compare across performance practices.       NU.912.F.1.3:     Compare: New Wester musich  |                           | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
| NUM 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.         NU. 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.         NU. 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.         NU. 912.F.1.1:       Carifications:       e.g., patriolic, folk, celebration, entertainment, spiritual         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         0U. 912.H.1.2:       Carifications:       e.g., ordexl influences on, two or more exemplary composers in the performance media.         Compare two or more works of a composer across performance media.       Compare two or more works of a composer across performance media.         NU. 912.H.1.3:       Carifications:       e.g., ordexl and chorel; guitar and string guarter; plano solo and plano concerto         NU. 912.H.1.3:       Carifications:       e.g., archestral and chorel; guitar and string guarter; plano solo and plano concerto         NU. 912.H.2.1:       Analyze how Wester musica in teach induced by historical and during of authentic performance.         NU. 912.H.2.1:       Nuete the social impact of music on specific historical period  | 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  |
| AUU 912.F.3.2:       Define, prioritize, cooping in this due open prime; recorded, individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the worklobe.         MU 912.F.3.3:       Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrates self-assessment, brain-storming, discision-making, and intiluence advances wills and/or knowledge.         MU 912.F.3.4:       Design and inglement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, dickion-making, and influences on, two or more exemplary composers in the performance medium studied in class.         Clarifications:       e.g., origination, ontertainment, spiritual         Campare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         Clarifications:       e.g., origination, contential, guitar, keyboard, electronic, handbelts         Campare two or more works of a composer across performance media.       Clarifications:         e.g., origination and succession of music expections.       Clarifications:         e.g., origination and succession of a succession of music acquisition. To predict possible directions of music.         MU 912.H.1.3:       Clarifications:       e.g., origination and accession of music acquisition, to predict possible directions of music. <tr< td=""><td></td><td>leadership in school and/or non-school settings. Summarize convright laws that govern printed, recorded, and on line music to promote legal and responsible use of intellectual property and</td></tr<>  |                           | leadership in school and/or non-school settings. Summarize convright laws that govern printed, recorded, and on line music to promote legal and responsible use of intellectual property and |
| MJ 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.         MJ 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.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., patriolic, fok, celetration, entertainment, spiritual         Gumpare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.       Clarifications:         e.g., vical, instrumental, guitar, keyboard, electronic, handbells       Compare two or more works of a composer across performance media.         MJ 912.H.1.3:       Clarifications:       e.g., orchestral and choral: guitar and string quartet: plano solo and plano concerto         MJ 912.H.2.1       Analyze now Western music has been influenced by historical and current world cultures.       Mu 912.H.2.4         MJ 912.H.2.2       Analyze now evolution to amusic genre.       Mu 912.H.2.4         MJ 912.H.2.3:       Clarifications:       e.g., exoutics, sound amplification, materials period.         MU 912.H.2.4:       Analyze now evolution of a music genre.  | MU.912.F.3.2:             | 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.F.3.4:       Investigate and discuss how a culture's traditions are reflected through its music.         MU 912.F.1.1:       Contractations:       e.g., patriolic, 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.         MU 912.H.1.2:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU 912.H.1.2:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU 912.H.1.2:       Compare two or more works of a composer across performance media.         MU 912.H.1.3:       Contestral and choral: guilar 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.1.4:       Analyze nuck within cultures to gain understanding of authentic performance practices.         MU 912.H.2.3:       Clarifications:         e.g., <i>acz</i> , blues       Clarifications:         e.g., <i>azz</i> , blues       Glarifications:         e.g., <i>azz</i> , blues       Glarifications:         e.g., <i>azz</i>  | MIL 012 E 2 2.            | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,                                    |
| NU 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 advence skills and/or knowledge.       NU 912.F.3.4:     Investigate and discuss how a culture's traditions are reflected through its music.       NU 912.F.1.1:     Clarifications:       e.g., patriolic, folk, celebration, entertainment, spiritual     Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.       NU 912.F.1.3:     Clarifications:       e.g., vocal, instrumental, guitar, keyboard, electronic, handbells       Orapare two or more works of a composer across performance media.       NU 912.F.1.3:     Clarifications:       e.g., occla instrumental, guitar, keyboard, electronic, handbells       NU 912.F.1.4:     Analyze how densitien music has been influenced by historical and current world cultures.       NU 912.F.1.4:     Analyze music within cultures to gain understanding of authentic performance practices.       NU 912.F.2.2:     Analyze current musical mode of music on specific historical periods.       NU 912.F.2.3:     Clarifications:       e.g., Jazz, blues     Ederifications:       e.g., Jazz, blues     Science, mail, and music genre.       NU 912.H.2.3:     Clarifications:       e.g., Jazz, blues     Science, mail, and music genre.       NU 912.H.2.4:     Examine the effects of developing technology on composition, performance, and acquis   | WIU.912.F.3.3.            | demonstrating skills for use in the workplace.   |
| and initiative is advance skills and/or knowledge.         Investigate and discuss how a culture's traditions are reflected through its music.         NUU 912.H.1.1:       Clarifications:<br>e.g., patriotic, foik, celebration, entertainment, spiritual         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         NU 912.H.1.2:       Clarifications:<br>e.g., vocal, instrumental, quitar, keyboard, electronic, handbelts         Compare two or more works of a composer across performance media.         Clarifications:<br>e.g., orchestral and choral: guitar and string quartet: plano solo and plano concerto         e.g., orchestral and choral: guitar and string quartet: plano solo and plano 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.H.2.2:       Analyze now Western music has been influenced by historical and current world cultures.         MU 912.H.2.3:       Evaluate the social impact of music on specific historical periods.         MU 912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU 912.H.3.1:       Clarifications:<br>e.g., jazz, blues         MU 912.H.2.3:       Clarifications:<br>e.g., jazz, blues         M  | 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,   |
| MU 912.H.1.1:       Clarifications:       e.g., patriotic, foik, celebration, entertainment, spiritual         MU 912.H.1.2:       Campare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU 912.H.1.2:       Campare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU 912.H.1.3:       Campare the work 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.1.4:       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 to specific historical performance practices.         MU 912.H.2.3:       Carifications:         e.g., jazz, blues       e.g., jazz, blues         e.g., jazz, blues       e.g., jazz, blues         ull, 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU 912.H.2.1:       Clarifications: </td <td></td> <td>and initiative to advance skills and/or knowledge. Investigate and discuss how a culture's traditions are reflected through its music</td>  |                           | and initiative to advance skills and/or knowledge. Investigate and discuss how a culture's traditions are reflected through its music  |
| MU 912.H.1.1:       Clarifications:       e.g., patrolicit, fok, 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.         MU 912.H.1.3:       Clarifications:       e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         MU 912.H.1.3:       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.2.3:       Clarifications:       e.g., jazz. blues         MU 912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.       Clarifications:         e.g., accustics, sound amplification, materials, mechanics       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU 912.O.1.1:       Clarifications:       e.g., croustics, sound amplification, materials, mechanics         Evaluate the organizational principles  | MU 012 U 1 1.             |  |
| MU.912.H.1.2:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU.912.H.1.2:       Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         Compare two or more works of a composer across performance media.         Clarifications:<br>e.g., orchestral and choral: guitar and string quartet; plano solo and plano concerto         MU.912.H.1.3:       Clarifications:<br>e.g., orchestral and choral: guitar and string quartet; plano solo and plano concerto         MU.912.H.1.5:       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:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         MU.912.N.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>e.g., expusite on production and performance practices of a specific style to a contrasting style of music.         MU.912.O.2.1:       Transfer accepted composition conventions and performance and compos  | WIU.912.H.I.I.            | e.g., patriotic, folk, celebration, entertainment, spiritual   |
| MU.912.H.1.2:       IClarifications:       e.g vocal, instrumental, guiltar, keyboard, electronic, handbells         MU.912.H.1.3:       Compare two or more works of a composer across performance media.         MU.912.H.1.3:       Clarifications:       e.g., orchestral and choral; guiltar and string quartet: plano solo and plano 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 how Western music has been influenced by historical and current world cultures.         MU.912.H.1.5:       Analyze nusic 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.         Analyze the evolution of a music genre.       MU.912.H.2.3:         MU.912.H.2.4:       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.         MU.912.H.3.1:       Clarifications:       e.g., acoustics, sound amplification, materials, mechanics         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.       MU.912.O.1.1: <td></td> <td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>  |                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| a.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.2.2:       Analyze nursic within cultures to gain understanding of authentic performance practices.         MU. 912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU. 912.H.2.4:       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<br>e.g., acoustics, sound amplification, materials, mechanics<br>e.g., acoustics, sound amplification, materials, mechanics         MU. 912.0.1.1:       Clarifications:<br>e.g., hythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU. 912.0.2.1:       Transpose melodies into different modalities through performance and composition.         MU. 912.0.2.1:       Transpose melodies into different modalities through performance and composition.         MU. 912.0.2.1:       Transpose melodies into different modalities through performance and composition.         MU. 912.0.2.1:  | MU 912 H 1 2 <sup>.</sup> | Clarifications:  |
| Compare two or more works of a composer across performance media.           MU.912.H.1.3:         Clarifications:<br>e.g., orchestral and choral: guitar and string quartet: plano solo and plano 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 nusic 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:         Clarifications:<br>e.g., jazz, blues           MU.912.H.2.4:         Evaluate the social impact of music on specific historical periods.           MU.912.H.2.4:         Clarifications:<br>e.g., jazz, blues           MU.912.H.2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           MU.912.H.2.1:         Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics           U.912.H.2.1:         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.           MU.912.0.1.1:         Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics           Vu.912.0.2.2:         Transfer accepted composition conventions in musical works and discuss their effect on structure.           MU.912.0.2.2:         Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
| MU.912.H.1.3:       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 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:       Clarifications:         e.g., jazz, blues  |                           | Compare two or more works of a composer across performance media.  |
| e.g., orchestral and choral; guitar and string quartet: plano solo and plano 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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.1:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.3:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       e.g., acoustics, sound amplification, materials, mechanics         MU.912.H.3.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Faulate the organizational principles and conventions and performance of a specific style to a contrasting style of music.         MU.912.O.2.1:       Transfore accepted composition conventions and performance and composition.         MU.912.O.3.1:       Clarifications:         e.g., thythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large  | MU.912.H.1.3:             | Clarifications:  |
| 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 autience environments and music acquisition, to predict possible directions of music.         Analyze the evolution of a music genre.       Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.3.1:       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.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:         e.g., chythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.O.2.1:       Transpose melodies into different modalities through performance and composition.         MU.912.O.3.1:       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.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications:<br>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:<br>e.g., acoustics, sound amplification, materials, mechanics       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>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 and composition.         MU.912.O.3.1:       Clarifications:<br>e.g., thythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.O.3.1:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  | 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.H.2.2:       Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.         MU.912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>e.g., rhythm, melody, limbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.O.2.1:       Transfore accepted composition conventions and performance and composition.         MU.912.O.3.1:       Clarifications:<br>e.g., rhythm, melody, limbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.O.3.1:       Transfore accepted composition conventions and performance and composition.         MU.912.O.3.1:       Clarifications:<br>e.g., thempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   | 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.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.         Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics         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         MU.912.O.2.1:       Transfer accepted composition conventions and performance and composition.         MU.912.O.2.2:       Transpose melodies into different modalities through performance and composition.         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.H.2.1:             | Evaluate the social impact of music on specific historical periods.  |
| Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.4:       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         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics         e.g., acoustics, sound amplification, materials, mechanics         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance and composition.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.         MU.912.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  | MU.912.H.2.2:             | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.  |
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| 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.2.1:       Transfer accepted composition conventions and performance and composition.         MU.912.O.2.2:       Transpose melodies into different modalities through performance and composition.         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.H.3.1:       Clarifications:<br>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.         MU.912.O.1.1:       Clarifications:<br>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:       Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  | MU.912.H.2.4:             | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
| MU.912.H.3.1:       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.         MU.912.O.1.1:       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.         MU.912.O.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration   |                           | musical performance.   |
| e.g., acoustics, sound amplification, materials, mechanicsMU.912.0.1.1:Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.MU.912.0.1.1:Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensembleMU.912.0.2.1:Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.MU.912.0.2.2:Transpose melodies into different modalities through performance and composition.MU.912.0.3.1:Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   | MU.912.H.3.1:             | Clarifications:  |
| MU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       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.912.0.3.1:       Clarifications:         e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  |                           | e.g., acoustics, sound amplification, materials, mechanics   |
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| meaning of the composer/performer.  MU.912.0.3.1:  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  |
| MU.912.0.3.1: Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |                           | meaning of the composer/performer.   |
| e.g., tempo markings, expression markings, anticulation markings, prirasing, scales, modes, narmonic structure, timbre choice, rhythm, orchestration   | MU.912.0.3.1:             | Clarifications:  |
|  |                           | e.g., tempo markings, expression markings, and daton markings, prirasing, scales, modes, narmonic structure, timbre choice, mythm,<br>orchestration  |

| MU.912.0.3.2:         | 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.  |
| MU.912.S.1.3:         | Clarifications:   |
|                       | e.g., texture, mode, form, tempo, voicing   |
|                       | 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   |
| MU.912.S.2.1:         |   |
|                       | e.g., memorization, sequential process  |
| MIL 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   |
| MU.912.S.3.1:         | 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.3.4:         | 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.   |
| MU.912.S.3.5:         | Clarifications:   |
|                       | e.g., postare, breathing, imgering, embodchare, bow technique, taning, strainming   |
| 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 tonics.  |
|                       | 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.  |
|                       | <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as<br/>needed</li>   |
| LAFS.1112.SL.1.1:     | 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:     | 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.   |
| LAI 3.1112.WII31.3.9. | 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.  |
|                       | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze  |
| MAFS.K12.MP.5.1:      | 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  |
|                       | 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:      | 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,<br>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 $x^2$   |
| MAFS.K12.MP.7.1:      | + 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 evention and shift perspective. They are can |
|                       | 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) <sup>2</sup> 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.   |

## 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

Course Path: Section: Grades PreK to 12 Education

## GENERAL INFORMATION

| Course Number: 1302390                       | Courses > Grade Group: Grades 9 to 12 and Adult       |
|--|---|
|  | Education Courses > <b>Subject:</b> Music Education > |
|  | SubSubject: Instrumental Music >                      |
|  | Abbreviated Title: ORCH 4                             |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                               |
| Course Type: Core Academic Course            | Course Level: 2                                       |
| Course Status: Course Approved               |   |
| Grade Level(s): 9,10,11,12                   |   |
| Graduation Requirement: Performing/Fine Arts |   |

| Music (Elementary and Secondary Grades K-12)              |  |
|---|--|
| Instrumental Music (Secondary Grades 7-12)                |  |
| Instrumental Music (Elementary and Secondary Grades K-12) |  |

# Orchestra 4 (#1302390) 2022 - And Beyond

| Name                            | Description  |
|---------------------------------|--|
|                                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:                   | Clarifications:  |
|                                 | e.g., listening maps, active listening, checklists   |
|                                 | 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.1.2:                   | Clarifications:  |
|                                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|                                 | Analyze instruments of the world and classify them by common traits  |
| MU 012 C 1 2.                   |  |
| WIU.912.C.1.3:                  | clarifications:  |
|                                 |  |
| 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  |
| MIL 912 E 1 1.                  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music   |
|                                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions   |
|                                 |  |
| WIU.912.F.2.2.                  | e.g. community revitalization industry choosing new locations, cultural and social enrichment  |
|                                 |  |
| MU.912.F.3.1:                   | Analyze and describe now meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of<br>leadership in school and/or non school settings |
|                                 | Summarize convright laws that govern printed, recorded, and on line music to promote legal and responsible use of intellectual property and  |
| MU.912.F.3.2:                   | technology.  |
|                                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,  |
| MU.912.F.3.3:                   | demonstrating skills for use in the workplace.   |
|                                 | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,   |
| WIU.912.F.3.4:                  | and initiative to advance skills and/or knowledge.   |
|                                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:                   | Clarifications:  |
|                                 | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:                   | Clarifications:  |
|                                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                                 | Compare two or more works of a composer across performance media.  |
| MII 012 H 1 3-                  |  |
| 10.912.11.1.3.                  | e a corchestral and choral: quitar and string guartet: piano solo and piano concerto   |
|                                 |  |
| MU.912.H.1.4:                   | Analyze now western music has been influenced by historical and current world cultures.  |
| MU.912.П.1.5.<br>MII 012 H 2 1. | Figure the social impact of music on specific bistorical periods   |
| MIL 912 H 2 2                   | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music   |
| 10.712.11.2.2.                  | Analyze the evolution of a music genre   |
|                                 |  |
| 10.912.11.2.3.                  | e a jazz blues   |
|                                 | Evening the offects of developing technology on composition, performance, and convicition of music   |
| MU.912.H.2.4:                   | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
|                                 | Apply knowledge of science, main, and music to demonstrate, through an acoustic of digital performance medium, now sound production affects musical performance.   |
| MU.912.H.3.1:                   |  |
|                                 | e a 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.912.0.2.1:                   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:                   | 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.912.0.3.1:                   | Clarifications:  |
|                                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>erchestration   |
|                                 | Jorenesit autori   |

| MU.912.0.3.2:   | 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.   |
| MU.912.S.1.3:   | Clarifications:  |
|                 | e.g., texture, mode, form, tempo, voicing  |
|                 | 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   |
| 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 012 5 2 2.   | Signt-read music accurately and expressively to show synthesis of skins.   |
| WIU.912.3.3.2.  | 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   |
| 10.712.0.0.1.   | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:   | 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.  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.  |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems</li> </ul>  |
|                 | Demonstrate understanding by representing problems in multiple years   |
|                 | Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
|                 | Build understanding through modeling and using manipulatives   |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                 | Express connections between concepts and representations.  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |
|                 | Clarifications:  |
|                 | <ul> <li>Leachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concents and representations</li> </ul>   |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> |
|                 | From a opportanties for statements to reflect on the method they used and determine if a more encient method could have been used.   |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
|                 | Communicate mathematical ideas, vocabulary and methods effectively   |
|                 | <ul> <li>Analyze the mathematical thinking of others.</li> </ul>   |
|                 | 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:<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:   |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>   |
|                 | 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.<br>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: | <ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.  |
|                 | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Dravide apportunities for students to create plans and presedures to calve problems.</li> </ul>   |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|                 | Assess the reasonableness of solutions  |
|                 | Mathematicians who assess the reasonableness of solutions:  |
|                 | Estimate to discover possible solutions   |
|                 | <ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>  |
|                 | Check calculations when solving problems.   |
|                 | Verify possible solutions by explaining the methods used.   |
| MA.K12.MTR.6.1: | Evaluate results based on the given context.  |
|                 | Clarifications:   |
|                 | Have students estimate or predict solutions prior to solving.   |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>   |
|                 | 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.  |
|                 | <ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Deform investigations to gather data or determine if a method is appropriate a Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
| MA K12 MTR 7 1  | <ul> <li>Perform investigations to gatter data or determine in a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or enciency</li> </ul>   |
|                 | 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:<br>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.  |
| ELA.K12.EE.1.1: | 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.  |
|                 | 6.9 Students continue with providus skills and use a style guide to create a proper sitetion  |
|                 | o-o students continue with previous skins 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:   |
| LLA.NIZ.EE.J.I: | students will make interences before the words inter or interence 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.  |
|-------------------|--|
| 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:   | <b>Clarifications:</b><br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

## 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 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: 1302390

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: ORCH 4 Course Length: Year (Y) Course Level: 2

Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

# Orchestra 5 Honors (#1302400) 2020 - 2022 (current)

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| Bull 912-01.12         Employer infert.           Display 12-01.12         Contributions:<br>In a pully recentlings, includental and gase groups against performances, composer noise, instrumentation, segmestive elements, title           Analyse instruments of the wind's and classify from involution to performances.         Elements           All 912-0.112         Elements           Bestates and mode agenorates againstements to personal performances in sole and security the cylicital to performances.           MU 912-0.112         Elements           Display 12-0.112         Elements           Display or refree a résure of the agoint of the second concemporary tochnologies on the development of musc.           Display or refree a résure of resplay models.         Display or refree a résure of resplay to advisors the the workfroet that highlights markingles shills and knowledge gained through music training.           P12-0.212         Charifications:<br>Inside         Elements           MU 972-0.12         Charifications:<br>Inside and second previous issue and collaborative shills.           MU 972-0.22         Charifications:<br>Inside and second previous issue and collaborative shills.           MU 972-0.21         Charifications:<br>Inside and second previous issue and collaborative shills.           MU 972-0.22         Charifications:<br>Inside and second previous issue and collaborative shills.           MU 972-0.23         Charifications:<br>Inside and second previous issue and collaborative shill of cenemonal second previo   |                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
| NU 92 C1:2     Caritestanse:       Nu 92 C1:2     Caritestanse:       Nu 92 C1:3     Caritestanse:       Nu 92 C1:3     Caritestanse:       Nu 92 C1:4     Caritestanse:       Nu 92 C1:5     Caritestanse:       Nu 92 C1:5     Caritestanse:       Nu 92 C1:2     Caritestanse:       Nu 92 C1:2     Caritestanse:       Nu 92 C1:2     Caritestanse:       Nu 92 C1:1     Caritestanse:       Caritestanse:     Caritestanse:       R:2, operation less: kend on exemptary modes, of the quarky and effectiveness of leadership and colorarules gland through music       Nu 92 C1:1     Caritestanse:       R:2, operation less: kend on exemptary modes, and working the vortice that highlights materials stills on kowadage gland through music       Nu 92 C1:2     Caritestanse:       R:2, operation less: kend on exemptary modes, and working the vortice that highlights materials stills on through music       Nu 92 C1:1     Caritestanse:       R:2, operation less: kend and constant denset and modestands and and social health and constant and an exemptary modestands and social health and constant and exemptary modestands and social health and constant and exemptary modestand and   |                | composer's intent.  |
| Image: section is included and post-group performance. composer notes, instrumentation, expression elements, IIIIe           Mill 92 C. 1.1         Desting section is included and post-group performance.           Mill 92 C. 2.1         Constant and CAR instruments from strough the work           Mill 92 C. 2.1         Constant performance space is included in work           Mill 92 C. 2.1         Constant performance space is included in the work           Mill 92 C. 2.1         Constant performance space is included in the work included i   | MU.912.C.1.2:  | Clarifications:   |
| Analyze bestuments of the work and dessify them by common Itals.           00.912.C1.3:         Confication:<br>C1. descard and flok induments from anound the world<br>c1. descard and flok induments from anound the world<br>with 912.C2.3.           With 912.C.2.3.         Evaluate and make appropriate adjustments to personal performance.           NU.912.C.2.1.         Evaluate and make appropriate adjustments to personal performance.           NU.912.C.3.1.         Make critical constations. Used on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development<br>in euco.           NU.912.C.3.1.         Analyze and evaluate the effect of "traditional" and contemporty technologies on the development of musc.           Design or refine a resume for explication to higher ducation or the workforce that highlights marketable skills and knowledge gained through music<br>training.           Clarifications:         6.1. reportion lasts, technology-based work, ability to research and analyze, and examples of liadistrip and collaborative skills.           NU.912.F.2.1:         Clarifications:         6.2. reportion lasts, technology-based work ability in the research and analyze, and examples of liadistrip and collaborative skills.           NU.912.F.2.3:         Summarize converprint lias stills and clarification reflection in music to promote logi and responsible use of intelectual property and<br>technology.           NU.912.F.3.4:         Clarifications:<br>c.2. community (inside/reflection legitic records.           NU.912.F.3.4:         Clarifications:<br>c.2. community (inside/reflecti   |                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
| 01.912 C 1.3.       Clarifications:       2.3. castical and toki instruments from around the world         01.912 C 2.7.       Evaluate proformance againty in recorded and/or live performances.         01.912 C 3.1.       Mole critical castical and toki programs adjustments to personal performance.         01.912 C 3.1.       Mole critical castical castical diversity in context and/or live performances.         01.912 F 3.1.       Design or refire a risund for application to higher education or the workforce that highlights marketable skills and knooledge gene through music training.         01.912 F 3.1.       Clarifications:       S.a. reported lists, schoology-based work, ability to research and analyze, and examines of ladorchip and collaborative skills.         01.912 F 3.2.       Clarifications:       Clarifications:       S.a. reported lists, schoology-based work, ability to research and analyze, and examines of ladorchip and collaborative skills.         01.912 F 3.2.       Clarifications:       Clarifications:       S.a. reported lists, schoology-based work, ability to research and analyze, and examples of ladorchip and collaborative skills.         01.912 F 3.2.       Summarkin experigibility to the school and/or non-school skittings.       Summarkin experigibility and school and/or non-school skittings.         01.912 F 3.4.       Design and implement a personal learning jan, related to includual musical performance or project presentation, without direct oversight.         01.912 F 3.4.       Design and implementa second schoom-school schomores.  |                | Analyze instruments of the world and classify them by common traits.  |
| ng. disease and tok instruments from around the world       80.912.02.11     Dublic provides and tok instruments from around the world       80.912.02.22     Evaluate proformance quality in the performance.       80.912.02.31     Make critical evaluations, based on exemplay models, of the quality and diffectiveness of performances and apply the criterie to personal development in music.       80.912.0.31     Make critical evaluations, based on exemplay models, of the quality and diffectiveness of performances and apply the criterie to personal development in music.       80.912.7.31     Make critical evaluations, based on exemplay models, of the quality and diffectiveness of performances and apply the criterie to personal development in music.       80.912.7.2.7     Clarifications:<br>n.g. reportive lists, technology-based work, ability to research and analyse, and exemples of leadership and collaborative skills       80.912.7.3.7     Clarifications:<br>n.g. community moletariation, instartly monishing new incellors, calural and social encohment       80.912.7.3.7     Exemplation development instartly models in music of personal legial and responsible use of inhelectual personal examples of leadership states and accepting and the state of the personal examples of leadership states and accepting and the state of the application, without direct on versight, development a personal engial and responsible use of inhelectual personal engial and responsible use of inhelectual personal engial and responsible use of inhelectual personal engines in the application are reflected through its music       80.912.7.3.1     Defines, piperital memotirs and acceptical tacks related to individual musical performance or project presentation, with   | MU 912 C 1 3   | Clarifications:   |
| Built 12:0: 2:1:         Evaluate and make appropriate adjustments to personal performance.           BU 19:2:0: 2:2:         Evaluate performance apply in recorded and/or live performance.           BU 19:2:0: 2:1:         Evaluate performance apply in recorded and/or live performance.           BU 19:2:0: 1:1:         Evaluate performance apply in recorded and/or live performance.           BU 19:2:0: 1:1:         Evaluate performance apply the criteria to personal development of music.           Design or refine a result.         Design or refine a result for application to higher education or the wortdone that highlights manoretable suits, and knowledge gained through master through the arterial result.           BU 19:2:1: 7: 1:         Clarifications:         Clarifications:           BU 19:2:1: 7: 3:         Clarifications:         Clarifications:           BU 19:2:1: 7: 3  |                | e.g., classical and folk instruments from around the world  |
| Null 912 C 2.2:       Evaluation performance quality in recorded and/or like performances.         Null 912 C 3.1:       Male critical evaluations, based on exemplary modes, of the quality and effectiveness of performances and apply the criteria to personal development in music.         Null 912 F 3.1:       Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.         Null 912 F 2.1:       Elamination of the aris and for application to higher education or the workform and samples of leadership and collaborative skills.         Null 912 F 2.2:       Clarifications:       e.g., reperforme liss, itechnology-based work, ability to research and analyze, and examples of leadership and regions.         Null 912 F 3.2:       Clarifications:       e.g., commutity realization.         ed.g., commutity realization.       Industry choseing new control of the sound of and social environment.         summative copyright laws.       Null spin filts.       Industry choseing new control of the sound of and social environment.         summative copyright laws.       Null spin filts.       Industry choseing new control of the sound of the sou   | MU.912.C.2.1:  | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  |
| Mate critical evolutions, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development<br>in music.           NU1912.6.3.1:         Analyze and evoluate the effect of "traditions" and contemporary technologies on the development of music.           Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music<br>training.           Interficience:         E.g., repertors lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills           NU.912.F.2.1:         Charifications:         E.g., community revenuences and social neithin or communities and regions.           R1.912.F.2.1:         Analyze and describe how meeting one's responsibilities in music for apportunities to develop leadership skills, and identify personal examples of<br>teadership is schola native most schola settings.           NU.912.F.3.3:         Define, protrible, monthit, and successfully complete tasks related to includual musical performance on project presentation, without direct oversight,<br>demonstraing gains for use in the workplace.           NU.912.F.3.4:         Design and implement a personal learning plan, related to includual musical performance on project presentation, without direct oversight,<br>demonstraing gains for use in the workplace.           NU.912.F.1.3:         Carifications:<br>E.g., particle, file, selectuation, entertainment, spiritual           Carifications:<br>E.g., or particle work of, and influences on, two or more exemplary composers in the performance medium studied in class.   | MU.912.C.2.2:  | Evaluate performance quality in recorded and/or live performances.  |
| Init male.     Init male.       NLIP12.F.1.1     Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.       NLIP12.F.2.1:     Clarifications:<br><ul> <li>d</li></ul>   |                | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development   |
| NU. 912.F.1:         Analyze and evaluate the effect of "intalianna" and contemporary technologies on the development of music.           NU. 912.F.2:         Design or refine a resume for application to higher ducation or the workforce that highlights marketable skills and knowledge gained through music training.           NU. 912.F.2:         Chartfications:<br>is i.g., repertoine lists, lectinology-based work, ability to research and analyze, and examples of leadership and collaborative skills           NU. 912.F.2:         Chartfications:<br>is d.g., community revitatization, industry chosing new locations, cultural and social enrichment!           NU. 912.F.3:         Chartfications:<br>is d.g., community revitatization, industry chosing new locations, cultural and social enrichment!           NU. 912.F.3:         Chartfications:<br>is d.g., community revitatization, industry chosing new locations, cultural and social enrichment!           NU. 912.F.3:         Defficit on constrol straing         Straing           NU. 912.F.3:         Chartfications:<br>is d.g., controls, and successfully complete tass; related to individual musical performance or project presentation, without direct oversight, demonstrates soft assessment, brain storming, decision making, and inferement a period learning plan, related through music.         Interestight and discuss how a culture's traditions are reflected through its music.           NU. 912.F.1.1:         Chartfications:<br>is d.g., unotal, fick, calebration, entertainment, spiritual         Compare the work for a and influences on, two or more exemplary composers in the performance medium studied in cleass.           U. 912.F.1.1  | MU.912.C.3.1:  | in music.   |
| Design or refine a refere at same for application to higher education or the workforce that highlights marketable skills and knowledge gained through mask<br>training.           kU, 912.F. 2.1:         Clarifications:<br>is g. reportive lists, lechnology-based work, ability to research and analyze, and examples of leadership and collaborative skills           Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.           Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.           Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identity personal examples of<br>leadership in school and/or non-school settings.           AU.912.F.3.1:         Clarifications:<br>e.g., community revitation, industry chossing new locations: cultural and social health of communities and responsibile use of intellectual property and<br>technology.           AU.912.F.3.3:         Confrictsmonitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight.           AU.912.F.3.4:         Deffne, origination, enduces the individual musical individual musical<br>individual musical performance or project presentation, without direct oversight.           AU.912.F.1.2:         Compare the work of a composer across performance media.           AU.912.F.1.3:         Compare two works of a composer across performance media.           AU.912.F.1.3:         Compare two works of a composer across performance media.           AU.9  | MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
| NU.912.F.2.1:       Training         Clearfications:       e.g., reportorie fields, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills         Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.         Analyze and describe how meeting one's responsibilities in music offers opportunities to directed picadership skills, and identify personal examples of leadership is kills, and identify personal examples of leadership and responsible use of intellectual property and technology.         NU 912.F.3.3:       Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation. without direct oversight, demonstrates and initiative to aknowle skills and/or knowledge.         NU 912.F.1.3:       Design and implement a personal learning plan, related through its music.         Compare the work of, an infuture start and entertainment, spiritual       Compare the work of, an infuture stort and successful and concess how active start and entertainment.         NU 912.H.1.1:       Compare the work of a composer access performance media.         NU 912.H.1.2:       Compare the work of a composer access performance media.         NU 912.H.2.1:       Analyze how Vestern music hase here influe  |                | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music   |
| NULLIAN       Clarifications:         0_1_reprint       Balance         NU_912.F.2.2:       Clarifications:         0_1_reprint       Balance         NU_912.F.2.2:       Clarifications:         0_1_reprint       Balance         NU_912.F.3.1:       Readership and describe how meeting use's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.         NU_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.         NU_912.F.3.3:       Define, printize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.         NU_912.F.3.4:       Design and implement a paramal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and intilative to advance skills and/or knowledge.         NU_912.H.1.1:       Clarifications:       0_1_ and influences on, two or mere exemplary composers in the performance medium studied in class.         Output:H.1.1:       Clarifications:       0_1 optication, stand starting quartet: plan solo and plan concerto         0_1_912.H.1.2:       Clarifications:       0_1 optication of a composer arrosperiod and concerto         0_1_912.H.1.3:       Clarifications:       0_2 orobe  | MII 912 F 2 1. | training.   |
| b.g. repertore issts technology deset work, and yo to research and analyze, and scampics of issemumative suits         Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.         Chrifteations:       e.g. community eventation, industry choosing new locations, cultural and social enrichment         aul. 912.F.3.1:       Experimentation, industry choosing new locations, cultural and social enrichment         aul. 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.         beline, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workpipe.         beline, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workpipe.         beline, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight.         and initiative to advance shills and/or knowledge.         bul. 912.F.1.1:       Clarifications:         e.g., or printice, folk, celebration, entertainment, spiritual         compare two sor and influences on, two or more exemplary composers in the performance medium studied in class.         clarifications:       e.g., containstrumental, guilar, keyboard, electronic, hanabels         compa   |                | Clarifications:   |
| Mul 912 F. 2.2:       Clarifications:         L1, 912 F. 2.2:       Clarifications:         L2, and L2, L2       Clarifications:         L3, 1:       Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in skoln addro: non-school sattings.         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. 3.3:       Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills nor use in the weighpace.         MU, 912 F. 3.4:       Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storning, decision-making, and initiative to advance skills and/or knowledge.         MU, 912 F. 1.1:       Clarifications:       e.g., patriole, folk, celebration, entertainment .spiritual         Guargete the work of, and influences on, two or more exemplary composers in the performance medium studied in class.       MU, 912 F. 1.3:         MU, 912 F. 1.1:       Clarifications:       e.g., vorail, instrumental, guitar, keyboard, electronic, handbells         MU, 912 F. 1.3:       Clarifications:       e.g., vorail, instrumental, guitar, keyboard, and and cornert word colures.         MU, 912 F. 1.4:       Analyze the wook of a composer acrose performance media.   |                | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills   |
| MU 912.F.2.2:       Clarifications:       g., community rotatization, industry choosing new locations, cultural and social enrichment         MU 912.F.3.1:       Xnabyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership is school and/or non school settings.         MU 912.F.3.2:       Summarize copright laws that govern printed, encorded, and on-line music to promote legal and responsible use of intellectual property and technology.         MU 912.F.3.3:       Design, printize, 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 advances skills and/or knowledge.         MU 912.F.1.1:       Torvestigate and discuss how a culture's traditions are reflected through its music.         MU 912.F.1.1:       Campare the work of, and influences on, two or more exemplary composers in the performance meedium studied in class.         MU 912.H.1.2:       Clarifications:       E.g., orchestral and chrait: guitar, keyboard, electronic, handbells         MU 912.H.1.3:       Clarifications:       E.g., orchestral and chrait: guitar and string quartet: plane sole and plane concerto         MU 912.H.1.3:       Clarifications:       E.g., orchestral and chrait: guitar and string quartet: plane sole and plane concerto <td></td> <td>Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</td>  |                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| is g., community restatization, industry choosing new locations, cultural and social encifwment       MU 912.F.3.1:     Analyze and describe how meeting one's responsibilities in music offers opport unities 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 inplement 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.1.1:     Clarifications:       e.g., patriolic, folk, celebration, entertainment, spiritual       compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.       MU.912.H.1.2:     Clarifications:       e.g., orchestral and choran: guitar and string quarter lieno solo and plane concerto       e.g., orchestral and choran: guitar and string quarter lieno solo and plane concerto       w10.912.H.1.3:     Charifications:       e.g., orchestral and choran: guitar and string quarter, lieno solo and plane concerto       w10.912.H.2.3:     Clarifications:       w10.912.H.2.3:     Clarifications:       w10   | MU.912.F.2.2:  | Clarifications:   |
| 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 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.F.1.1:       Clarifications:       e.g., patroitic, foik, celebration, entertainment, spiritual       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU 912.H.1.2:       Compare the work of, and influences on, two or more exemplary composers in the performance medium.       Compare two or more works of a composer across performance media.         MU 912.H.1.3:       Compare two or more works of a composer across performance media.       Compare two or more works of a composer across performance media.         MU 912.H.1.3:       Clarifications:       e.g., orto-listical and choral: guitar and string quarter: plano solo and plano concerto         MU 912.H.2.1:       Analyze music hords: justica music acquisiti  |                | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
| Iteadership 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 F.1.4:         Clarifications:<br>e.g., patriols, folk, celebration, entertainment, spiritual         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           MU 912 F.1.4:         Clarifications:<br>e.g., orchestral and choral: guitar, keyboard, electronic, handbells         Clarifications:<br>e.g., orchestral and choral: guitar and string quartet; plano solo and plano concerto           MU 912 F.1.4:         Analyze music within cultures to gain understanding of authentic performance practices.         Mu 912 F.1.4:           MU 912 F.2.3:         Analyze runnet deving of a composition, performance practices.         Mu 912 F.1.4:           MU 912 F.1.4:         Analyze nusic within cultures to gain understanding of authentic performance practices.         Mu 912 F.2.2:           MU 912 F.1.4:         Analyze runnet cond impact of music on specific historical periods.  | MIL 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   |
| AU 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:       Define, prioritize, monitor, and successfully complete tasks 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.1.1:       Clarifications:       e.g., patriotic, folk, celebration, entertainment, spiritual         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       e.g., vocal, instrumental, guitar and string quartet: piano solo and piano concerto         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.1.4:       Kalayze mosic within cultures to gain understanding of authentic performance practices.         MU 912.H.1.2:       Evaluate the social impact of music on specific historical periods.         MU 912.H.1.4:       Analyze mosic within cultures to gain understanding of authentic performance practices.         MU 912.H.2.2  | WI0.712.1.0.1. | leadership in school and/or non-school settings.  |
| Lechnology.           Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demostrating 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.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.F.1.1:         Clarifications:         e.g., patriotic, fork, celebration, entertainment, spiritual           Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           MU.912.H.1.1:         Clarifications:         e.g., orchestral and choral: guitar, keyboard, electronic, handbells           cd.g. orchestral and choral: guitar and string quartet: plano sole and plano concerto         e.g., orchestral and choral: guitar and string quartet: plano sole and plano concerto           wU.912.H.1.4:         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:         Clarifications:           e.g., jazz, blues         Mully gauditis, and usics conoposition, performance, and acquisition of 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   |
| MU 912.F.3.3:       Define, promitize, monitor, and successing complete lasks related to movidual musical performance or project presentation, withou direct oversign, and momentanting skills and/or knowledge.         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.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 plan documents with a discuss how a culture's traditions are reflected through its music.         MU 912.F.1.1:       Clarifications:       e.g., patriotic, folk, celebration, entertainment, spiritual         MU 912.F.1.2:       Clarifications:       e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         MU 912.F.1.1:       Clarifications:       e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         Compare two or more works of a composer across performance media.       Clarifications:       e.g., orchestral and choral: guitar and string quartet; piano solo and plano concerto         MU 912.H.1.4:       Analyze how Western music has been influenced by historical and current world cultures.       MU 912.H.2.1:         MU 912.H.2.2:       Analyze music quitures of a music quiese environments and music acquisition, to predict possible directions of music.         MU 912.H.2.3:       Clarifications:       e.g., iazz, blues         MU 912.H.2.4: <td></td> <td>technology.<br/>Define animities and the second difference of the second data in the individual medical and formation of the second data without difference of the second data and the</td> |                | technology.<br>Define animities and the second difference of the second data in the individual medical and formation of the second data without difference of the second data and the |
| 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:         Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and influences how a culture's traditions are reflected through its music.           MU.912.H.1.1:         Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual           Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           Clarifications:<br>e.g., octal, instrumental, guitar, keyboard, electronic, handbells           Compare two or more works of a composer across performance media.           Clarifications:<br>e.g., orchestrai and choral: guilar and string quartel; plano solo and plano concerto<br>e.g., orchestrai and choral: guilar and string quartel; plano solo and plano 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.H.2.3:         Clarifications:<br>e.g., jazz, blues           MU.912.H.2.4:         Examine the effects of developing technology on composition, performance, and acquisition of music.           MU.912.H.2.1:         Examine the effects of developing technology on composition, performance, and acquisition of music.           MU.912.H.2.1:         Exa   | 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:       and initiative to advance skills and/or knowledge.         MU.912.F.1.1:       Investigate and discuss how a culture's traditions are reflected through its music.         MU.912.F.1.1:       Clarifications:<br>e.g., patholic, folk, celebration, entertainment, spiritual         MU.912.F.1.1:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU.912.F.1.2:       Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells         MU.912.F.1.3:       Clarifications:<br>e.g., orchestral and choral: guitar and string quartet: plano solo and plano concerto         MU.912.F.1.5:       Analyze music thas been influenced by historical and current world cultures.         MU.912.F.2.1:       Evaluate the social impact of music on specific historical periods.         MU.912.F.2.1:       Evaluate the social impact of music on specific historical periods.         MU.912.F.2.3:       Clarifications:<br>e.g., j.paz, blues         MU.912.F.2.4:       Clarifications:<br>e.g., j.paz, blues         MU.912.F.2.3:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         MU.912.F.2.1:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.F.2.3:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         MU.912.F.1.3.1:       Clarifications:<br>e.g., flortin, meiody, timbre, form, tona   |                | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,  |
| Investigate and discuss how a culture's traditions are reflected through its music.           MU.912.H.1.1:         Clarifications:<br>e.g., patriotic, foik, celebration, entertainment, spiritual           MU.912.H.1.2:         Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells           MU.912.H.1.2:         Compare two or more works of a composer across performance media.           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 how Western music has been influenced by historical and current world cultures.           MU.912.H.1.5:         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.H.2.2:         Analyze music music line during quartet: plano solo and plano concerto           MU.912.H.2.3:         Clarifications:<br>e.g., adz, blues           MU.912.H.2.4:         Evaluate the social impact of music on specific historical periods.           MU.912.H.2.4:         Clarifications:<br>e.g., adz, blues           MU.912.H.2.4:         Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics           MU.912.H.2.1:         Evaluate the organizational principles and conventions in musical works and discuss their effect  | MU.912.F.3.4:  | and initiative to advance skills and/or knowledge.  |
| MU.912.H.1.1:       Clarifications:       e.g., patriolic, 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.1.3:       Clarifications:         e.g., vocal, instrumental, 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 works within cultures to apia 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:       Clarifications:         e.g., jazz, blues       Subject compare.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.H.2.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.H.2.1:       Evaluate the organizational principles and conventions in musical works and discuss the   |                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| 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.         MU.912.H.1.2:       Clarifications:<br>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 now or more works of a composer across performance media.         MU.912.H.1.4:       Analyze now Western music has been influenced by historical and current world cultures.         MU.912.H.1.5:       Analyze now Western music has been influenced by historical and current world cultures.         MU.912.H.1.5:       Analyze now 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.H.2.2:       Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.         MU.912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       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<br>musical performance.         MU.912.H.2.1:       Evaluate the organizational principles and conventions in musical works and di   | MU.912.H.1.1:  | Clarifications:   |
| MU.912.H.1.2:       Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.         MU.912.H.1.2:       Clarifications:<br>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:       Clarifications:<br>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.1.2:       Valuyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.         MU.912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.1:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.3:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         MU.912.H.2.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications:<br>e.g., notwithme, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble <td< td=""><td></td><td>e.g., patriotic, folk, celebration, entertainment, spiritual</td></td<>  |                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MU.912.H.1.2:       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.1.3:       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 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.H.2.2:       Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       Inalyze the evolution of a music genre.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.3:       Clarifications:         e.g., jazz, blues       Inalyze the evolution and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.         MU.912.H.2.3:       Clarifications:         e.g., ozustics, sound amplification, materials, mechanics       Inalyze the evolution and performance.         MU.912.O.1: <td></td> <td>Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</td>  |                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
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| MU.912.H.1.3:       Compare two or more works of a composer across performance media.         MU.912.H.1.4:       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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       e.g., acoustics, sound amplification, materials, mechanics         MU.912.O.1.1:       Clarifications:       e.g., chythm, 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.  |                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
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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.2.2:       Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.         MU.912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       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<br>musical performance.         MU.912.H.3.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Evaluate the organizational principles and conventions and performance practices of a specific style to a contrasting style of music.         MU.912.O.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |                | 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.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       c.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.1:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       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., roythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.O.2.1:       Transfer accepted composition conventions and performance and composition.         MU.912.O.2.2:       Transpose melodies into diff  | 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.H.2.2:       Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.         Analyze the evolution of a music genre.       Clarifications:         e.g., jazz, blues       e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       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.         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.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.2.3:       Clarifications: <ul> <li>e.g., jazz, blues</li> </ul> MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications: <ul> <li>e.g., acoustics, sound amplification, materials, mechanics</li> <li>e.g., acoustics, sound amplification, materials, mechanics</li> </ul> MU.912.O.1.1:       Clarifications: <ul> <li>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble</li> <li>MU.912.O.2.1:</li> <li>Transfer accepted composition conventions and performance and composition.</li> </ul>   | MU.912.H.2.1:  | Evaluate the social impact of music on specific historical periods.   |
| Analyze the evolution of a music genre.         MU.912.H.2.3:       Clarifications:<br>e.g., jazz, blues         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         MU.912.H.3.1:       Clarifications:<br>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.         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.H.2.2:  | Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.   |
| MU.912.H.2.3:       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.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.         MU.912.H.3.1:       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.         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 the evolution of a music genre.   |
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| MU.912.H.2.4:       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.         MU.912.H.3.1:       Clarifications:<br>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.         MU.912.O.2.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.O.2.2:       Transfer accepted composition conventions and performance and composition.   |                | e.g., jazz, blues   |
| 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.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics         MU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.   | MU.912.H.2.4:  | Examine the effects of developing technology on composition, performance, and acquisition of music.   |
| MU.912.H.3.1:       musical performance.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       e.g., acoustics, sound amplification, materials, mechanics         MU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.2.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.   |                | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
| MU.912.H.3.1:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         MU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.  | MU.912.H.3.1:  | musical performance.  |
| e.g., acoustics, sound amplification, materials, mechanics         MU.912.0.1.1:       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.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.  |                | Clarifications:   |
| Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.   |                | e.g., acoustics, sound amplification, materials, mechanics  |
| MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.  |                | 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.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.  | MU.912.O.1.1:  | Clarifications:   |
| MU.912.0.2.1:       Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.         MU.912.0.2.2:       Transpose melodies into different modalities through performance and composition.   |                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.2: Transpose melodies into different modalities through performance and composition.  | MU.912.0.2.1:  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
|  | MU.912.0.2.2:  | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:         | 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.   |
| 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:         | Signi-read music accurately and expressively to snow 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.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   |
| LAFS.1112.SL.1.1:     | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>                             |
|                       | 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:     | alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience,<br>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.  |
| EAT 5.1112. WHS1.5.7. | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                       | Attend to precision.  |
| 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  |
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|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

## 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

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 5 HON Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

| Music (Elementary and Secondary Grades K-12)              |
|---|
| Instrumental Music (Secondary Grades 7-12)                |
| Instrumental Music (Elementary and Secondary Grades K-12) |
# Orchestra 5 Honors (#1302400) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | 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.1.2:  | Clarifications  |
|                | e.g., guality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                             |
|                |   |
|                | Analyze instruments of the world and classify them by common traits.  |
| MU.912.C.1.3:  | 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     |
| WI0.712.0.0.1. | in music.   |
| MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music       |
| MII 912 F 2 1. | training.   |
|                | Clarifications:   |
|                | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                       |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                   |
| MU.912.F.2.2:  | 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     |
| MU.912.F.3.1:  | 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               |
| MU.912.F.3.2:  | technology.   |
|                | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| WIU.912.F.3.3: | demonstrating skills for use in the workplace.  |
| MIL 912 E 3 /· | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,        |
| 10.712.1.3.4.  | and initiative to advance skills and/or knowledge.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media  |
|                |   |
| MU.912.H.1.3:  | Clarifications:   |
|                | e.g., orchestral and choral, guitar and string quarter, plano solo and plano 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.                           |
|                | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:  | Clarifications:   |
|                | e.g., jazz, blues   |
| MU.912.H.2.4:  | 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.  |
| MU.912.H.3.1:  | Clarifications:   |
|                | e.g., acoustics, sound amplification, materials, mechanics  |
|                | 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  |
| MU 012 0 2 1   | Transfor acconted composition conventions and performance practices of a specific style to a contracting style of music                                   |
| MU 012 0 2 2   | Transper accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                  |
| 10.912.0.2.2:  | nanspose melouies into universit mouanties 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.912.0.3.1:     | Clarifications:   |
|                   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration   |
| MU.912.0.3.2:     | 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.  |
| MU.912.5.1.3:     | e.g., texture, mode, form, tempo, voicing   |
|                   | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:     | Clarifications:   |
|                   | e.g., singing, praying, 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  |
| 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.912.5.3.4:     | Analyze and describe the effect of renearsal sessions and/or strategies on refinement of skills and techniques.<br>Develop and demonstrate proper vocal or instrumental technique.            |
| MU.912.S.3.5:     | 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.   |
|                   | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as peeded while solving a challenging task.</li> </ul>                          |
|                   | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                   | 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.   |
|                   | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>                                  |
|                   | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                   | 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.   |
| MA.K12.MTR.2.1:   | Choose a representation based on the given context or purpose.  |
|                   | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |
|                   | <ul> <li>Help students make connections between concepts and representations.</li> </ul>  |
|                   | 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.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                   | <ul> <li>Select efficient and appropriate methods for solving problems within the given context</li> </ul>  |
| MA. K12. MTR 3.1: | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>  |
|                   | Complete tasks accurately and with confidence.  |
|                   | Adapt procedures to apply them to a new context.  |
|                   | Use feedback to improve efficiency when performing calculations.  |
|                   | Clarifications:   |
|                   | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>                                    |
|                   | 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: |
|                   | inclusional source of gage in discussions that reneer on the mathematical timining of soil drid Utilets.  |

| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
|-----------------|---|
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:  |
|                 | <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:  |
|                 | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> </ul>   |
|                 | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                 | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.  |
| ELA.K12.EE.1.1: | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| 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:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|-------------------|---|
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.<br>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

### 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.

#### 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:

| nttps:/ | /cpaims | mediapr | dold.bo | .core.v | windows | .net/u | ipioads/ | docs/ | standar | ds/e | eld/s | sı.p |
|---------|---------|---------|---------|---------|---------|--------|----------|-------|---------|------|-------|------|
|         |         |         |         |         |         |        |          |       |         |      |       |      |

| GENERAL INFORMATION               |  |
|-----------------------------------|--|
|                                   | Course Path: Section: Grades PreK to 12 Education      |
| Course Number 1202400             | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1302400            | Education Courses > <b>Subject</b> : Music Education > |
|                                   | SubSubject: Instrumental Music >                       |
|                                   | Abbreviated Title: ORCH 5 HON                          |
| Number of Credits: One (1) credit | Course Length: Year (Y)                                |
|                                   |  |

Course Attributes:HonorsCourse Level: 3

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)

# Orchestra 6 Honors (#1302410) 2020 - 2022 (current)

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU 010 0 1 0  | composer's intent.   |
| MU.912.C.1.2: | Clarifications:  |
|               | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|               | Analyze instruments of the world and classify them by common traits.   |
| MU.912.C.1.3: | 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<br>in music.                                       |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|               | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music  |
|               | training.  |
| 10.712.1.2.1. | Clarifications:  |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2: | Clarifications:  |
|               | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
|               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3: | 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.    |
|               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1: | Clarifications:  |
|               | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:  |
|               | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | 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.  |
|               | Analyze the evolution of a music genre.  |
| MU.912.H.2.3: | Clarifications:<br>e.g., jazz, blues   |
| MU.912.H.2.4: | 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.   |
| MU.912.H.3.1: | Clarifications:  |
|               | e.g., acoustics, sound amplification, materials, mechanics   |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1: | Clarifications:  |
| 1             |  |

| DEVERSE2.1:         Transfer accepted compatible constrations and de formanies printers         of accepted by the constration of the derivative statements           DEVERSE2.1:         Transfer accepted compatible constrations and de formanies printers         of accepted by the derivative statements           DEVERSE2.1:         Transfer accepted compatible constrations and de statement statements         of accepted by the derivative statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the derivative statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the maximum statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the maximum statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the maximum statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the maximum statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the maximum statements           DEVERSE2.1:         Transfer accepted compatible constrations         of accepted by the maximum statements           DEVERSE2.2:         Transfer accepted constrations         of accepted by the maximum statements           DEVERSE2.2:         Transfer accepted constrations         of accepted by the maximum statementston accepted by the maximum  |                     | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
|--|---------------------|---|
| BL412.2.2         Transpose models into different modellies flowing performance and comparison.           BL412.2.2.1         Transpose models into different modellies flowing be calculated where the flowing into the different modellies in the different model.           BL412.2.2.1         Charling and model into different modellies flowing into the different model.           BL412.2.2.1         Charling and model into different modellies into the different modellies into different modellies into the modellies into the different modellies into dinthe different modellies into different modellies in  | MU.912.0.2.1:       | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| Number of the comparison   | MU.912.O.2.2:       | Transpose melodies into different modalities through performance and composition.<br>Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied  |
| AUX 171.0.3.2.       Interpret and partom expressive elements indicated by the songle score addre conductor.         AUX 172.5.1.3.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.1.4.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.1.3.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.1.4.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.1.4.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.1.4.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.2.1.       SetEmbed as each by manipulating box or more adjoint conductor.         AUX 172.5.2.2.       Transfer expression and expressionly to show synthesis of solaria.         AUX 172.5.3.1.       SetEmbed energy.         AUX 172.5.3.2.       SetEmbed energy.         AUX 172.5.3.3.       Transfer expression and expressionly to show synthesis of solaria.         AUX 172.5.3.4.       Transfer expression and expressionly to show synthesis of solaria.         AUX 172.5.3.1.       Transfer expression and expression.         AUX 172.5.3.2.       SetEmbed energy.       Transfer expression for expression and e  | MU.912.O.3.1:       | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  |
| Arrange = nutsice work by manuality failes a meteo spaces of this composition.           Output         Statustic models, independently and examples, independently and  | MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
| Number of the state o  | 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 912-5.1.4       Editications:<br><ul> <li>B_D. single _skylep, writing</li> <li>B_D. single _skylep, writing</li> </ul> MU 912-5.2.7       Transfer expression demonstrate process         MU 912-5.2.8       Transfer expression demonstrate process         MU 912-5.2.8       Transfer expression demonstrate process         MU 912-5.2.8       Transfer expression demonstrate process         MU 912-5.3.8       Spectrostrate         Statistications:       Spectrostr  |                     | Perform and notate, independently and accurately, melodies by ear.  |
| Apply the ability to remotes and inferences mulcial structure, accurate and expressive defails, and processing skills to the evalution or performance or mulci. Hardner,<br>Equination, sequential process <ul> <li>Fund the ability to remotes and performance techniques from one piece of mulci to another.</li> <li>Systematic ability to accurately and expressive techniques from one piece of mulci to another.</li> <li>Systematic ability of a sequences of structure ability of the sequences of substances.</li> <li>Systematic ability of a sequences of structure ability of the sequences of structure ability of sequences.</li> <li>Systematic ability of a sequence of structure ability of sequences of structure ability of sequences.</li> <li>Systematic ability of sequences of structure ability of sequences of structure ability of sequences of structure ability of sequences of structure.</li> <li>Systematic ability of sequences of sequences ability of sequences of structure ability of sequences of structure ability of sequences of sequences abili</li></ul>   | MU.912.S.1.4:       | Clarifications:<br>e.g., singing, playing, writing  |
| Interview         Interview           Number 25:2.2         Transfer expressive elements and performance techniques from one piece of music to another.           Setterstart and control of the end on performance techniques from one piece of music to another.           Setterstart and control of the end on performance techniques from one piece of music to another.           Setterstart and control of the end on performance technique.           All 912:5.3.2         Chriftentions:<br>e.g., musical elements, correctly and expressively to show synthesis of suits.           All 912:5.3.2         Chriftentions:<br>e.g., musical elements, correctly and expressively to show synthesis of suits.           All 912:5.3.4         Analyze and describts the effect of releasest sessions and/or strongles or referement of suits and techniques.           WU 912:5.3.5         Chriftentions:<br>e.g., posture, breaching frequing, emboucher: lows technique, tuning, strumming<br>e.g., posture, breaching frequing, emboucher: lows technique, tuning, strumming<br>e.g., posture, breaching frequing, emboucher: lows technique, tuning, strumming<br>e.g., posture, breaching, frequing, emboucher: lows technique, tuning, strumming<br>e.g., posture, breaching, frequing, emboucher: lows technique, tuning, strumming<br>e.g., posture, breaching, frequing, emboucher: low technique discussions, preparation by referring to evidence from<br>texts and other reference in the tapic of issue to atmatiate athought tul, wet reacond exchange of tabas.           All 9112:80:11:         S. Work, Will, hegers to premeter low, devisions and decisions and decisions and decisions and decisions and exchange.         abasing to a biffer a biffer abif<br>research on the tapi  | MU 012 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.   |
| MU 912.5.2.1:         Transfer expressive elements and performance techniques from one piece of mucic to another.           WU 912.5.3.1:         Synthesize a toread range of mucical skills by performance techniques counted, sum           WU 912.5.3.2:         Enformations:         Control counted skills           WU 912.5.3.1:         Transfer expressive elements: and expressive qualities, performance technique         Control counted skills           WU 912.5.3.2:         Transfer expressive elements: and expressive equalities, performance technique         Control counted skills           WU 912.5.3.3:         Transfer expressive elements and expressive equalities, performance techniques         Development end expressive elements and expressive elements: andexprespressive elements: and exprespressive elements: an  | M0.912.3.2.1.       | Clarifications:<br>e.g., memorization, sequential process   |
| MU 912.5.3.1:       Synthesize a broad range of musical skills by performing a varied reportion with expression, appropriate syltatic interpretation, technical accuracy, and knewthin composition explores of akuits.         MU 912.5.3.2:       Clarifications:<br>a  | MU.912.S.2.2:       | Transfer expressive elements and performance techniques from one piece of music to another.   |
| Split red music accurately and expressive qualities, performance technique           01/912.5.3.2:         Transmite auraly presented songs into medica and/or tyticities on referement of skills and techniques.           01/912.5.3.3:         Transmite auraly presented songs into medica and/or tyticities on referement of skills and techniques.           01/912.5.3.4:         Transmite auraly presented songs into medica and/or tyticities on referement of skills and techniques.           01/912.5.3.5:         Transmite auraly presented songs into medica and/or tyticities on referement of skills and techniques.           01/912.5.3.5:         Clarifficators:<br>e.g., posture, breaking, fingering, embouchure, how technique.           01/912.5.3.5:         Clarifficators:<br>e.g., posture, breaking, fingering, embouchure, how technique.           11/10.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.  | 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.   |
| MJ 972.5.3:       Clinifications:         e.g., musical elements, compressive qualities, performance technique       MJ 972.5.3.3:         MJ 972.5.3.3:       Transcribe auraly presented songs into mende, candra ritythmic notation to show synthesis of aural an totalional skills.         MJ 972.5.3.3:       Develop and demonstrate opport vocal or instrumental technique.         Clurifications:  |                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| NUL 912 S. 3.3         Transcribe aurally presented songs into metodic and/or rhythmic notation to shoke synthesis of aural and notational skills.           NUL 912 S. 3.4         Analyte and describe the effect of rnhearast assistions and/or strategies on refinement of skills and techniques.           Develop and demonstrate proper volaci or instrumental technique.         Exercited and demonstrate proper volaci or instrumental technique.           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 sclentific or technical context relevant to grades 11–12 texts and topics.           ALAPS.1112_RET_2.4:         Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific sclentific or technical context relevant to grades 11–12 texts and topics.           ALAPS.1112_RET_2.4:         Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific sclentific or technical context relevant to grades 11–12 texts and texts and ther research on other topics or issue to any words.           A. Core to discussions properiod. Using read and researched material under study, specificly draw on that proparation by referring to evidence from texts and other research on the topic or issue to stranulate a thoughtful, well reasoned exchange of ideas.           ALAPS.1112_SU_1.1:         Evidence and textine presenteries: synthesize comments, claims, and evidence material wells, vell research and reading the specific sclentific to research is required to devisor terms presenteries.           ALAPS.1112_SU_1.2:         Infigure nul  | MU.912.S.3.2:       | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique  |
| MU 912.5.3.4:     Analyze and describe the effect of reheards assessme and/or strategies on reflement of skills and techniques.       Development and demonstrate proper vocal or instrumental technique.     Charifications:       ig., posture, freathing, fingering, embouchare, bow technique, tuning, strumming     Last Science (Science)       LAFS.1112.KST.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 topics, texts, and issues, building on others loss and expressing their own clearly and techner-lood) with diverse partners on grades 11-12 topics, texts, and issues, building on others loss and expressing their own clearly and persuasively.       LAFS.1112.SL.1.1:     Come to doccusions prepared, huving 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 is stimuliate tanoughtifu, with reasoned exchange of cleas.       LAFS.1112.SL.1.1:     Nork with peers to promote civil, democratic discussions and docklon-making, set clear goals and deadlines, and establish individual roles as needed.       LAFS.1112.SL.1.2:     Integrate multiple sources of information presented in diverse perspectives. synthesize comments, claims, and oxidence made on all alies 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.1.2:     Integrate multiple sources of information presented in diverse forseanding, and exidences. Binks among the data.       LAFS.1112.SL.1.3:     Evaluate a specker's point of  | MU.912.S.3.3:       | Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.  |
| Develop and demonstrate proper vocal or instrumental technique.           Differint formations:<br>a.g. posture. breathing, fingering, embouchure, how technique, turing, strumming           Determine the meaning of symbols, key torms, and other domain specific works and phrases as they are used in a specific scientific or technical<br>context releant to grades 11-12 texts and topics.           LAFS.1112.R5T.2.4:         Determine the meaning of symbols, key torms, and other domain specific works and phrases as they are used in a specific scientific or technical<br>context releant to grades 11-12 texts and topics.           LAFS.1112.R5T.2.4:         Determine the meaning of symbols, key torms, and other domain specific works and phrases as they are used in a specific scientific or technical<br>context releant to grades building on others (less and concessing) their own cleanty and persuasively.           LAFS.1112.S1.1:         Determine toril, demonstrate increasing and decision-making, set clear guals and dealines, and establish individual roles as<br>meeted.           LAFS.1112.S1.1:         Description         Description         End of the specific scientific scientific and decision-making, set clear guals and dealines, and establish individual roles as<br>meeted.           LAFS.1112.S1.1:         Description         Description         Description           LAFS.1112.S1.2:         Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed<br>decisions and solve problem, evaluating the concern and roles and problematics anong ledas.         Descriptic scientific scientific scientific science and<br>releanse and solve p   | MU.912.S.3.4:       | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.   |
| NU 9/2.5.3.3:       Ularifications:         LAPS.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 tests and topics.         LAPS.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 tests and topics.         LAPS.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 tests, texts, and issue, building on other/ idea and expressing their own clearly and persuavive/.         a. Corne to discussions prepared, having read and researched matterial under study: explicitly draw on that preparation by referring to evidence from texts and other research on the teptic or issue is altimulate a throughful, well-reasoned exchange of ideas.         LAPS.1112.SL.1.1:       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: failing, withing entroper teredibility and accuracy of each source and noling any discrepancies among the data.         LAPS.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 promote divergencies among ideas, word choice, point of emptasis, and tone used.         LAPS.1112.SL.1.2:       Integrate multiple sources of information presented in diverse formata on decision, do   |                     | 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.         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 ther research and expressing their own clearly and persusaively.         IAFS.1112.SL.12:       Initiate and participate effectively in a range of collaborative discussions and coleraly and persusaively.         IAFS.1112.SL.12:       Initiate and participate effectively in a range of collaborative discussions and decision making, set clear goals and deadlines; and establish individual roles as needed.         IAFS.1112.SL.12:       Integrate multiple sources of information presenctive: 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.         IAFS.1112.SL.13:       Evaluate a speaker's point of view, reasoning, and used of evidence and relative, point decisions and synome participation or complete the task.         IAFS.1112.SL.14:       Evaluate a speaker's point of view, reasoning, and used of evidence and relative prespectives.         IAFS.1112.SL.12:       Evaluate a speaker's point of view, reasoning, and used of evidence and relative, and sylicate; participation, devidence, and a range of comparison, and the optical range of assoning, atternative or opposing preserviews.         IAFS.1112.SL.13:       Evaluate a speaker's point view, reas  | MU.912.S.3.5:       | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-<br>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence from<br>texts and other research on the topic or issue to sitmulate a thoughtful, well-research exchange of ideas.<br>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as<br>needed.<br>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<br>topic or issue: clearly verify, or chellange ideas and conclusions: and promote divergent and creative perspectives.<br>d. Respond thoughtfully to diverse perspectives: synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions<br>when possible; and determine what additional information or research is required to deepen the investigation or complete the task.<br>Standard Relation to Course: Supporting<br>LAFS.1112.St.1.2:<br>LAFS.1112.St.1.3:<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assassing the stance, premises, links among ideas, word choice, point<br>of emphasis, and tone used.<br>Present Information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,<br>and a range of formal and information at severate adversed, and rhetoric, assassing the stance, premises, links among ideas, word choice, point<br>of emphasis, and to ne used.<br>Present Information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,<br>and a range of formal and information tasks to support an use of evidence and r   | 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   |
| 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 ideas, word choice, point of emphasis, and tone used.         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, point 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, and a range of formal and informal tasks.         LAFS.1112.WHST.2.4:       Produce clear and ocherent writing in which the development, organization, and style are appropriate to purpose, and audience.         LAFS.1112.WHST.3.7:       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 an explanable 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 to their grade or course to make sound decisions about when each of these tools might he helpful, recognizing bot the insight to be gained and their limitations. For example, mathematically proficient high school students analyz  | LAFS.1112.SL.1.1:   | <ul> <li>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. <ul> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> </li> </ul>  |
| 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, point 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, 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.         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 ante; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.         MAFS.K12.MP.5.1:       Wathematically 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 toro  |                     | Standard Relation to Course: Supporting   |
| LAFS.1112.SL.1.3:       Evaluate a speaker's point of view, reasoning, and use of evidence and interform, assessing the stance, premises, links among ideas, word choice, point 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.WHST.2.4:       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.         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 sol  | 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.   |
| AFS.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.         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, mathematical problem to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students 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  | 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.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 use technological tools to explore and deepen their understanding of concepts.         Standard Relation to Course: Supporting       Attend   | 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:       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  | 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         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   | 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  |
| MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP.5.1:<br>MAFS.K12.MP. | LAFS.1112.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| Attend to precision.<br>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.5.1:    | Use appropriate tools strategically.<br>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.<br>Standard Relation to Course: Supporting |
|  |                     | Attend to precision.<br>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:  | 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|--|
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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   |
| DA.912.1.3.0.     | 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.   |

#### 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.

#### 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: 1302410            | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>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 Type: Core Academic Course | Course Level: 3  |
| Course Status: Course Approved    |  |
| Grade Level(s): 9,10,11,12        |  |

#### **Educator Certifications**

Music (Elementary and Secondary Grades K-12)

Graduation Requirement: Performing/Fine Arts

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Instrumental Music (Secondary Grades 7-12)
Instrumental Music (Elementary and Secondary Grades K-12)
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# Orchestra 6 Honors (#1302410) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:  |
|               | e.g., listening maps, active listening, checklists   |
|               | 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.1.2: | Clarifications:  |
|               | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|               | Analyze instruments of the world and classify them by common traits.   |
| MU.912.C.1.3: | 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.  |
|               | 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.2.1: | Clarifications:  |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2: | Clarifications:  |
|               | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
|               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3: | 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.    |
|               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1: | Clarifications:  |
|               | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:  |
|               | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | 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.  |
|               | Analyze the evolution of a music genre.  |
| MU.912.H.2.3: | Clarifications:<br>e.g., jazz, blues   |
| MU.912.H.2.4: | 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.   |
| MU.912.H.3.1: | Clarifications:  |
|               | e.g., acoustics, sound amplification, materials, mechanics   |
|               | 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   |
|-----------------|--|
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:   | Transpose melodies into different modalities through performance and composition.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:   | 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   |
|                 | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:   | Clarifications:<br>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:<br>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.  |
| MUL 010 C 0 0   | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.5.3.2:   | 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.  |
| MIL 912 S 3 5·  | Develop and demonstrate proper vocal or instrumental technique.  |
| 10.712.5.5.5.   | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| MA.K12.MTR.1.1: | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                 | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul> </li> </ul>  |

|                 | • 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:   |
|                 | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>   |
|                 | <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to guestion the accuracy of their models and methods.</li> </ul>  |
| ELA.K12.EE.1.1: | 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 Chardrate include to the set and comparison with multiplease and comparison doubte.  The suidance on consist of details.  |
|                 | <ul> <li>A 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.</li> <li>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.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly guoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide.</li> </ul> |
|                 | referenced by the instructor.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>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.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.  |
|                   | 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:<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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 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

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 Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: Music Education > SubSubject: Instrumental Music > Abbreviated Title: ORCH 6 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 Techniques 1 (#1302420) 2020 - 2022 (current)

| Name                | Description   |
|---------------------|---|
|                     | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:       | 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.912.0.2.1:       | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.3.2:       | 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:       | 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.   |
|                     | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:       | Clarifications:<br>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   |
| LAFS.910.RST.2.4:   | context relevant to grades 9–10 texts and topics.   |
| I AFS 910.SL 1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> </ul>   |
| E/11 0.7 10.0E.1.11 | 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   |
|                     | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, guantitatively, orally) evaluating the credibility and   |
| LAFS.910.SL.1.2:    | 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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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   |
|                     | 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,<br>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<br>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<br>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<br>- y) <sup>2</sup> 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 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

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 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) |

# Instrumental Techniques 1 (#1302420) 2022 - And Beyond

| Name                      | Description  |
|---------------------------|--|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:             | 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.912.0.2.1:             | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:             | 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:             | 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.  |
|                           | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:             | 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.  |
| WARTZ.WITK.T.T.           | 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:  |
|                           | Ruild understanding through modeling and using manipulatives.  |
|                           | Penresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations,  |
|                           | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                           | <ul> <li>Frogress roundering problems with objects and drawings to damy agont into and equations.</li> <li>Express connections hatween concents and representations.</li> </ul>                          |
| MA K12 MTR 2 1.           | Choose a representation based on the given context or purpose  |
| IVIA.IX I Z.IVI I IX.Z.I. |  |
|                           | Clarifications:  |
|                           | Help students make connections between concents and representations  |
|                           | Provide opportunities for students to use manipulatives when investigating concents  |
|                           | Guide students from concrete to nictorial to abstract representations as understanding progresses  |
|                           | <ul> <li>Show students that various representations can have different purposes and can be useful in different situations</li> </ul>   |
|                           | • Show students that valious representations can have different pulposes 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.   |
| MA.K12.MTR.3.1:           | 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 solf and others   |
|                           | And the matricians 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.<br>Analyze the mathematical thinking of others.<br>Compare the efficiency of a method to those expressed by others.<br>Recognize errors and suggest how to correctly solve the task.<br>Justify results by explaining methods and processes.<br>Construct possible arguments based on evidence.<br>arifications:<br>acchers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>Create opportunities for students to discuss their thinking with peers.<br>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>Develop students' ability to justify methods and compare their responses to the responses of their peers.  |
|--|---|
| Ma<br>MA.K12.MTR.5.1:  | e patterns and structure to help understand and connect mathematical concepts.<br>thematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Harifications:   |
| Te   | <ul> <li>achers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| Ass<br>Ma<br>MA.K12.MTR.6.1:   | <ul> <li>sess the reasonableness of solutions.</li> <li>thematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> arifications: <ul> <li>achers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
| Apj<br>Ma<br>MA.K12.MTR.7.1:<br>Te   | ply mathematics to real-world contexts.<br>thematicians who apply mathematics to real-world contexts:<br>Connect mathematical concepts to everyday experiences.<br>Use models and methods to understand, represent and solve problems.<br>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.<br>arifications:<br>acchers who encourage students to apply mathematics to real-world contexts:<br>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>Challenge students to question the accuracy of their models and methods.<br>Support students as they validate conclusions by comparing them to the given situation.<br>Indicate how various concepts can be applied to other disciplines.  |
| Cite<br>CI:<br>K-<br>frc<br>2<br>In<br>ELA.K12.EE.1.1:<br>4<br>qu<br>rel<br>6<br>9 | <ul> <li>e evidence to explain and justify reasoning.</li> <li>arifications: <ul> <li>1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details om the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</li> <li>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.</li> <li>5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly uoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide ferenced by the instructor.</li> <li>8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul> </li> </ul> |
| ELA.K12.EE.2.1: CI   | ad and comprehend grade-level complex texts proficiently. arifications: De Text Complexity for grade-level complexity bands and a text complexity rubric. De leferences to support comprehension  |

| ELA.K12.EE.3.1:                    | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.                   |
| ELA.K12.EE.6.1:                    | Use appropriate voice and tone when speaking or writing.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.<br>English language learners communicate for social and instructional purposes within the school setting.   |

#### 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 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: 1302420

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 1 Course Length: Year (Y) Course Level: 2 Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

# Instrumental Techniques 2 (#1302430) 2020 - 2022 (current)

| Name               | Description   |
|--------------------|---|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:      | Clarifications:   |
|                    | e.g., listening maps, active listening, checklists  |
| MU 912 C 2 1·      | Evaluate and make appropriate adjustments to personal performance in solo and epsembles   |
| MU 912 C 2 2       | Evaluate and make appropriate adjustments to personal 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.   |
| MU.912.0.2.1:      | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.3.2:      | 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:      | 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:<br>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.   |
| 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   |
| LAFS.910.RST.2.4:  | context relevant to grades 9–10 texts and topics.   |
| LAFS.910.SL.1.1:   | <ul> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>  |
|                    | 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.  |
| MAFS.K12.MP.5.1:   | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br>Standard Relation to Course: Supporting |
|                    | Attend to precision.  |
| 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   |
|-------------------|---|
|                   | Look for and make use of structure.   |
| 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.  |

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

#### 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)

# Instrumental Techniques 2 (#1302430) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | 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.  |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:   | 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:   | 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.  |
|                 | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:   | Clarifications:<br>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:  |
|                 | <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:  |

|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|-----------------|---|
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.   |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>  |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:   |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.  |
| MA.K12.MTR.7.1: | 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.   |
|                 | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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

#### 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

Number of Credits: One (1) credit Course Type: Core Academic Course 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 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)

# Instrumental Techniques 3 (#1302440) 2020 - 2022 (current)

| Name                | Description  |
|---------------------|--|
|                     | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:       | Clarifications:<br>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<br>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.  |
| 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.   |
|                     | 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.   |
|                     | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>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.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:<br>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.  |
| MU.912.S.3.5:       | Clarifications:<br>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.   |
|                     | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as</li> </ul> |
| LAFS.1112.SL.1.1:   | <ul> <li>needed.</li> <li>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.</li> <li>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.</li> </ul>   |
| LAFS.1112.SL.1.2:   | Standard Relation to Course: Supporting<br>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:   | 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,<br>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience,<br>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.<br>Use appropriate tools strategically.   |

| 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. <b>Standard Relation to Course: Supporting</b> |
|-------------------|---|
|                   | Attend to precision.  |
| 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.   |
|                   | Look for and make use of structure  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 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**

#### 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: 1302440

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 3 Course Length: Year (Y) Course Level: 2 Music (Elementary and Secondary Grades K-12)

Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

# Instrumental Techniques 3 (#1302440) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:<br>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,<br>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:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MII 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.   |
| WO.712.11.3.1.  | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
| MU.912.0.2.1:   | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:   | 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:   | 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.  |
|                 | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> |
|                 | 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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
| MA.K12.MTR.2.1: | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> </ul>   |

|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|-----------------|--|
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>Support students to develop generalizations based on the similarities found among problems.<br>Provide opportunities for students to create plans and procedures to solve problems.<br>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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul> </li> </ul>   |

|                   | <ul><li>Support students as they validate conclusions by comparing them to the given situation.</li><li>Indicate how various concepts can be applied to other disciplines.</li></ul>  |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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

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 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)

# Instrumental Techniques 4 Honors (#1302450) 2020 - 2022 (current)

| Name                   | Description  |
|------------------------|--|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:          | Clarifications:  |
|                        | e.g., listening maps, active listening, checklists   |
|                        | Compare using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
|                        | compare, using context music vocabulary, the adstrictle impact of two of more performances of a musical work to one s own hypothesis of the  |
| MU.912.C.1.2:          | Clarifications   |
|                        | e.g., guality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
| MU 012 0 2 1           |  |
| MU.912.C.2.1:          | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |
| MU.912.0.2.2:          | Evaluate performance quality in recorded and/or live performances.   |
| MU.912.C.3.1:          | make critical evaluations, based on exemplary models, or the quality and effectiveness of performances and apply the criteria to personal development<br>in music                                      |
|                        | 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.2.1:          | Clarifications   |
|                        | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                        | Analyze and describe how meeting and/a responsibilities in music offers expertunities to develop leadership skills, and identify personal examples of  |
| MU.912.F.3.1:          | Analyze and describe now meeting one's responsibilities in music oners opportunities to develop readership skins, and identity personal examples of<br>leadership in school and/or non-school settings |
|                        | Define prioritize monitor and successfully complete tasks related to individual musical performance or project presentation, without direct oversight  |
| MU.912.F.3.3:          | demonstrating skills for use in the workplace.   |
|                        | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,   |
| MU.912.F.3.4:          | and initiative to advance skills and/or knowledge.   |
|                        | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:          | Clarifications:  |
|                        | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                        | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
|                        | musical performance.   |
| MU.912.H.3.1:          | Clarifications:  |
|                        | e.g., acoustics, sound amplification, materials, mechanics   |
| MIL 012 O 2 1.         | Transfer accented composition conventions and performance practices of a specific style to a contrasting style of music  |
| MU 912 0 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.912.0.3.1:          | Clarifications:  |
|                        | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|                        | orchestration  |
| MU.912.0.3.2:          | 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.  |
| 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.  |
|                        | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:          | 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  |
| MII 912 S 3 <i>A</i> · | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques   |
| 1010.912.3.3.4:        | Develop and describe the encert of renearsal sessions and/or strategies on rennement of skins and techniques.  |
| MU.912.S.3.5:          |  |
|                        | e a 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 tonics.     |
|                        | 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  |
|---------------------|---|
| LAFS.1112.SL.1.1:   | requeu.   |
|                     | 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   |
| LAF3.1112.3L.1.2.   | 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: | 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<br>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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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   |
|                     | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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   |
| 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 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.

#### 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 1202450             | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302450            | Education Courses > Subject: Music Education >    |
|                                   | SubSubject: Instrumental Music >                  |
|                                   | Abbreviated Title: INSTRU TECNQS 4 HON            |
| Number of Credits: One (1) credit | 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        |   |

#### **Educator Certifications**

| Music (Elementary and Secondary Grades K-12)              |
|---|
| Instrumental Music (Secondary Grades 7-12)                |
| Instrumental Music (Elementary and Secondary Grades K-12) |

Graduation Requirement: Performing/Fine Arts

# Instrumental Techniques 4 Honors (#1302450) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | 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.1.2:   | 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.  |
|                 | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training                               |
| 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   |
|                 | Apply and deprine how meeting apple second how a second of an analysis, and on apple of readership alide and identify present examples of  |
| MU.912.F.3.1:   | leadership in school and/or non-school settings  |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight.                                  |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace.   |
| MIL 912 E 3 4.  | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,   |
| 10.712.1.3.4.   | and initiative to advance skills and/or knowledge.   |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:   | Clarifications:  |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
| MIL 912 H 3 1·  | musical performance.   |
| 10.712.11.3.1.  | Clarifications:  |
|                 | e.g., acoustics, sound amplification, materials, mechanics   |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:   | 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  |
|                 |  |
| MU.912.0.3.1:   | cuarifications:  |
|                 | orchestration  |
| MU 912 O 3 2·   | Interpret and perform expressive elements indicated by the musical score and/or conductor  |
| 1017121010121   | 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.  |
| MIL 012 S 3 1.  | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and                                |
| 10.712.3.3.1.   | 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.3.4:   | 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  |
|                 | 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.  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindest when working to achie tasks.</li> </ul> |
|                 | <ul> <li>Stay engaged and maintain a positive minuser when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>               |
| MA.K12.MTR.1.1: |  |
|                 | cial inications.   |

|                 | <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|-----------------|---|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| 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.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.  |
|                 | <ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </li> </ul> |
| MA K12 MTD 6 1. | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context  |
|                 |   |

|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
|------------------------------------|--|
| MA.K12.MTR.7.1:                    | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
| ELA.K12.EE.1.1:                    | <ul> <li>Cite evidence to explain and justify reasoning.</li> <li>Clarifications:</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul> |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1:                    | Use appropriate voice and tone when speaking or writing.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.<br>English language learners communicate for social and instructional purposes within the school setting.   |

## 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, 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.

#### 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: 1302450<br>Number of Credits: One (1) credit | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Instrumental Music ><br>Abbreviated Title: INSTRU TECNQS 4 HON<br>Course Length: Year (Y)<br>Course Attributes:<br>• Honors |
|---|---|
| Course Type: Core Academic Course                           | Course Level: 3   |
| 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)

# Instrumental Ensemble 1 (#1302460) 2020 - 2022 (current)

| Name               | Description   |
|--------------------|---|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:      | 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.3.2:      | 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.1.5:      | 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.912.0.3.2:      | 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.  |
| MU.912.S.1.3:      | Clarifications:<br>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 012 S 2 1.      | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| 10.912.3.3.1.      | 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   |
|                    | 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.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:   | <ul> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>  |
|                    | 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.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| MAFS.K12.MP.5.1:   | Use appropriate tools strategically.<br>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:  | 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|--|
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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   |
| DA.912.F.3.8:     | 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.   |

#### VERSION DESCRIPTION

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.

#### 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 Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1202460                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1502460                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Instrumental Music >                  |
|  | Abbreviated Title: INSTRU ENS 1                   |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | 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) |

# Instrumental Ensemble 1 (#1302460) 2022 - And Beyond

|                 | Description  |    |
|-----------------|--|----|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |    |
| MU.912.C.1.1:   | 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<br>in music.   | nt |
| 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.1.5:   | 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.912.0.3.2:   | 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.   |    |
| MU.912.S.1.3:   | Clarifications:<br>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.  | d  |
|                 | Sight-read music accurately and expressively to show synthesis of skills.  |    |
| MU.912.S.3.2:   | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique   |    |
|                 | Develop and demonstrate proper yogal or instrumental technique   |    |
|                 |  |    |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |    |
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |    |
| 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: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> </li> </ul> |    |
|                 | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>Help students make connections between concepts and representations.<br>Provide opportunities for students to use manipulatives when investigating concepts.<br>Guide students from concrete to pictorial to abstract representations as understanding progresses.<br>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.<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.   |    |
|                 | Clarifications:  |    |

|                 | <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|-----------------|--|
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• 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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |  |
|                   | Make inferences to support comprehension.   |  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |  |
|                   | Use appropriate voice and tone when speaking or writing.  |  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |  |

#### VERSION DESCRIPTION

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.

## 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: 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 
 Number of Credits: One (1) credit
 Course Length: Year (Y)

 Course Type: Core Academic Course
 Course Level: 2

 Course Status: State Board Approved
 Grade Level(s): 9,10,11,12

 Graduation Requirement: Performing/Fine Arts
 State Sta

Music (Elementary and Secondary Grades K-12) Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12)

# Instrumental Ensemble 2 (#1302470) 2020 - 2022 (current)

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | 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.3.2:      | 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.1.5:      | 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.  |
|                    | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:      | Clarifications:<br>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.   |
| MU.912.O.3.1:      | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:      | 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.   |
| MU.912.S.1.3:      | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                    | 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:<br>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.  |
|                    | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:      | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique   |
|                    | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:      | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–<br>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.                                       |
| LAFS.1112.SL.1.1:  | 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  |
| LAES 010 DST 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  |
| LAF3.910.K31.2.4.  | context relevant to grades 9–10 texts and topics.  |
| 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.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.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.  |
| 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:   | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>- y) <sup>2</sup> 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.<br>Standard Relation to Course: Supporting   |
|                    | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in  |
| DA.912.F.3.8:      | 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.  |

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

#### 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**

Music (Elementary and Secondary Grades K-12) Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

# Instrumental Ensemble 2 (#1302470) 2022 - And Beyond

| Name                   | Description  |  |
|------------------------|--|--|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |  |
| MU.912.C.1.1:          | 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.3.2:          | 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.1.5:          | 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.  |  |
|                        | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |  |
| MU.912.0.1.1:          | 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. |  |
| MU.912.O.3.1:          | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration              |  |
| MU.912.0.3.2:          | 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.   |  |
| MU.912.S.1.3:          | Clarifications:  |  |
|                        | e.g., texture, mode, form, tempo, voicing  |  |
|                        | 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 operation      |  |
|                        | Sight-read music accurately and expressively to show synthesis of skills   |  |
| MIL 912 S 3 2·         | Clarifications:  |  |
| MO.712.3.3.2.          | e.g., musical elements, expressive qualities, performance technique  |  |
|                        | Develop and demonstrate proper vocal or instrumental technique.  |  |
| MIL 012 S 3 5          |  |  |
| W0.712.3.3.3.          | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |  |
|                        | Mathematicians who participate in effortful learning both individually and with others:  |  |
|                        | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |  |
|                        | Ask questions that will help with solving the task.  |  |
|                        | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |  |
|                        | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |  |
|                        | 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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:                        |  |
|                        | Ruild 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  |  |
|                        | Frogress nom modeling problems with objects and drawings to damy algorithms and equations.     Eveness connections between concents and representations                                |  |
| MA K12 MTR 2 1         | Choose a representation based on the given context or purpose  |  |
| NO. N. 12. WEIN. 2. 1. |  |  |
|                        | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |  |

|                 | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>   |
|-----------------|--|
|                 | Show students that various representations can have different purposes and can be useful in different situations.  |
|                 | Mathematicians who complete tasks with mathematical fluency:   |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | <ul> <li>Use recuback to improve enclency when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
|                 | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes</li> </ul>   |
| MA.K12.MTR.4.1: | Construct possible arguments based on evidence.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:   |
|                 | <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>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.<br>Mathematicians who apply mathematics to real-world contexts:  |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |

|                   | <ul><li>Challenge students to question the accuracy of their models and methods.</li><li>Support students as they validate conclusions by comparing them to the given situation.</li><li>Indicate how various concepts can be applied to other disciplines.</li></ul>   |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 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: 1302470

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 ENS 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)

# Instrumental Ensemble 3 (#1302480) 2020 - 2022 (current)

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | 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.1.2:             | 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.  |
| MIL 012 C 2 1.            | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development       |
| 10.712.0.3.1.             | in music.   |
|                           | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music         |
| MU.912.F.2.1:             |   |
|                           | Clarifications:   |
|                           | e.g., repertoire rists, technology-based work, ability to research and analyze, and examples or readership and conaborative skins                           |
|                           | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                                 |
| MU.912.F.2.3:             | 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       |
|                           | readership in school and/or non-school settings.  |
| MU.912.F.3.2:             | technology.   |
|                           | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| MU.912.F.3.3:             | demonstrating skills for use in the workplace.  |
|                           | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:             | 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.   |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:             | Clarifications:   |
|                           | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:             | 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         |
|                           |   |
| MU.912.0.3.1:             | Clarifications:   |
|                           | orchestration   |
| MU 912 O 3 2 <sup>.</sup> | 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.  |
| MU.912.S.1.3:             | Clarifications:   |
|                           | e.g., texture, mode, form, tempo, voicing   |
|                           | Perform and notate, independently and accurately, melodies by ear.  |
| MIL 912 S 1 4·            | Clarifications:   |
| MI0.712.0.1.1.            | 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  |
| MU.912.S.2.2:             | Transfer expressive elements and performance techniques from one piece of music to another.   |
| MU 010 6 0 1              | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and |
| IVIU.912.5.3.1:           | 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.3.4:             | 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.   |  |
|---------------------|---|--|
| MU.912.S.3.5:       | Clarifications:   |  |
|                     | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |  |
| LAFS.1112.RST.2.4:  | T.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.   |  |
|                     | <ul> <li>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.</li> <li>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.</li> <li>b. Work with paper to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as</li> </ul>   |  |
|                     | b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as   |  |
| LAFS.1112.SL.1.1:   | <ul> <li>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.</li> <li>d. Decement the unbifully to diverge perspectives, explanations and evidence and evidence and evidence and evidence.</li> </ul>  |  |
|                     | 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.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.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.   |  |
| 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. <b>Standard Relation to Course: Supporting</b> |  |
| 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 Look for and make use of structure.   |  |
| 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 $x^2 + 9x + 14$ , 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.   |  |
|                     | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in  |  |
| DA.912.F.3.8:       | 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.  |  |

#### 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

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 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)

# Instrumental Ensemble 3 (#1302480) 2022 - And Beyond

| Name          | Description   |
|---------------|---|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1: | Clarifications:   |
|               | e.g., listening maps, active listening, checklists  |
|               | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                        |
| MU 012 C 1 2- | composer's intent.  |
| 10.912.0.1.2. | 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<br>in music |
|               | 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.2.1: | Clarifications:   |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                               |
|               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                                       |
| MU.912.F.2.3: | 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: | technology.   |
|               | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,         |
| MU.912.F.3.3: | demonstrating skills for use in the workplace.  |
|               | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3: | 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 010 O 1 1. |   |
| MU.912.0.1.1: | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU 912 O 2 1· | Transfer accented composition conventions and performance practices of a specific style to a contrasting style of music   |
| 10.712.0.2.11 | 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.912.0.3.1: | Clarifications:   |
|               | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                             |
|               | orchestration   |
| MU.912.0.3.2: | 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.  |
| MU.912.S.1.3: | Clarifications:   |
|               | Deform and notate independently and ecourately maladies by ear  |
|               | Perform and hotate, independently and accurately, melodies by ear.  |
| MU.912.5.1.4: | e a singing plaving 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  |
| MU.912.S.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.   |
| MU 012 S 2 1. | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and       |
| 10.712.3.3.1. | 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.3.4: | 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.  |
|-----------------|--|
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Bercongrize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li></ul>   |

|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|-----------------|---|
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods. <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul></li></ul> |
|                 | Cite evidence to explain and justify reasoning.   |
| 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<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>referenced by the instructor.  |
|                 | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
|                 | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1: | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                 | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1: | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                 | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1: | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1202490                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302460                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Instrumental Music >                  |
|  | Abbreviated Title: INSTRU ENS 3                   |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | Course Level: 2                                   |
| Course Status: State Board Approved          |   |
| Grade Level(s): 9,10,11,12                   |   |
| Graduation Requirement: Performing/Fine Arts |   |

#### **Educator Certifications**

|  | _ |
|--|---|
| lusic (Elementary and Secondary Grades K-12)             | ٦ |
| nstrumental Music (Secondary Grades 7-12)                |   |
| nstrumental Music (Elementary and Secondary Grades K-12) |   |
|  |   |

# Instrumental Ensemble 4 Honors (#1302490) 2020 - 2022 (current)

| Name            | Description   |
|-----------------|---|
| 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  |
|                 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                    |
| MU.912.C.1.2:   | 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:   | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                 | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. |
| MU.912.F.2.1:   |   |
|                 | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                           |
|                 | Analyza the effect of the arts and entertainment industry on the economic and escial health of communities and regions  |
|                 |   |
| MU.912.F.2.2:   | Clarifications:   |
|                 |   |
|                 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                                   |
| MU.912.F.2.3:   | 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 hon-school settings.  |
| MU.912.F.3.2:   | technology.   |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,     |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace.  |
| MII 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,            |
| 110.712.11.0.11 | and initiative to advance skills and/or knowledge.  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:   | Clarifications:   |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, nandbells  |
|                 | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:   | Clarifications:   |
|                 | e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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.                               |
| WIU.912.H.2.4:  | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
|                 |   |
| MU.912.0.1.1:   | clarifications:   |
| MU 012 0 2 1    |   |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                      |
|                 | meaning of the composer/performer.  |
| MIL 912 O 3 1.  | Clarifications  |
| 10.712.0.3.1.   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                         |
|                 | orchestration   |
| MU.912.0.3.2:   | 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.  |
| MU.912.S.1.3:   | Clarifications:   |
|                 | e.g., texture, mode, form, tempo, voicing   |
|                 | 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:<br>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.  |
|                     | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:       | Clarifications:<br>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.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:   | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>  |
|                     | Standard Relation to Course: Supporting  |
| LAFS.1112.SL.1.2:   | 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: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LAFS.1112.WHST.2.6: | including the interfect, to produce, publish, and update individual of shared writing products in response to ongoing reedback, 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.   |
| MAFS.K12.MP.5.1:    | Use appropriate tools strategically.<br>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 Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 |
|--|--|
| DA.912.F.3.0.  | 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. |  |

#### 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.

#### 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:

Course Path: Section: Grades PreK to 12 Education

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

#### GENERAL INFORMATION

| Course Number 1202400                        | Courses > Grade Group: Grades 9 to 12 and Adult        |
|--|--|
| Course Number: 1302490                       | Education Courses > <b>Subject</b> : Music Education > |
|  | SubSubject: Instrumental Music >                       |
|  | Abbreviated Title: INSTRU ENS 4 HON                    |
| Number of Credits: One (1) credit            | 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 |  |

#### **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 4 Honors (#1302490) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
| 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  |
|                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                    |
| MU.912.C.1.2:  | 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         |
| M0.712.0.3.1.  | in music.   |
| MU.912.F.1.1:  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training. |
| MU.912.F.2.1:  |   |
|                | e.g. repertoire lists technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                             |
|                | Anglure the effect of the arts and extertainment industry on the companie and easial health of communities and regions  |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                       |
| MU.912.F.2.2:  | Clarifications:   |
|                |   |
|                | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                                   |
| MU.912.F.2.3:  | 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 hon-school settings.  |
| MU.912.F.3.2:  | technology.   |
|                | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,     |
| MU.912.F.3.3:  | demonstrating skills for use in the workplace.  |
| MII 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,            |
| 10.712.1.0.1.  | and initiative to advance skills and/or knowledge.  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, nandbells  |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | Clarifications:   |
|                | e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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.                               |
| WIU.912.H.2.4: | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
|                |   |
| MU.912.0.1.1:  | clarifications:   |
|                |   |
| MU.912.0.2.1:  | 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.  |
| MU 912 O 3 1·  | Clarifications  |
| 10.712.0.3.1.  | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                         |
|                | orchestration   |
| MU.912.0.3.2:  | 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.  |
| MU.912.S.1.3:  | Clarifications:   |
|                | e.g., texture, mode, form, tempo, voicing   |
|                | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:  | Clarifications:   |
|                | e.g., singing, playing, writing   |
|                |   |

|                 | 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 accuration is a second structure of the second structure |  |
|                 | Sight-read music accurately and expressively to show synthesis of skills.  |  |
| MU.912.S.3.2:   | Clarifications:  |  |
| 10.712.3.3.2.   | 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.  |  |
| MU.912.S.3.5:   | Clarifications:  |  |
|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |  |
|                 | Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task</li> </ul>   |  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> </ul>  |  |
|                 | 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:  |  |
|                 | <ul> <li>Cultivate a community of growth mindset learners.</li> </ul>  |  |
|                 | 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.  |  |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Depresent solutions to problems in multiple using objects deputings, tables, graphs and equations.</li> </ul>  |  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |  |
|                 | <ul> <li>Express connections between concepts and representations.</li> </ul>  |  |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.   |  |
|                 | Clarifications:  |  |
|                 | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |  |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>   |  |
|                 | <ul> <li>Guide students for concrete to pictorial to abstract representations as understanding progresses.</li> </ul>  |  |
|                 | 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.     Ise 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.   |  |
|                 | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |  |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |  |
| MA.K12.MTR.4.1: |  |  |
|                 | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>  |  |
|                 | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>   |  |
|                 | 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 poors, and error is an expectivality for learning   |  |
|                 | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>  |  |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>   |  |
|                 | 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.   |
| MA.K12.MTR.5.1: | 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   |
|                 | Lise benchmark quantities to determine if a solution makes sense  |
|                 | Check calculations when solving problems.   |
|                 | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |
| MA.K12.MTR.6.1: | • Evaluate results based on the given context.  |
|                 | Clarifications  |
|                 | Teachers who encourage students to assess the reasonableness of solutions:  |
|                 | <ul> <li>Have students estimate or predict solutions prior to solving.</li> </ul>   |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>               |
| MA.K12.M1R.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.  |
|                 | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> |
|                 | <ul> <li>Indicate now various concepts can be applied to other disciplines.</li> </ul>  |
|                 | 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 have the text when they refer to it.  |
| 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 of the style guide referenced by the instructor.          |
|                 | 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.  |
| 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:   |
| ELA.K12.EE.4.1: | 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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|-------------------|--|
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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 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 Path: Section: Grades PreK to 12 Education

#### GENERAL INFORMATION

| Course Number: 1202400              | Courses > Grade Group: Grades 9 to 12 and Adult |
|-------------------------------------|---|
| Course Number: 1302490              | Education Courses > Subject: Music Education >  |
|                                     | SubSubject: Instrumental Music >                |
|                                     | Abbreviated Title: INSTRU ENS 4 HON             |
| Number of Credits: One (1) credit   | Course Length: Year (Y)                         |
|                                     | Course Attributes:                              |
|                                     | Honors  |
| Course Type: Core Academic Course   | Course Level: 3                                 |
| Course Status: State Board Approved |   |
| Grade Level(s): 9,10,11,12          |   |
|                                     |   |

### **Educator Certifications**

Music (Elementary and Secondary Grades K-12) Instrumental Music (Secondary Grades 7-12)

Graduation Requirement: Performing/Fine Arts

# Jazz Ensemble 1 (#1302500) 2020 - 2022 (current)

| Name              | Description  |  |
|-------------------|--|--|
|                   | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |  |
| MU.912.C.1.1:     | Clarifications:  |  |
|                   | e.g., listening maps, active listening, checklists   |  |
| MIL 012 C 2 1.    | Evaluate and make appropriate adjustments to personal performance in solo and ensembles  |  |
| MU 912 C 2 2      | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |  |
| MU 912 C 2 3      | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively  |  |
| 10.712.0.2.0.     | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |  |
| MU.912.C.3.1:     | 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.  |  |
|                   | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |  |
| MU.912.H.1.2:     | Clarifications:  |  |
|                   | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |  |
|                   | Compare two or more works of a composer across performance modia   |  |
|                   |  |  |
| MU.912.H.1.3:     | Clarifications:<br>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.  |  |
|                   | 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   |  |
| MU 912 O 3 2      | Interpret and perform expressive elements indicated by the musical score and/or conductor  |  |
|                   | Improvise rhythmic and melodic phrases over harmonic progressions.   |  |
| MU 012 C 1 1.     |  |  |
| WIU.912.3.1.1:    | e a using text or scat syllables   |  |
|                   |  |  |
|                   | Arrange a musical work by manipulating two or more aspects of the composition.   |  |
| MU.912.S.1.3:     | Clarifications:  |  |
|                   | e.g., texture, mode, form, tempo, voicing  |  |
|                   | Perform and notate, independently and accurately, melodies by ear.   |  |
| MU.912.S.1.4:     | Clarifications:  |  |
|                   | e.g., singing, playing, writing  |  |
| MU.912.S.2.2:     | Transfer expressive elements and performance techniques from one piece of music to another.  |  |
| MIL 012 S 3 1.    | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |  |
| 10.712.3.3.1.     | kinesthetic energy.  |  |
| 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.  |  |
| MU.912.S.3.5:     | 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, taxts, and issues, building on others' ideas and expressions their own clearly and participate. |  |
|                   | 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 tonic or issue to stimulate a thoughtful, well-reasoned exchange of ideas  |  |
|                   | h. Work with pages 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   |  |
| LAFS.910.SL.1.1:  | 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.1.2:  | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and  |  |
|                   | accuracy or each source.   |  |
| LAFS.910.SL.1.3:  | Evaluate a speaker's point or view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted  |  |
|                   | Present information findings and supporting evidence clearly concisely and logically such that listeners can follow the line of reasoning and the  |  |
| LAFS.910.SL.2.4:  | 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<br>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.<br>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.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.   |
| 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  |
|                    | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 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: 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 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)
# Jazz Ensemble 1 (#1302500) 2022 - And Beyond

| Name                   | Description  |
|------------------------|--|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:          | 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.2.3:          | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.   |
|                        | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:          | in music.  |
| MII 912 E 3 2.         | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and  |
| 10.712.1.0.2.          | technology.  |
|                        | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:          | Clarifications:  |
|                        | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                        | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:          | 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.  |
|                        | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:          | Clarifications:  |
|                        | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.3.2:          | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                        | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:          | Clarifications:  |
|                        | e.g., using text or scat syllables   |
|                        | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:          | Clarifications:  |
|                        | e.g., texture, mode, form, tempo, voicing  |
|                        | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:          | 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 010 C 0 1           | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.5.3.1:          | kinesthetic energy.  |
| 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.  |
| MU.912.S.3.5:          | 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:        | Heip 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   |
|                        | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>  |
|                        | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|                        | 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.  |
|                        | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Decreases from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> |
|                        | Frogress non-modeling problems with objects and drawings to using algorithms and equations.     Eveness connections between concents and representations.  |
| MA K12 MTD 2 1.        | Chaose a representation based on the given context or purpose  |
| NUT SIX 12.101113.2.1. | choose a tophosentation based on the given context of parpose.   |

|                 | 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: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. Teachers who are the task to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.<br>Clarifications:<br>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.  |
|-------------------|---|
|                   | <ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                   | Cite evidence to explain and justify reasoning.   |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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.   |
|                   | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 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: | 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 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 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Jazz Ensemble 2 (#1302510) 2020 - 2022 (current)

| Name              | Description   |
|-------------------|---|
| 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  |
|                   | 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.1.2:     | 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.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. |
|                   | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:     | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                   | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:     | Clarifications:<br>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.   |
|                   | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.                                      |
| MU.912.H.3.1:     | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics   |
|                   | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:     | Clarifications:   |
|                   | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2:     | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                   | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:     | Clarifications:<br>e.g., using text or scat syllables   |
|                   | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:     | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
|                   | 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:   |
| 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   |
| MU.912.S.3.1:     | kinesthetic energy.   |
|                   | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:     | Clarifications:<br>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.   |
| MU.912.S.3.5:     | Clarifications:<br>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   |
| LAF5.910.RS1.2.4: | context relevant to grades 9–10 texts and topics.   |

| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|--------------------|---|
|                    | 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.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<br>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.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.<br>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:   | 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.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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |
| ELU.NIZ.ELL.SI.I.  | english language learners communicate for social and instructional purposes within the school setting.  |

## 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 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

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**

# Jazz Ensemble 2 (#1302510) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
| 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  |
|                | 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.1.2:  | 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.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. |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:  | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | Clarifications:   |
|                | Evaluate the social impact of music on specific historical pariods  |
| M0.912.n.2.1.  | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.                                      |
| MU.912.H.3.1:  | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
| MIL 012 O 1 1. |   |
| 10.712.0.1.1.  | 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   |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:  | Clarifications:   |
|                | e.g., using text or scat syllables  |
|                | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:  | Clarifications:   |
|                | Derform and notate independently and accurately melodies by ear   |
| MU 012 S 1 4.  |   |
| WU.912.3.1.4:  | 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.912.5.2.1:  | Clarifications:<br>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.                       |
|                | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:  | Clarifications:<br>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.   |
| MU.912.S.3.5:  | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                | Mathematicians who participate in effortful learning both individually and with others  |
|                | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |

|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|-----------------|--|
| MA.K12.MTR.1.1: | <ul> <li>Help and support each other when attempting a new method or approach.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul>   |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.<br>Assess the reasonableness of solutions.   |
|                 | Mathematicians who assess the reasonableness of solutions:   |

| MA.K12.MTR.6.1:                    | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li></ul>                               |
|------------------------------------|---|
|                                    | 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:                    | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.          <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
|                                    | 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:                    | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>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:<br>ELD.K12.ELL.SI.1: | Sustain tocused attention, respect, and discipline during class, rehearsal, and performance.<br>English language learners communicate for social and instructional purposes within the school setting.  |

### 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**

#### 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

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: JAZZ ENS 2 Course Length: Year (Y) Course Level: 2

#### Educator Certifications

# Jazz Ensemble 3 (#1302520) 2020 - 2022 (current)

| Addy Backing strategies to private agerication and understanding of unfamiliar matcal works.           UL 912.0.1.1         Classifications:<br>Lag. Backing maps, active flaxing, stockidat.           UL 912.0.1.2         Compare, import an max workshap, the asching inport of non-or-more performances of a matcal work to card's our hypothesis of the<br>compare's instant.           UL 912.0.1.2         Destination of the second strate inport of non-or-more performances of a matcal work to card's our hypothesis of the<br>compare's instant.           UL 912.0.2.1         Destination of mate second strate in performances in person of non-or-more back demonsts.           UL 922.0.2.1         Destination of mate second strate in the sector back destination of the second strate demonsts.           UL 922.0.2.1         Destination of mate second strate destination.         Destination of mate second strate destination.           UL 922.0.2.1         Destination of mate second strate destination.         Destination of mate second strate destination.           UL 922.0.2.1         Destination of the arebund for application to hyber education of the work/voe that highlights matcal abound to stills.           UL 922.0.2.1         Destination of the arebund for application by a grant period related to the study of musc.         Destination of the second strate destination.           UL 922.0.2.1         Destination of the arebund for application to hyber education of the study of musc.         Destination of the second strate destination.           UL 922.0.2.1.1         Destination of the arebund  | Name                   | Description  |
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| MJ 91 2.1.1:       Clarifications:         High Isoring maps, when Borning, checklos         MJ 91 2.1.2:       Compares 'using correct muck vocabulary, the sasthelic impact of two or more performances of a musical work to one's own hypothesis of the compares' infinitations:         MJ 91 2.1.2:       Finitiations:         MJ 91 2.2.1:       Finitiations:         MJ 91 2.3.1:       Finitiations:         MJ 91 2.3.2:       Summatic operation to higher obtaction or the on viscor to to prototic lings and insponible use of insponible use o   |                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| Compare, using content much vocabulary, the sasthetic impact of two or more performances of a much work to one's own hypothesis of the compares' interfactores:           NII 192.1.1.2         Eventsetimes:           Outpact of the compares' interfactores in the compares' performances in the own more performance in the own more performances.           NII 192.2.2.3         Eventsetimes' interfactores:           NII 192.2.2.3         Eventsetimes' interfactores:           NII 192.2.3.1         Eventsetimes' interfactores:           NII 192.2.3.1         Eventsetimes' interfactores:           NII 192.2.3.1         Eventsetimes' interfactores:           Outpact of effect a desard for eventseting models, of the quality and effectives that highlights much tables with a status of the oversing a general interviewes in the period development.           NII 192.2.3.1         Compares a desard for a general interviewes   | MU.912.C.1.1:          | Clarifications:<br>e.g., listening maps, active listening, checklists  |
| MU 912.1.2:       Contractions:<br>e.g. audity providings, individual and per-group performances, composer notes, instrumentation, supressive elements, this         MU 912.2.2.1:       Evaluate and make appropriate adjustments to personal performances.         MU 912.2.2.1:       Evaluate providings, individual and per-group performances, tomposer notes, instrumentation, supressive elements, this         MU 912.2.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.2.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.2.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.2.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.2.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.2.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.7.3:       Evaluate performance quality in recorded and/or he performances.         MU 912.7.3:       Evaluate performance quality in recorded and/or here and performance quality in performanc   |                        | 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.  |
| NUL-12 1:         Evaluate and make approvale adjournments the personal and/or improvations and generate improvements independently or cooperatively.           NUL-12 2:         Evaluate confit own or other's composition and/or improvations and generate improvements independently or cooperatively.           NUL-12 2:         Evaluate confit own or other's composition and/or improvations and generate improvements independently or cooperatively.           NUL-12 2:         Evaluate confit own or other's composition confits of the quality and affectiveness of performances and apply the citized to personal development and own of the application to higher education or the workfroot that highlights marketable skills and invokedge genes through multi-traveling.           NUL-12 2:         Clarifications:           # 1:         Teammark cognity in the start approximation of the second of multi-traveling and independent of development of advectory and advectory advectory advectory and advectory advect   | MU.912.C.1.2:          | Clarifications:<br>e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
| Description         Eventue conformance analyzin recorded and/or line performances.           NU 912.C.2.3         Evaluation of some or check compositions and/or projectations and expertation in result.           NU 912.C.3.1:         Make critical containions, based on exempting models, of the quarity and effectiveness of performances and apply the criteria to personal development in result.           NU 912.C.3.1:         Design or refine a feeding for application to higher education or the workforce that highlights marketable skills and knowledge galmed through music training.           Clarifications:         E.g., operative islas, itechnology-based norm, ability to research and analyze, and examples of leadership and collaborative skills.           NU 912.F.3.4:         Design and Imperent a personal learning plan, related to the study of music to promote legal and responsible use of intellectual property and technology.           NU 912.H.1.3:         Clarifications:         E.g. prototice, field, coll control of non-local periodical property and technology.           NU 912.H.1.3:         Clarifications:         E.g. prototice, field collocal periodical   | MU.912.C.2.1:          | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.   |
| NU 912.12.3:       Evaluate one's own or other's compositions and generate improvements independently or cooperatively.         NU 912.6.3:       Make strictly evaluation, based on semplary models, of the quality and effectiveness of performances and agely the citerate to personal development in mace.         NU 912.F.2.1:       Testing or reflue a resume's for application to higher effectiven to a the workforce that highlights marketable skills and knowledge general through music training.         NU 912.F.3.1:       Carifications:<br>a.g. repertise list, technology based work, activity of music, which developments are examples of leadership and collistorable skills and music technology.         NU 912.F.3.1:       Carifications:<br>a.g. applications throw advance skills and report knowledge.         NU 912.F.3.1:       Carifications:<br>b.g. patients: tokin, celebration, spectral learning plan, related to the study of music.         NU 912.F.3.1:       Carifications:<br>b.g. patients: tokin, celebration, spectral learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and fusion or more wamplary compasers in the performance medium studied in class.         NU 912.F.1.3:       Carifications:<br>b.g. patients: tokin celebrations, spectral means, spectral learning plan concortio         NU 912.F.1.3:       Carifications:<br>b.g. outsite and charon guitar and string quarter; plano solo and plano concortio         NU 912.F.1.3:       Carifications:<br>b.g. outsite and charon guitar and string quarter; plano solo and plano concortio         N   | MU.912.C.2.2:          | Evaluate performance quality in recorded and/or live performances.   |
| NU 912 C.3.1:         Make critical evaluations, based on exemplacy models, of the quality and effectiveness of performances and apply the criteria to personal development in multi-<br>training.           VII 912 F.3.1:         Design or refine a resumplication to higher education or the workforce that highlights marketable skills and knowledge gained through male training.           VII 912 F.3.1:         Education of the state of the | MU.912.C.2.3:          | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.   |
| Besign or refine a regulation to higher education or the workforce that highlights marketable skills and knowledge gained through music training.           ML 912.F.2.1:         Edifications:           i::::::::::::::::::::::::::::::::::::   | 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.  |
| AU. 97.7.5.1:       Carifications:       9.g., reperform lests, technology-based work, ability to research and analyze, and examples of headership and collaborative skills         MU. 91.7.7.3.4       Summarize copyright less that govern printed, recorded, and on-line music to promote legal and responsible use of indetectual property and technology.         MU. 91.7.7.3.4       Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and influences skills and/or knowledge are enfected through its music.         Guardinations:       E.g., particities, field, relations, entertainment, spitual         Sompare the work of, and influences on, two or more oxemplary composers in the performance medium studied in class.         Guardinations:       E.g. control instruments al guitar, keyboard, electronic, handbells.         NU. 912.11.3:       Compare the or more works of a composer across performance media.         NU. 912.14.3:       Compare the or more works of a composer across performance, and acquisition of music.         Apply involved for developing technology on composition, performance, and acquisition of music.       Apply involved for developing technology on composition, performance, and acquisition of music.         MU. 912.14.3:1       Compare the or more works of a composer across contexis.       Interest to demonstrate the balls and thronit; putter and string quartet: pine solo and pine ocner/lo       Interest to demonstrate to demonstrate. Through an acoustic or digital performance mediam, how sound production affects   |                        | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.  |
| NU.912.II.3.2:         Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.           NU.912.F.3.4:         Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storning, decision-muking, and initiative to advance skills and/or knowledge.           NU.912.F.1.1:         Contrictations:         e.g., patriotic, folk, celebration, entertainment, spiritual           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, handbelts           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, handbelts           AU,912.H.1.3:         Clarifications:           e.g., octobersit and chored, out of guitar and string quartel: plans sole and plane concerto           NU.912.H.1.3:         Clarifications:           e.g., accessits, sound amplification, materials, mechanics           e.g., accessits, sound amplification, materials, mechanics           e.g., music and health. Holecaust, tolerance. African American history, world languages, scientific research, data analysis, problem-solving, public e.g., music and perform copressive dementions in musical works and discuss their effect on structure.           NU.912.O.1.1: <t< td=""><td>MU.912.F.2.1:</td><td>Clarifications:<br/>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills</td></t<>   | MU.912.F.2.1:          | Clarifications:<br>e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills   |
| MU 912.F.3.4:         Design and<br>antibility to barbanes shills and/or knowledge.           MU 912.F.3.4:         Design and<br>initiative to advance shills and/or knowledge.           MU 912.F.1.1:         Clarifications:<br>is.p. particult, fink, celebration, entertainment, spirhual<br>compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           MU 912.F.1.1:         Clarifications:<br>compare two or more works of a composer across performance media.           MU 912.F.1.3:         Clarifications:<br>compare two or more works of a composer across performance media.           MU 912.F.1.3:         Clarifications:<br>compare two or more works of a composer across performance, and acquisition of music.<br>Apply knowledge of science, math, and music to demonstrate. Ihrough an accusitic of digital performance mediam. New sound production affects<br>molecula performance.           MU 912.F.1.3:         Clarifications:<br>e.g. accusts, sound amplification, materials, mechanics<br>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<br>minetest to demonstrate the ability to make transfers across contexts.           MU 912.F.1.3:         Clarifications:<br>e.g., music and health, Holocaust, tolerance, Alrican American history, world languages, scientific research, data analysis, problem-solving, public<br>passing           MU 912.F.1.3:         Clarifications:<br>e.g., using text aroant syllables<br>muscical works and cac  | 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.  |
| Investigate and discuss how a culture's traditions are reflected through its music.           V(U,912.H1.1:         Clarifications:<br>e.g., particle, folk, celebration, entertainment, spirtual           WU.912.H1.1:         Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           WU.912.H1.1:         Clarifications:<br>e.g., orchestral and choral, guitar and string quartet: plano solo and plano concerto           WU.912.H1.3:         Clarifications:<br>e.g., orchestral and choral; guitar and string quartet: plano solo and plano concerto           WU.912.H1.3:         Clarifications:<br>e.g., orchestral and choral; guitar and string quartet: plano solo and plano concerto           WU.912.H1.3:         Clarifications:<br>e.g., orchestral and choral; guitar and string quartet: plano solo and plano concerto           WU.912.H1.3:         Clarification;<br>e.g., moxiestral end choral; guitar and string quartet: plano solo and plano concerto           WU.912.H1.3:         Clarification;<br>e.g., constraint the application, matterials, mechanics           WU.912.H1.3:         Clarification;<br>e.g., constraint the ability to make transfers across contexts.           Clarifications:<br>e.g., usia and health, Holocaust, tolerance, Atrican American history, world languages, scientific research, data analysis, problem-solving, public<br>peaking           WU.912.H1.1:         Clarifications:<br>e.g., triptim, metoples, and conventions in musical works, and discuss their effect on structure.           WU.912.S1.1:         Clarifications:<br>e.g., using text or scar  | 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.                      |
| NU.912.H1.1:       Clarifications:       e.g., patricls, foik, celebration, entertainment, spiritual         Compare the work of , and influences on, two or more exemplary composers in the performance medium studied in class.         NU.912.H1.2:       Compare the work of a composer across performance media.         Compare the work of a composer across performance media.         NU.912.H1.3:       Clarifications:         e.g., orchestral and choral: guitar, keyboard, electronic, handbells       e.g., orchestral and choral: guitar, keyboard, electronic mance media.         NU.912.H2.4:       Examine the effects of developing technology on composition, performance, and acquisition of music.         NU.912.H3.1:       Clarifications:       e.g., acoustics, sound amplification, materials, mechanics         e.g., acoustics, sound amplification, materials, mechanics       e.g., acoustics, sound amplification, materials, mechanics         e.g., mixis and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public         Searchine       Examine and the form scress wort hormore programs.         NU.912.H.1.1:       Clarifications:         e.g., mixis and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public         Searchine       Examine and principles and conventions in musical works and discuss ther effect on structure.         NU.912.S.1.1:       Clarifications:<  |                        | Investigate and discuss how a culture's traditions are reflected through its music.  |
| Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.           NU 912.H.1.2:         Clarifications:<br>e.g. vocal, instrumental, guitar, keyboard, electronic, handbells           NU 912.H.1.3:         Compare two or more works of a composer across performance media.           NU 912.H.2.4:         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<br>musical performance.           NU 912.H.3.1:         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<br>interest to demonstrate the ability to make transfers across contexts.           NU 912.H.3.2:         Clarifications:<br>e.g. music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>ispeaking           MU 912.O.1.1:         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.           MU 912.O.1.1:         Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>ispeaking           MU 912.O.1.1:         Clarifications:<br>e.g., dright two rest syllables           MU 912.S.1.1:         Interpret and perform expressive elements indicated by the musical score and/or conductor.           Impro  | MU.912.H.1.1:          | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
| NU.912.H.1.2:       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.1.3:       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.         Apply Knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.         MU.912.H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       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.         MU.912.H.3.2:       Clarifications:       e.g., music and health, Holocaust, tolerance, Artican American history, world languages, scientific research, data analysis, problem-solving, public speaking         MU.912.N.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.S.1.1:       Clarifications:       e.g., whithm, melody, limbre, form, tonality, harmory, texture: solo, chamber ensemble, large ensemble         MU.912.S.1.2:       Compo  |                        | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| Compare two or more works of a composer across performance media.         NUU 912.H.1.3:       Clarifications:<br>e.g., orchestral and choral; guitar and string quartet: plane sole and plane concreto<br>e.g., orchestral and choral; guitar and string quartet: plane sole and plane concreto         NUU 912.H.2.4:       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<br>musical performance.         Clarifications:       e.g., acoustics, sound amplification, materials, mechanics         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<br>interest to demonstrate the ability to make transfers across contexts.         MU 912.H.3.2:       Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>speaking         MU 912.Cl.1.1:       Clarifications:<br>e.g., chythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU 912.Sl.1.2:       Compose music for woices and/or acoustic, digital, or electronic instruments.         Aurange a musical work by manipulating two or more aspects of the composition.         MU 912.Sl.1.3:       Clarifications:<br>e.g., using text or scat syllables         MU 912.Sl.1.4:       Clarifications:<br>e.g., ingling, playing, writing         Apoly the ability to memo  | MU.912.H.1.2:          | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| MU. 912, H.1.3:       Clarifications:<br>e.g., orchestral and choral: guitar and string guartet: plane sole and plane concerte         MU. 912, H.2.4:       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<br>musical performance.         MU. 912, H.3.1:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         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<br>interest to demonstrate the ability to make transfers across contexts.         MU. 912, H.3.2:       Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>speaking         MU. 912, O.1.1:       Clarifications:<br>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:       Clarifications:<br>e.g., using text or scat syllables         MU. 912, S.1.3:       Compose music for volces and/or acoustic, digital, or electronic instruments.         Arrange a musical work by manipulating two or more aspects of the composition.         MU. 912, S.1.3:       Clarifications:<br>e.g., linging, playing, writing         Apply the ability to memoire an   |                        | Compare two or more works of a composer across performance media   |
| UU.912.H.2.4:       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.         MU.912.H.3.1:       Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics         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.         MU.912.H.3.2:       Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking         MU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.S.1.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.S.1.2:       Compose music for voices and/or acoustic, digital, or electronic instruments.         Arrange a musical work by manipulating two or more aspects of the composition.         MU.912.S.1.4:       Clarifications:<br>e.g., inging, playing, writing         Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the  | MU.912.H.1.3:          | Clarifications:<br>e.g., orchestral and choral: guitar and string guartet: piano solo and piano concerto   |
| Apply showledge of science, math, and music to demostrate, through an acoustic or digital performance medium, how sound production affects musical performance.         MU.912.H.3.1:       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 demostrate the ability to make transfers across contexts.         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         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:         e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Improvise rhythmic and melodic phrases over harmonic progressions.       MU.912.S.1.1:         Clarifications:       e.g., taskit or scat syllables         MU.912.S.1.4:       Clarifications:         e.g., texture, mode, form, tempo, voicing         Perform and notate, independently and accurately, metodies by ear.         MU.912.S.1.4:       Clarifications:         e.g., singing, playin  | MIL 912 H 2 <i>A</i> · | Examine the effects of developing technology on composition, performance, and acquisition of music   |
| MU. 912. H.3.1:       Clarifications:         e.g., acoustics, sound amplification, materials, mechanics       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.         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:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU. 912. 0. 1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU. 912. 0. 1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU. 912. 0. 1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU. 912. 0. 3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Improvise rhythmic and metodic phrases over harmonic progressions.       Improvise rhythmic and metodic phrases over harmonic progressions.         MU. 912. S. 1.1:       Compose music for volces and/or acoustic, digital, or electronic instruments.       Arrange a musical work by manipulating two or more aspects of the composition.         MU. 912. S. 1.3:       Clarifications:       e.g.   |                        | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| 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.         MU.912.H.3.2:       Clarifications: <ul> <li>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public speaking</li> </ul> MU.912.O.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Clarifications: <ul> <li>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble</li> <li>MU.912.S.1.1:</li> <li>Clarifications:                 <ul> <li>e.g., using text or scat syllables</li> <li>MU.912.S.1.2:</li></ul></li></ul>  | MU.912.H.3.1:          | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
| 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:       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         MU.912.O.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Improvise rhythmic and melodic phrases over harmonic progressions.         MU.912.S.1.1:       Clarifications:         e.g., using text or scat syllables         MU.912.S.1.3:       Compose music for voices and/or acoustic, digital, or electronic instruments.         MU.912.S.1.3:       Clarifications:         e.g., lexture, mode, form, tempo, voicing         e.g., esture, mode, form, tempo, voicing         e.g., using numerical independently and accurately, melodies by ear.         MU.912.S.1.4:       Clarifications:         e.g., singing, playing, writing         MU.912.S.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.  |                        | 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. |
| Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.3.1:       Clarifications:<br>e.g., using text or scat syllables         MU.912.S.1.1:       Clarifications:<br>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:<br>e.g., texture, mode, form, tempo, voicing         MU.912.S.1.4:       Clarifications:<br>e.g., isniging, 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<br>music literature.   | MU.912.H.3.2:          | Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>speaking  |
| MU.912.0.1.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.3.2:       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:       Clarifications:         e.g., singing, playing, writing         MU.912.S.1.4:       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.  |                        | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| 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.         MU.912.S.1.1:       Clarifications:<br>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:       Arrange a musical work by manipulating two or more aspects of the composition.         MU.912.S.1.3:       Clarifications:<br>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:<br>e.g., singing, playing, writing         MU.912.S.1.4:       Clarifications:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:<br>clarifications:  | MU.912.O.1.1:          | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| Improvise rhythmic and melodic phrases over harmonic progressions.         MU.912.S.1.1:       Clarifications:<br>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:<br>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:<br>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<br>music literature.  | MU.912.0.3.2:          | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
| MU.912.S.1.1:       Out including.         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:       Arrange a musical work by manipulating two or more aspects of the composition.         MU.912.S.1.3:       Clarifications:<br>e.g., texture, mode, form, tempo, voicing         Perform and notate, independently and accurately, melodies by ear.         Clarifications:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:<br>e.g., singing, playing, writing   | MIL 012 S 1 1·         | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.2:       Compose music for voices and/or acoustic, digital, or electronic instruments.         MU.912.S.1.3:       Arrange a musical work by manipulating two or more aspects of the composition.         MU.912.S.1.3:       Clarifications: <ul> <li>e.g., texture, mode, form, tempo, voicing</li> </ul> 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.         MU.912.S.2.1:       Clarifications:   | 10.712.5.1.1.          | e.g., using text or scat syllables   |
| MU.912.S.1.3:       Clarifications:<br>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:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:   | MU.912.S.1.2:          | Compose music for voices and/or acoustic, digital, or electronic instruments.  |
| 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.         MU.912.S.2.1:       Clarifications:  | MU.912.S.1.3:          | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
| MU.912.S.1.4:       Clarifications:<br>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<br>music literature.         MU.912.S.2.1:       Clarifications:   |                        | Perform and notate, independently and accurately, melodies by ear  |
| 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.1.4:          | Clarifications:  |
| 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  |
|   | 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.  |
|                     | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:       | Clarifications:<br>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.  |
| 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.   |
| LAFS.1112.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>  |
|                     | Standard Relation to Course: Supporting  |
| LAFS.1112.SL.1.2:   | 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,<br>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience,<br>and a range of formal and informal tasks.  |
| LAFS.1112.SL.2.5:   | 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.  |
| 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.  |
| 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. <b>Standard Relation to Course: Supporting Attend to precision.</b> |
| 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 Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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  |
| 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

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 3 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Jazz Ensemble 3 (#1302520) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|               | 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.1.2: | Clarifications:<br>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.  |
|               | 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.2.1: | Clarifications:<br>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.                      |
|               | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1: | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | Clarifications:<br>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   |
|               | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1: | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|               | 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. |
| MU.912.H.3.2: | Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>speaking  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.3.2: | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|               | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1: | Clarifications:<br>e.g., using text or scat syllables  |
| MU.912.S.1.2: | Compose music for voices and/or acoustic, digital, or electronic instruments.  |
|               | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3: | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|               | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4: | Clarifications:<br>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   |
|-----------------|--|
| 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.3.4:   | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.  |
| MIL 012 S 2 5·  | Clarifications:  |
| 1010.912.3.3.3. | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> |
| MA.K12.MTR.2.1: | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul></li></ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. Encode and allows:</li></ul>  |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>   |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
|                 | Focus on relevant details within a problem.  |

| MA.K12.MTR.5.1: | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> </ul>  |
|-----------------|---|
|                 | <ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </li> <li>Assess the reasonableness of solutions.</li> </ul>  |
| MA.K12.MTR.6.1: | <ul> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> Clarifications: Teachers who encourage students to apply mathematics to real-world contexts: <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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

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: JAZZ ENS 3 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Jazz Ensemble 4 Honors (#1302530) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | 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.1.2:  | 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 guality 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.  |
|                | 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.2.1:  | Clarifications   |
|                | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions   |
|                |  |
| WIU.912.F.2.2: | e.g. community revitalization, industry choosing new locations, cultural and social enrichment   |
|                |  |
|                | compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:  | Clarifications:  |
|                | e.g., leadership, mancial needs and structure, marketing, personner matters, manager, traver   |
| 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<br>leadership in school and/or pap school settings                   |
|                | summarize converget laws that govern printed, recorded, and on line music to promote legal and responsible use of intellectual property and  |
| MU.912.F.3.2:  | technology.  |
|                | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,  |
| WIU.912.F.3.3: | 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.                      |
|                | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:  | 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.  |
|                | Analyze the evolution of a music genre.  |
| MU.912.H.2.3:  | Clarifications:<br>e.g., jazz, blues   |
| MU.912.H.2.4:  | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
|                | 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. |
| 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  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:  | 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.912.0.2.2:  | 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.912.0.3.1:  | Clarifications:  |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|                | orchestration  |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |

|                     | Improvise rhythmic and melodic phrases over harmonic progressions.  |
|---------------------|---|
| MU.912.S.1.1:       | Clarifications:<br>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:       | 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.1.4:       | Clarifications:<br>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:<br>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:       | Clarifications:   |
| 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.   |
| MIL 012 S 2 5       | Develop and demonstrate proper vocal or instrumental technique.   |
| 1010.712.3.3.3.     | 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.  |
| LAFS.1112.SL.1.1:   | <ul> <li>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>  |
|                     | 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.SL.2.5:   | 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.   |
| 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: | 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: | 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.<br>Use appropriate tools strategically.   |
| 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. <b>Standard Relation to Course: Supporting Attend to precision</b> . |
| 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  |
|-------------------|--|
|                   | Look for and make use of structure.<br>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,  |
| MAFS.K12.MP.7.1:  | 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) <sup>2</sup> 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.S.2.1:     | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.   |
| FLD K12 FLL SL 1. | English language learners communicate for social and instructional nurnoses within the school setting  |

#### 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 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 Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult |
|--|--|
|  | Education Courses > Subject: Music Education >   |
|  | SubSubject: Instrumental Music >   |
|  | Abbreviated Title: JAZZ ENS 4 HON  |
| Number of Credits: One (1) credit            | 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 |  |

#### **Educator Certifications**

| Music (Elementary and Secondary Grades K-12)              |
|---|
| Instrumental Music (Secondary Grades 7-12)                |
| Instrumental Music (Elementary and Secondary Grades K-12) |

# Jazz Ensemble 4 Honors (#1302530) 2022 - And Beyond

| Name                      | Description  |
|---------------------------|--|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:             | Clarifications:  |
|                           | e.g., listening maps, active listening, checklists   |
|                           | 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.1.2:             | 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<br>in music.   |
| MU.912.F.1.1:             | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|                           | 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.2.1:             | Clarifications:  |
|                           | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                           | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2:             | Clarifications:  |
|                           | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
|                           | Compare the organizational structure of a professional orchestra, chorus, guintet, or other ensemble to that of a business.  |
| MII 912 F 2 3·            | Clarifications:  |
| WO.712.1.2.3.             | 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.                      |
|                           | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:             | 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.  |
|                           | Analyze the evolution of a music genre.  |
| MU.912.H.2.3:             | Clarifications:<br>e.g., jazz, blues   |
| MU.912.H.2.4:             | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
|                           | 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. |
| 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  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:             | Clarifications:  |
| 10.712.0.1.1.             | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU 912 O 2 1 <sup>.</sup> | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music  |
| MU.912.0.2.2:             | 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.912.0.3.1:             | Clarifications:  |
|                           | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  |
| MU.912.0.3.2:             | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |

| 1                         | Improvise rhythmic and melodic phrases over harmonic progressions.  |
|---------------------------|---|
| MU.912.S.1.1:             | Clarifications:<br>e.g., using text or scat syllables   |
| MU.912.S.1.2:             | Compose music for voices and/or acoustic, digital, or electronic instruments.   |
|                           | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:             | Clarifications:   |
|                           | 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:   |
| MU 912 S 2 2 <sup>.</sup> | Transfer expressive elements and performance techniques from one piece of music to another  |
| MU 012 S 2 1              | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.5.3.1:             | kinesthetic energy.   |
|                           | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.5.3.2:             | e.g., musical elements, expressive gualities, 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.   |
| MU.912.S.3.5:             | Clarifications:   |
|                           | e.g., posture, breathing, imgening, embodicidie, bow technique, tuning, strummig  |
|                           | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |
|                           | 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:           | Heip 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.   |
|                           | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems</li> </ul>   |
|                           | 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.   |
|                           | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
| MA K12 MTD 2 1.           | <ul> <li>Express connections between concepts and representations.</li> <li>Chaose a representation based on the given context or purpose.</li> </ul>   |
| WIA. K 12. WITR. 2. 1.    | Clarifications:   |
|                           | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                           | Help students make connections between concepts and representations.  |
|                           | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Cuide students from concrete to nistorial to obstract conceptations as understanding progresses.</li> </ul>                                |
|                           | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> |
|                           | Complete tasks with mathematical fluency.   |
|                           |   |
| MA.K12.MTR.3.1:           | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>                                       |
|                           | <ul> <li>Complete tasks accurately and with confidence.</li> </ul>  |
|                           | Adapt procedures to apply them to a new context.  |
|                           | Use feedback to improve efficiency when performing calculations.  |
|                           | Clarifications:   |
|                           | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>  |
|                           | 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.   |
|                           | mamemancians who engage in discussions that remet on the mamemancial thinking of sell and others:   |
| 1                         | Communicate mathematical ideas, vocabulary and methods effectively.   |

| MA.K12.MTR.4.1: | <ul> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li></ul>                             |
|-----------------|---|
|                 | 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. Nethematicipes who use patterns and structure to help understand and connect mathematical concepts.  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li></ul>                    |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
|                 | 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.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.   |

| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.                |
|-------------------|---|
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:   | <b>Clarifications:</b><br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 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: 1202520              | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1302530              | Education Courses > Subject: Music Education >    |
|                                     | SubSubject: Instrumental Music >                  |
|                                     | Abbreviated Title: JAZZ ENS 4 HON                 |
| Number of Credits: One (1) credit   | Course Length: Year (Y)                           |
|                                     | Course Attributes:                                |
|                                     | Honors  |
| Course Type: Core Academic Course   | Course Level: 3                                   |
| Course Status: State Board Approved |   |

### **Educator Certifications**

# Chorus 1 (#1303300) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                  |
| MIL 912 C 1 2· | composer's intent.  |
| MU.912.0.1.2:  | 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.  |
| 10.712.0.2.3.  | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development.      |
| MU.912.C.3.1:  | in music.   |
| MII 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 012 U 1 1.  |   |
| WU.912.H.1.1.  | e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MU.912.H.2.1:  | Evaluate the social impact of music on specific historical periods.   |
|                | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects                 |
| MU.912.H.3.1:  | musical performance.  |
|                | Clarifications:   |
|                | e.g., acoustics, sound amplification, materialis, mechanics   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:  | Clarifications:   |
| MU 012 O 2 1.  | Transfer acconted composition conventions and performance practices of a specific style to a contracting style of music                                     |
| 10.912.0.2.1.  | 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.  |
| MU.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                       |
|                | orchestration   |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:  | Clarifications:   |
|                |   |
|                | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.5.1.4:  | Clarifications:   |
|                | Apply the ability to memorize and internalize musical structure, accurate and expressive datails, 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 |
|                | Kinestnetic energy.<br>Sight-read music accurately and expressively to show synthesis of skills   |
| MU.912.S.3.2:  |   |
|                | 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.   |
| MU.912.S.3.5:  | 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  |
| LAFS.910.SL.1.1:   | <ul> <li>context relevant to grades 9–10 texts and topics.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> |
| 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.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.  |
| 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. <b>Standard Relation to Course: Supporting</b>  |
| 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. <b>Standard Relation to Course: Supporting</b>   |
| MAFS.K12.MP.7.1:   | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>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

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 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

### **Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# Chorus 1 (#1303300) 2022 - And Beyond

| Name           | Description  |
|----------------|--|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | 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.1.2:  | 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.3.1:  | 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  |
| MU.912.F.3.2:  | 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. |
|                | Investigate and discuss how a culture's traditions are reflected through its music.  |
| 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.  |
|                | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
| MU 012 U 2 1.  | musical performance.   |
| MU.912.H.3.1:  | Clarifications:  |
|                | e.g., acoustics, sound amplification, materials, mechanics   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:  | Clarifications:  |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:  | 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  |
| MU 012 O 2 1.  |  |
| 10.912.0.3.1.  | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|                | orchestration  |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:  | Clarifications:  |
|                | e.g., using text or scat syllables   |
|                | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:  | 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                               |
|                |  |
|                | e.g., memorization, sequential process   |
| MIL 912 S 2 2· | Transfer expressive elements and performance techniques from one piece of music to another   |
| 10.712.3.2.2.  | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:  | 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.  |
|                | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:  | Clarifications:  |

|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|-----------------|--|
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                 | Recognize students' effort when solving challenging problems.  |
| MA.K12.MTR.2.1: | <ul> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses. <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul></li></ul>   |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul></li></ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>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.</li></ul>  |

| MA.K12.MTR.6.1:   | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
|-------------------|---|
|                   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                   | 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.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1:   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
|                   | 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:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations. |
|                   | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>   |
|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

## 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

#### GENERAL INFORMATION

|  | Course Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1202200                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1303300                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Choral Music >                        |
|  | Abbreviated Title: CHORUS 1                       |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | Course Level: 2                                   |
| 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)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications  |
|                | e a listening mans active listening checklists  |
|                |   |
|                | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the                  |
| MU.912.C.1.2:  |   |
|                | 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 012 C 2 1.  | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development       |
| MU.912.C.3.1:  | in music.   |
| MIL 012 E 2 2. | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| 10.912.1.3.3.  | demonstrating skills for use in the workplace.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MII 912 H 2 1· | Evaluate the social impact of music on specific historical periods  |
| 10.712.11.2.11 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects                 |
|                | musical performance.  |
| MU.912.H.3.1:  | Clavifications  |
|                | e a acoustics sound amplification materials mechanics   |
|                |   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:  | Clarifications:   |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:  | 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.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                       |
|                | orchestration   |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:  | Clarifications:   |
|                | e.g., using text or scat syllables  |
|                | Perform and notate independently and accurately, melodies by ear  |
| MU 010 C 1 4   |   |
| WIU.912.5.1.4: |   |
|                | e.g., singing, playing, wirung  |
|                | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of   |
| MU.912.S.2.1:  | 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.   |
| MIL 012 5 2 1. | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and |
| MU.912.S.3.1:  | 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   |
| MII 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  |
|                |   |
| MU.912.S.3.5:  | e a posture breathing fingering embouchure how technique tuning strumming   |
|                | e.g., posture, preatring, migening, emportance, pow technique, tunning, strumming   |
|                | Mathematicians who participate in effortful learning both individually and with others:   |
|                | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>   |

| MA.K12.MTR.1.1: | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> </ul>   |
|-----------------|---|
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.<br>Assess the reasonableness of solutions.  |
|                 | Mathematicians who assess the reasonableness of solutions:  |
|                   | Estimate to discover possible solutions.  |
|-------------------|---|
| MA.K12.MTR.6.1:   | <ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems</li> </ul>  |
|                   | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |
|                   | 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.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                   | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
|                   | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | <ul><li>Clarifications:</li><li>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.</li><li>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.</li></ul> |
|                   | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>   |
|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

### 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

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: 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: FUNDAMENTALS CHORUS Course Length: Semester (S) Course Level: 2

#### **Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# Chorus 2 (#1303310) 2020 - 2022 (current)

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   |   |
|                 | clarifications:   |
|                 | e.g., quality recordings, individual and peer group performances, composer notes, instrumentation, expressive elements, the   |
| 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.3.1:   | Analyze and describe now meeting one's responsibilities in music offers opportunities to develop leadership skills, and identity personal examples of leadership is school and/or non-school settings |
|                 | Summarize conviols take that govern printed, recorded, and on line music to promote legal and responsible use of intellectual property and  |
| MU.912.F.3.2:   | technology.   |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,   |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace.  |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MII 012 H 1 2.  | Clarifications  |
| 10.712.11.1.2.  | e a vocal instrumental quitar keyboard electronic handbells   |
|                 |   |
| 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.   |
| WU.912.0.2.4.   | Apply knowledge of science, math, and music to demonstrate, through an acquisition of music.  |
|                 | musical performance.  |
| MU.912.H.3.1:   | Clarifications  |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Combine percent interact with chills and knowledge from a nen music place to cynlere, design, and present a music besed or music enhanced table of  |
|                 | interest to demonstrate the ability to make transfers across contexts   |
| MIL 012 11 2 2. |   |
| WIU.912.H.3.2:  | Clarifications:   |
|                 | speaking  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
|                 |   |
| MU.912.0.1.1:   | Clarifications:   |
|                 | e.g., mythm, melody, timbre, form, tonality, narmony, texture, solo, chamber ensemble, farge ensemble   |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre choice, rhythm,<br>orchestration  |
|                 |   |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                 | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:   | Clarifications:   |
|                 | e.g., using text or scat syllables  |
|                 | 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  |
|--------------------|---|
| 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.   |
| MIL 912 S 3 2·     |   |
| 110.712.0.0.2.     | 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.   |
| MU.912.S.3.5:      | Clarifications:<br>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.   |
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul> |
| 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.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.   |
| 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.                                |
| 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. <b>Standard Relation to Course: Supporting</b>  |
| MAFS.K12.MP.7.1:   | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>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.  |

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

#### GENERAL INFORMATION

Course Number: 1303310

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 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)

# Chorus 2 (#1303310) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | 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 guality 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.  |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development                       |
| MU.912.C.3.1:   | in music.   |
| MIL 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                       |
| 10.712.1.0.11   | 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.<br>Define prioritize menitor, and successfully complete tasks related to individual musical performance or preject presentation, without direct successful      |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace   |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MIL 012 LI 1 1. |   |
| WIU.912.H.1.1.  | e a patriotic folk celebration entertainment spiritual  |
|                 |   |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:   | Clarifications:   |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| 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.   |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, now sound production affects musical performance             |
| MU.912.H.3.1:   |   |
|                 | e a acoustics sound amplification materials mechanics   |
|                 | Combine percent interest with skills and knowledge from a nen music place to evolere, design, and present a music based or music enhanced table of                          |
|                 | interest to demonstrate the ability to make transfers across contexts   |
| MIL 012 11 2 2. |   |
| WIU.912.H.3.2.  | e a music and health. Holocaust, tolerance. African American history, world languages, scientific research, data analysis, problem-solving, public                          |
|                 | speaking  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
| MU 012 0 1 1.   |   |
| WIU.912.0.1.1.  | e a rhythm melody timbre form tonality barmony texture solo chamber ensemble large ensemble   |
|                 |   |
| MU.912.0.2.1:   | 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.  |
| MIL 912 O 3 1.  | Clarifications  |
| 10.712.0.3.1.   | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                                       |
|                 | orchestration   |
| MIL 912 O 3 2·  | Interpret and perform expressive elements indicated by the musical score and/or conductor   |
| 10.712.0.0.2.   | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MIL 012 S 1 1.  | Clarifications  |
| 10.712.3.1.1.   | e.g., using text or scat syllables  |
|                 | Deform and notate independently and accurately, melodies by car   |
|                 |   |
| MU.912.S.1.4:   | Clarifications:   |
|                 | e.g., singing, paying, witting  |
|                 | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of mucic 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  |
|  | 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.   |
| MU 912 S 3 5   | 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.   |
|  | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as peeded while solving a challenging task.</li> </ul>  |
|  | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
| MA.K12.MTR.1.1:  | 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:  |
|  | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging</li> </ul>   |
|  | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
| MU.912.S.2.2:<br>MU.912.S.3.1:<br>MU.912.S.3.2:<br>MU.912.S.3.3:<br>MU.912.S.3.5:<br>MA.K12.MTR.1.1:<br>MA.K12.MTR.2.1:<br>MA.K12.MTR.2.1: | 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.   |
|  | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Despress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> |
|  | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations</li> </ul>  |
| MA.K12.MTR.2.1:  | <ul> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|  | Clarifications:   |
|  | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|  | Help students make connections between concepts and representations.  |
|  | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>              |
|  | <ul> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
|  | 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:  | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
| 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:                                     |
|  | Communicate methematical ideas useshulary and methods effectively   |
|  | Communicate mathematical deas, vocability and methods effectively.     Analyze the mathematical thinking of others.   |
|  | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>  |
|  | 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:<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others  |
|  | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>   |
|  | 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.  |
|  | mamematicians who use patterns and structure to help understand and connect mathematical concepts:  |

| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li></ul>   |
|-----------------|--|
|                 | • 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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| ELA.K12.EE.1.1: | <ul> <li>Cite evidence to explain and justify reasoning.</li> <li>Clarifications:</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul> |
| 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: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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. Clarifications:   |

| 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.  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

### 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 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 Path: Section: Grades PreK to 12 Education

#### GENERAL INFORMATION

| Course Number: 1303310                       | Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Choral Music ><br>Abbreviated Title: CHORUS 2 |
|--|--|
| Number of Credits: One (1) credit            | Course Length: Year (Y)  |
| Course Type: Core Academic Course            | 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)

# Chorus 3 (#1303320) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | 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.1.2:  | Clarifications   |
|                | e.g., guality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
|                | Compare and perform a variaty of vacal styles and encomples  |
| MU.912.C.1.4.  | Evaluate and make appropriate adjustments to personal performance in solo and ensembles  |
| MU.912.C.2.1.  | Evaluate and make appropriate aujustments to personal performance in solo and ensembles.   |
| MU.912.C.2.2.  | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively  |
| 10.712.0.2.3.  | Make critical evaluations hased on exemplary models of the quality and effectiveness of performances and apply the criteria to personal development.   |
| MU.912.C.3.1:  | in music.  |
|                | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of  |
| MU.912.F.3.1:  | 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  |
| WIU.912.F.3.2. | 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.   |
|                | Investigate and discuss now a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:  | Clarifications:  |
|                | e.g., patriotic, foik, celebration, entertainment, spiritual   |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:  | Clarifications:  |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:  | Clarifications:  |
|                | e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto  |
| MIL 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.  |
|                | Analyze the evolution of a music genre.  |
| MII 912 H 2 3· | Clarifications   |
|                | e.g., jazz, blues  |
|                | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
|                | Apply knowledge of science, math, and music to demonstrate, through an acoustic of digital performance medium, now sound production affects musical performance  |
| MU.912.H.3.1:  |  |
| MU.912.H.3.1:  | e a acoustics sound amplification materials mechanics  |
|                |  |
|                | 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. |
|                |  |
| MU.912.H.3.2:  | Clarifications:  |
|                | e.g., music and nearth, noiocaust, tolerance, Amcan American history, word languages, scientific research, data analysis, problem-solving, public speaking   |
|                |  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:  | Clarifications:  |
|                | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:  | 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.912.0.3.1:  | Clarifications:  |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|                | orcnestration  |
| MU.912.0.3.2:  | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:  | Clarifications:  |

|                     | e.g., using text or scat syllables  |
|---------------------|---|
|                     | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:       | Clarifications:<br>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   |
| 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.<br>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:       | kinesthetic energy.   |
|                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:       | Clarifications:<br>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.   |
| MU.912.S.3.5:       | Clarifications:<br>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.  |
|                     | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as</li> </ul>  |
| LAFS.1112.SL.1.1:   | <ul><li>needed.</li><li>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.</li><li>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.</li></ul>  |
|                     | 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.3.9: | Draw evidence from informational texts to support analysis, reflection, and research. Use appropriate tools strategically. Mathematically preficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper  |
| MAFS.K12.MP.5.1:    | <ul> <li>mathematical products students consider the available consider the available consider mathematical problem. These considered mathematical problem. These considered mathematical problem. These considered mathematical problem. These considered mathematical problems 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.</li> <li>Standard Relation to Course: Supporting</li> <li>Attend to precision.</li> </ul> |
| 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.   |
|                     | Look for and make use of structure.   |
| 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.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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

|  | Course Path: Section: Grades PreK to 12 Education     |
|--|---|
| Course Number 1202220                        | Courses > Grade Group: Grades 9 to 12 and Adult       |
| Course Number: 1303320                       | Education Courses > <b>Subject:</b> Music Education > |
|  | SubSubject: Choral Music >                            |
|  | Abbreviated Title: CHORUS 3                           |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                               |
| Course Type: Core Academic Course            | Course Level: 2                                       |
| 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)       |  |

# Chorus 3 (#1303320) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | Clarifications  |
|                 | e.g., guality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title   |
| MU 012 C 1 4    | Compare and perform a variative funceal shullon and encomplian  |
| MU.912.C.1.4:   | Compare and perform a variety of vocal styles and ensembles.  |
| MU.912.C.2.1.   | Evaluate and make appropriate aujustments to personal performance in solo and ensembles.  |
| MU.912.C.2.2.   | Evaluate performance quality in recorded and/or inverse performances.   |
| WIU.912.0.2.3:  | Evaluate one's own or other's compositions and/or improvisations and generate improvements independency or cooperatively.   |
| MU.912.C.3.1:   | 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<br>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      |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MII 912 H 1 1·  | Clarifications  |
| 10.712.11.1.1.  | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                 | Compare the work of and influences on two or more exemplary composers in the performance medium studied in class  |
| MUL 012 UL 1 2. |   |
| MU.912.H.1.2:   | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                 | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:   | 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.   |
|                 | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:   | Clarifications:   |
|                 | e.g., jazz, blues   |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
|                 | musical performance.  |
| MU.912.H.3.1:   | Clarifications  |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Combine personal interest with skills and knowledge from a non-music class to explore design, and present a music based or music enhanced tonic of  |
|                 | interest to demonstrate the ability to make transfers across contexts.  |
| MII 012 H 2 2·  | Clarifications  |
| 10.712.11.3.2.  | e.g., music and health. Holocaust, tolerance. African American history, world languages, scientific research, data analysis, problem-solving, public  |
|                 | speaking  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure   |
| MU 012 O 1 1.   |   |
| WIU.912.0.1.1:  | clarifications:   |
|                 |   |
| MU.912.0.2.1:   | Iranster 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 now the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.                    |
| MU.912.0.3.1:   |   |
|                 | utarmications:  |
|                 | orchestration   |
| MU 012 0 2 2    | Interpret and perform ourseschip elements indicated by the musical score and/or conductor   |
| 10.912.0.3.2:   | Interpret and perform expressive elements inducated by the musical score and/or conductor.  |
|                 |   |
| WU.912.5.1.1:   | Utartifications:  |

|                  | e.g., using text or scat syllables  |
|------------------|---|
|                  | 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  |
| 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.912.5.3.4:    | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.<br>Develop and demonstrate proper vocal or instrumental technique.                          |
| MU.912.S.3.5:    | Clarifications:   |
|                  | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                  | Mathematicians who participate in effortful learning both individually and with others:   |
|                  | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will belo with solving the task.</li> </ul>  |
|                  | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                  | 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:<br>Teachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                  | <ul> <li>Cultivate a community of growth mindset learners.</li> </ul>   |
|                  | Foster perseverance in students by choosing tasks that are challenging.   |
|                  | <ul> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems</li> </ul>   |
|                  | Recognize students enort 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.  |
| MA.K12.MTR.2.1:  | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                  | Clarifications:   |
|                  | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                  | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts</li> </ul>                       |
|                  | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>  |
|                  | • 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:  |
|                  | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flavibility and converse while performing proceedures and months colorialized</li> </ul> |
|                  | <ul> <li>Maintain nexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> </ul>   |
| MA K12 MTD 2 1.  | Adapt procedures to apply them to a new context.  |
| WA.KTZ.WITK.3.T. | Use feedback to improve efficiency when performing calculations.  |
|                  | Clarifications:   |
|                  | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>  |
|                  | 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:               |
|                  | Communicate mathematical ideas: vocabulary and methods officially.  |
|                  | <ul> <li>Communicate mathematical deas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>  |
|                  | 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:  | <ul> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence</li> </ul>  |
|                  | Clarifications:   |
| 1                |   |

|                 | <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|-----------------|---|
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.  |
| MA.K12.MTR.5.1: | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:   |
|                 | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1: | <ul> <li>Evaluate results based on the given context.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>   |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.   |
|                 | <ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>  |
| 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.   |
|                 | K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>referenced by the instructor.  |
|                 | <ul><li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li><li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li></ul>   |
|                 | Read and comprehend grade-level complex texts proficiently.   |
| ELA.K12.EE.2.1: | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                 | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications:   |

| ELA.K12.EE.4.1:   | In kindergarten, students learn to listen to one another respectfully.<br>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.<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

## 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 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: 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 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 Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Chorus 4 (#1303330) 2020 - 2022 (current)

| Name            | Description  |
|-----------------|--|
| 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   |
|                 | 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.1.2:   | 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.   |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:   | in music.  |
| MU.912.F.1.1:   | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|                 | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music  |
|                 | training.  |
| 10.912.1.2.1.   | Clarifications:  |
|                 | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2:   | 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  |
| MU.912.F.3.1:   | leadership in school and/or non-school settings.   |
| MIL 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  |
| 10.712.1.0.2.   | 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 |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MII 912 H 1 1·  | Clarifications   |
| MI0.712.11.1.1. | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                 | Compare the work of and influences on two or more exemplary composers in the performance medium studied in class   |
| MU 010 U 1 0.   |  |
| WIU.912.N.1.2.  | e a vocal instrumental quitar keyboard electronic handhells  |
|                 |  |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | Clarifications:  |
|                 | e.g., orchestral and choral; guitar and string quartet; plano solo and plano 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.912.0.1.1:   | Clarifications:  |
|                 | e.g., mythm, melody, timbre, form, tonaity, narmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:   | 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  |
| MU.912.O.3.1:   | meaning of the composer/performer.   |
|                 | Clarifications:  |
|                 | e.g., tempo markings, expression markings, anticulation markings, phrasing, scales, modes, narmonic structure, timbre choice, mythin, orchestration  |
| MIL 012 0 2 0   |  |
| WU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                 | improvise mythinic and melodic phrases over narmonic progressions.   |
| MU.912.S.1.1:   | Clarifications:  |
|                 |  |
|                 | Arrange a musical work by manipulating two or more aspects of the composition  |

| MU.912.S.1.3:       | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
|---------------------|---|
|                     | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:       | Clarifications:<br>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:<br>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.   |
|                     | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:       | Clarifications:<br>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.   |
| MIL 012 S 3 5.      |   |
| 1010.912.3.3.3.     | 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–<br>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.  |
| 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.   |
|                     | 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.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
|                     | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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   |
|                     | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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 - x) <sup>2</sup> 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.   |

### 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 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 4 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Music (Elementary and Secondary Grades K-12) Vocal Music (Elementary and Secondary Grades K-12)

# Chorus 4 (#1303330) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | Compare using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the  |
|                 | compare, using context mase vocabulary, the assinence impact of two or more performances of a masical work to one s own hypothesis of the  |
| MU.912.C.1.2:   |  |
|                 | e a 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.   |
| WIU.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, or the quality and effectiveness or performances and apply the criteria to personal development<br>in music                      |
| MIL 912 F 1 1.  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music   |
| 10.712.1.1.1.   | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music                                    |
|                 | training.  |
| 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  |
|                 |  |
|                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2:   | Clarifications:  |
|                 | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
| MIL 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                                  |
| 1010.712.1.3.1. | 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,                                     |
|                 | Investigate and discuss how a culture's traditions are reflected through its music   |
|                 |  |
| WIU.912.H.1.1:  | clarifications:  |
|                 |  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:   | Clarifications:  |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | 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.  |
|                 | 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   |
| MU 012 0 2 1.   | Transfer accounted composition conjunctions and performance practices of a specific style to a contracting style of music  |
| WIU.912.0.2.1:  | Analyze supressive elements in a musical work and describe how the chaines and manipulations of the elements supressive of music.  |
|                 | Analyze expressive elements in a musical work and describe now 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, narmonic structure, timore choice, mythim, orchestration                                    |
|                 |  |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                 | Improvise rnythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:   | Clarifications:  |
|                 | e.g., using text or scat syllables   |
|                 | Arrange a musical work by manipulating two or more aspects of the composition  |

| MU.912.S.1.3:   | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
|-----------------|---|
|                 | 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:<br>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.   |
|                 | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:   | Clarifications:<br>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.   |
| MU.912.S.3.5:   | Clarifications:<br>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.   |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Define a second definition of the task.</li> </ul>  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>  |
|                 | <ul> <li>Stay engaged and maintain a positive minuset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| MA.K12.MTR.1.1: | Clasifications:   |
|                 | 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.<br>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.   |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.  |
|                 | Clarifications:   |
|                 | Help students make connections between concents and representations   |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>  |
|                 | 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.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                 | Solact afficient and appropriate methods for solving problems within the given context  |
|                 | <ul> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> </ul>  |
|                 | Complete tasks accurately and with confidence.  |
|                 | Adapt procedures to apply them to a new context.  |
| MA.K12.MTR.3.1: | 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.  |
|                 | <ul> <li>Other multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Dravide apportunities for students to reflect an the method they used and datermine if a more efficient method could have been used</li> </ul> |
|                 | • Provide opportunities for students to reflect on the method they used and determine if a more encient method could have been used.  |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>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.  |
|                 |   |

|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
|-----------------|--|
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>  |
| MA.K12.MTR.5.1: | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
|                 | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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.  |
| ELA.K12.EE.3.1: | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |

| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.<br>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students<br>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 incorrected skills learned into work products to produce quality work.   |
| ELA.K12.EE.5.1:   | 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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

## 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.

#### 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 Music (Elementary and Secondary Grades K-12)

Vocal Music (Elementary and Secondary Grades K-12)

# Chorus 5 Honors (#1303340) 2020 - 2022 (current)

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | Clarifications:   |
|                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                             |
| MIL 012 C 1 A.  | Compare and perform a variety of vocal styles and ensembles   |
| MU.912.C.1.4.   | Evaluate and make appropriate adjustments to personal performance in solo and ensembles   |
| MU 912 C 2 2    | Evaluate and make appropriate adjustments to personal performance in solo and ensembles.  |
| MU.912.C.2.3:   | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.                                |
|                 | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| MU.912.C.3.1:   | in music.   |
| MU.912.F.1.1:   | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                 | 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.2.1:   | Clarifications:   |
|                 | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                       |
|                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                   |
| MU.912.F.2.2:   | Clarifications:   |
|                 | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
|                 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                               |
| MIL 912 E 2 3.  | Clarifications  |
| WIO. 712.1.2.3. | e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel  |
|                 | Analyza and describe how meeting ana/s responsibilities in music offers expertunities to develop leadership skills, and identify personal examples of     |
| MU.912.F.3.1:   | 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               |
| MU.912.F.3.2:   | technology.   |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| WIU.912.F.3.3.  | 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.  |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:   | Clarifications:   |
|                 | e.g., patriotic, tolk, celebration, entertainment, spiritual  |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MU.912.H.1.2:   | Clarifications:   |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                 | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:   | 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.                           |
|                 | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:   | Clarifications:   |
|                 | e.g., jazz, blues   |
| MU.912.H.2.4:   | 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.  |
| MU.912.H.3.1:   | Clarifications:   |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
|                 | 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.  |
| 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   |
|---------------------|--|
|                     | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:       | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:       | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:       | Transpose melodies into different modalities through performance and composition.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
| MU.912.S.1.1:       | Clarifications:<br>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:       | 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.1.4:       | Clarifications:<br>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:<br>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.3.3:       | 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.  |
| 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.   |
|                     | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as</li> </ul> |
| LAFS.1112.SL.1.1:   | <ul> <li>needed.</li> <li>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.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions</li> </ul>  |
|                     | when possible; and determine what additional information or research is required to deepen the investigation or complete the task.   |
| I AFS 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  |
| LAF3.1112.3L.1.2.   | decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, point  |
| LAFS.1112.SL.1.3:   | 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.  |
|                     |  |
|                     | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools  |

| MAFS.K12.MP.5.1:  | 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.<br>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.<br>Standard Relation to Course: Supporting   |
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |
|                   | Examine artistic response to social issues and new ideas in various cultures.  |
| SS.912.H.1.5:     | Clarifications:<br>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.   |

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

### GENERAL INFORMATION

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)

# Chorus 5 Honors (#1303340) 2022 - And Beyond

| Name                       | Description  |
|----------------------------|--|
|                            | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU 912 C 1 1 <sup>.</sup>  | Clarifications:  |
|                            | e.g., listening maps, active listening, checklists   |
|                            |  |
|                            | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| MU.912.C.1.2:              |  |
|                            | 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<br>in music.   |
| MU 912 F 1 1 <sup>.</sup>  | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music   |
|                            | 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.2.1:              | Clarifications   |
|                            | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|                            | e.g., repertoire insts, technology-based work, ability to research and analyze, and examples or leadership and collaborative skills  |
|                            | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2:              | Clarifications:  |
|                            | e.g., community revitalization, industry choosing new locations, cultural and social enrichment  |
|                            | Compare the organizational structure of a professional orchestra, chorus, guintet, or other ensemble to that of a business.  |
| MIL 912 E 2 3.             | Clarifications   |
| WIO. 712.1.2.3.            | 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  |
|                            | Summaries and the terms that experted and a line much to expert to the second and experted to the second seco |
| 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.  |
|                            | Define prioritize monitor and successfully complete tasks related to individual musical performance or project presentation, without direct oversight  |
| MU.912.F.3.3:              | demonstrating skills for use in the workplace.   |
|                            | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,   |
| MU.912.F.3.4:              | and initiative to advance skills and/or knowledge.   |
|                            | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MII 912 Н 1 1 <sup>.</sup> | Clarifications   |
|                            | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                            | Compare the work of and influences on two or more examples, compare in the performance medium studied in alcos   |
|                            | compare the work or, and initidences on, two or more exemplary composers in the performance medium studied in class.   |
| MU.912.H.1.2:              | Clarifications:  |
|                            | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                            | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:              | Clarifications:  |
|                            | e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto  |
| MII 912 H 1 4·             | Analyze how Western music has been influenced by historical and current world cultures   |
| MU 912 H 1 5               | Analyze now western 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   |
| MII 912 H 2 2              | Analyze current musical trands, including audience environments and music acquisition, to predict possible directions of music   |
| WIO. 712.11.2.2.           | Analyze the evolution of a music genre   |
|                            |  |
| MU.912.H.2.3:              |  |
|                            | e.g., jazz, blues  |
| 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   |
|                            | 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.   |
| 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   |
|---------------------|--|
|                     | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:       | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:       | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:       | Transpose melodies into different modalities through performance and composition.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
| MU.912.S.1.1:       | Clarifications:<br>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:       | 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.  |
|                     | e.g., memorization, sequential process   |
| MU.912.S.2.2:       | Iranster expressive elements and performance techniques from one piece of music to another.<br>Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:       | kinesthetic energy.  |
| MU.912.S.3.2:       | Clarifications:<br>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.  |
| MU.912.S.3.5:       | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                     | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
| 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- | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> |
|                     | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                     | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency: <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>  |

|                 | <ul><li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li><li>Complete tasks accurately and with confidence.</li></ul>  |
|-----------------|--|
| MA.K12.MTR.3.1: | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                 | 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>  |
|                 | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>                                    |
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |
|                 | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• 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.<br>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.  |
|                   | Read and comprehend grade-level complex texts proficiently.  |
| ELA.K12.EE.2.1:   | Clarifications:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.                          |
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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 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: 1202240                       | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1505540                       | Education Courses > <b>Subject</b> : Music Education > |
|  | SubSubject: Choral Music >                             |
|  | Abbreviated Title: CHORUS 5 HON                        |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                                |
|  | Course Attributes:                                     |
|  | Honors   |
| Course Type: Core Academic Course            | Course Level: 3  |
| 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)       |  |

# Chorus 6 Honors (#1303350) 2020 - 2022 (current)

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | Compare using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to apo's own hypothesis of the                 |
|                | compare, using correct music vocabulary, the aesthetic impact of two of more performances of a musical work to one's own hypothesis of the                |
| MU.912.C.1.2:  |   |
|                | 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.                                |
| MIL 012 C 2 1  | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development     |
| 10.912.0.3.1.  | 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.1.2:  | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.           |
|                | 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.2.1:  | Clarifications:   |
|                | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                       |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions                                    |
|                |   |
| MU.912.F.2.2:  | Clarifications:   |
|                | e.g., community revitalization, industry choosing new locations, cutoral and social emicriment  |
|                | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                               |
| MU.912.F.2.3:  | Clarifications:   |
|                | e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel  |
|                | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of     |
| MU.912.F.3.1:  | 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               |
| MU.912.F.3.2:  | technology.   |
| MIL 012 E 2 2  | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, |
| 10.912.1.3.3.  | demonstrating skills for use in the workplace.  |
| MII 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.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MII 912 H 1 2· | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                |   |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | 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.                           |
|                | Analyze the evolution of a music genre.   |
| MU.912.H.2.3:  | Clarifications:   |
|                | e.g., jazz, blues   |
|                | Examine the affects of developing technology on composition, performance, and acquisition of music  |
| MU.912.H.2.4:  | Apply knowledge of science, meth, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects               |
|                | musical performance.  |
| MU.912.H.3.1:  | Clarifications  |
|                | e a acoustics sound amplification materials mechanics   |
|                | sign accustos, sound amplification, matchais, mechanics   |
|                | 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.  |

| MU.912.H.3.2:       | Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>speaking   |
|---------------------|---|
|                     | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:       | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:       | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.2.2:       | 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.912.0.3.1:       | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
|                     | Improvise rhythmic and melodic phrases over harmonic progressions.  |
| MU.912.S.1.1:       | Clarifications:<br>e.g., using text or scat syllables   |
| MU.912.S.1.2:       | Compose music for voices and/or acoustic, digital, or electronic instruments.   |
|                     | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:       | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
|                     | 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  |
| 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 010 C 0 0.       | Sight-read music accurately and expressively to snow synthesis of skills.   |
| 1010.912.3.3.2.     | 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.   |
|                     |   |
| WU.912.5.3.5:       | 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–<br>12 tonics, 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.  |
|                     | <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as<br/>peeded</li>   |
| LAFS.1112.SL.1.1:   | 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 recearch is required to depend the investigation or complete the tack                  |
|                     |   |
|                     | Standard Relation to Course: Supporting<br>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed  |
| LAFS.1112.SL.1.2:   | 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.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   |
| 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. <b>Standard Relation to Course: Supporting</b>                                    |
|-------------------|--|
|                   | Attend to precision.   |
| 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  |
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |
|                   | Examine artistic response to social issues and new ideas in various cultures.  |
| SS.912.H.1.5:     | Clarifications:<br>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.   |

# 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

Course Number: 1303350

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 6 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)

# Chorus 6 Honors (#1303350) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | 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.1.2:  | Clarifications  |
|                | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                             |
| MIL 912 C 1 4. | Compare and perform a variety of vocal styles and ensembles   |
| MU.912.C.1.4.  | Evaluate and make appropriate adjustments to personal performance in solo and ensembles   |
| MU 912 C 2 2   | Evaluate and make appropriate adjustments to personal performances  |
| MU 912 C 2 3   | Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.                                |
|                | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development.    |
| MU.912.C.3.1:  | 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.1.2:  | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.           |
|                | 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.2.1:  | Clarifications:   |
|                | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                       |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                                   |
| MU.912.F.2.2:  | Clarifications:   |
|                | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
|                | Compare the organizational structure of a professional orchestral chorus, quintat, or other ensemble to that of a husiness                                |
|                |   |
| MU.912.F.2.3:  | Clarifications:   |
|                | e.g., leadership, mancial needs and structure, marketing, personner matters, manager, traver  |
| 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 hon-school settings.  |
| MU.912.F.3.2:  | summarize copyright haws that govern printed, recorded, and on-line music to promote legal and responsible use or intellectual property and technology    |
|                | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight. |
| MU.912.F.3.3:  | demonstrating skills for use in the workplace.  |
|                | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,        |
| WIU.912.F.3.4: | and initiative to advance skills and/or knowledge.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:  | Clarifications:   |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                       |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media  |
| MIL 010 IL 1 0 |   |
| MU.912.H.1.3:  | Clarifications:   |
|                |   |
| 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 addience environments and music acquisition, to predict possible directions of music.                           |
|                |   |
| MU.912.H.2.3:  | Clarifications:   |
|                | e.g., jazz, blues   |
| MU.912.H.2.4:  | 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               |
| MU.912.H.3.1:  | musical performance.  |
|                | Clarifications:   |
|                | e.g., acoustics, sound amplification, materials, mechanics  |
|                | 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.  |

| MU.912.H.3.2:                  | Clarifications:<br>e.g., music and health, Holocaust, tolerance, African American history, world languages, scientific research, data analysis, problem-solving, public<br>speaking   |
|--------------------------------|---|
|                                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:                  | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:                  | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.2.2:                  | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:                  | Interpret and perform expressive elements indicated by the musical score and/or conductor.  |
| MU.912.S.1.1:                  | Clarifications:<br>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:<br>e.g., texture, mode, form, tempo, voicing  |
|                                | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:                  | 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:<br>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.3.3:<br>MU.912.S.3.4: | Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.<br>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.   |
| MU.912.S.3.5:                  | Clarifications:   |
|                                | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                                | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul> <li>Build understanding through modeling and using manipulatives.</li> </ul>   |
| MA.K12.MTR.2.1:                | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                                | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different nurposes and can be useful in different situations.</li> </ul> |
|                                | 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.  |
| MA.K12.M1R.3.1: | 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.<br>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 MTP / 1. | <ul> <li>Justify results by explaining methods and processes.</li> </ul>  |
| MA.K12.MTR.4.1: | 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.  |
|                 | <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> </ul>  |
|                 | Decompose a complex problem into manageable parts.  |
|                 | Relate previously learned concepts to new concepts.   |
|                 | Look for similarities among problems.   |
| MA.K12.MTR.5.1: | 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.   |
|                 | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |
| MA.K12.MTR.6.1: | 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.   |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>   |
|                 | 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.  |
|                 | <ul> <li>Use models and methods to understand, represent and solve problems.</li> </ul>   |
|                 | • 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:  |
|                 | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>  |
|                 | 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:   |
|                 | via invations.  |

| ELA.K12.EE.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly</li> </ul> |
|-------------------|---|
|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
|                   | Examine artistic response to social issues and new ideas in various cultures.   |
| SS.912.H.1.5:     | Clarifications:<br>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.  |

# 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.

### 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: 1303350   | Course Path: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Choral Music > |
| Number of Credits: One (1) credit  | Abbreviated Title: CHORUS 6 HON<br>Course Length: Year (Y)<br>Course Attributes:<br>• Honors   |
| Course Type: Core Academic Course<br>Course Status: State Board Approved<br>Grade Level(s): 9,10,11,12 | Course Level: 3  |
| Graduation Requirement: Performing/Fine Arts   |  |

#### **Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# Chorus Register-specific 1 (#1303360) 2020 - 2022 (current)

| Name                   | Description  |
|------------------------|--|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:          | Clarifications:  |
|                        | e.g., listening maps, active listening, checklists   |
| MIL 012 C 1 4.         | Compare and perform a variety of vocal styles and ensembles  |
| MU.912.C.1.4.          | Evaluate and make appropriate adjustments to personal performance in solo and ensembles  |
| MU 912 C 2 2           | Evaluate and make appropriate adjustments to personal performances   |
| 10.712.0.2.2.          | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:          | 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.  |
|                        | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:          | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
| MU.912.H.2.1:          | Evaluate the social impact of music on specific historical periods.  |
|                        | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:          | Clarifications:<br>e.g., rhythm, melody, timbre, form, topality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU 010 0 0 0           |  |
| MU.912.0.3.2:          | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                        | Improvise rnythmic and meiodic phrases over harmonic progressions.   |
| MU.912.S.1.1:          | Clarifications:  |
|                        | e.g., using text or scat syllables   |
|                        | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:          | Clarifications:  |
|                        | e.g., texture, mode, form, tempo, voicing  |
|                        | Perform and notate, independently and accurately, melodies by ear.   |
| MIL 912 S 1 <i>J</i> · | Clarifications   |
| 10.712.3.1.4.          | e.g., singing, plaving, writing  |
| MU 012 5 2 2           | Transfer supressive elements and performance techniques from ano piece of music to another   |
| WIU.912.3.2.2.         | Suphacize a bread range of musical skills by performing a varied reporteire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:          |  |
|                        | Sight-read music accurately and expressively to show synthesis of skills.  |
| MIL 012 S 3 2.         | Clarifications   |
| 1010.712.3.3.2.        | e a musical elements, expressive qualities, performance technique  |
|                        |  |
| MU.912.5.3.4:          | Analyze and describe the effect of renearsal sessions and/or strategies on relinement of skills and techniques.  |
|                        | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:          | Clarifications:  |
|                        | e.g., posture, breatning, 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   |
| LAFS.910.SL.1.1:       | 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.1.2:       | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.                       |
|                        | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. identifying any fallacious reasoning or exaggerated or distorted  |
| LAFS.910.SL.1.3:       | 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.  |
| MAFS.K12.MP.5.1:   | Use appropriate tools strategically.<br>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
|                    | Attend to precision.   |
| 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.  |
|                    | Look for and make use of structure   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

# GENERAL INFORMATION

Course Number: 1303360

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 > SubSubject: Choral Music > Abbreviated Title: CHORUS REG-SPEC 1 Course Length: Year (Y) Course Level: 2

# **Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# Chorus Register-specific 1 (#1303360) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | 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 012 C 2 1.   | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development                |
| MU.912.0.3.1.   | 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.              |
|                 | Investigate and discuss how a culture's traditions are reflected through its music   |
| MU 010 U 1 1.   |  |
| MU.912.n.1.1.   | e a patriotic folk celebration entertainment spiritual   |
|                 |  |
| MU.912.H.2.1:   | Evaluate the social impact of music on specific historical periods.  |
|                 |  |
| MU.912.0.1.1:   | Clarifications:  |
|                 | e.g., mythin, melody, timbre, form, tohanty, texture, solo, chamber ensemble, large ensemble   |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                 | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:   | Clarifications:  |
|                 | e.g., using text of scat synaples  |
|                 | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:   | Clarifications:  |
|                 | e.g., texture, mode, torm, tempo, voicing  |
|                 | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:   | 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.  |
|                 |  |
| MU.912.S.3.2:   | Clarifications:  |
|                 | e.g., inducal 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.  |
| MU.912.S.3.5:   | Clarifications:  |
|                 | e.g., postare, preatring, migering, emboachare, bow technique, taining, strainining  |
|                 | 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 below the solving the task  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul> |
|                 | Stave engaged and maintain a positive mindset when working to solve tasks  |
|                 | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
| 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.  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
|                 | Progress from modeling problems with objects and drawings to using algorithms and equations.   |

| MA.K12.MTR.2.1:                    | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|------------------------------------|--|
|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1:<br>MA.K12.MTR.4.1: | 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.<br>Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicals who engage in discussions that reflect on the mathematical thinking of self and others:<br>• Communicate mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical ideas, vocabulary and methods effectively.<br>• Analyze the mathematical thinking of others.<br>• Compare the efficiency of a method to those expressed by others.<br>• Recognize errors and suggest how to correctly solve the task.<br>• Justify results by explaining methods and processes.<br>• Construct possible arguments based on evidence. |
| IVIA.N 12.IVI I N.4. I .           | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>   |
| MA.K12.MTR.5.1:                    | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking.  |
| MA.K12.MTR.6.1:                    | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
|                                    | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts: <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> </ul>  |

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|                   | 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.   |
|                   | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul> |
| ELA.K12.EE.1.1:   | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | 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 guality work.  |
| ELA.K12.EE.5.1:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>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.  |

# 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 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: 1303360

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 REG-SPEC 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

| Vocal Music (Elementary and Secondary Grades K-12) |  |
|--|--|
| Music (Elementary and Secondary Grades K-12)       |  |

# Chorus Register-specific 2 (#1303370) 2020 - 2022 (current)

| Name                      | Description  |
|---------------------------|--|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:             | Clarifications:  |
|                           | e.g., listening maps, active listening, checklists   |
|                           | 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.1.2:             | 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<br>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.  |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:             | Clarifications:  |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                           | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:             | Clarifications:  |
|                           | e.g., orchestral and choral; guitar and string quartet; piano solo and piano concerto  |
| MU 912 H 2 1 <sup>.</sup> | 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.  |
|                           | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
|                           | musical performance.   |
| MU.912.H.3.1:             | Clarifications:  |
|                           | e.g., acoustics, sound amplification, materials, mechanics   |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:             | Clarifications:  |
|                           | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.3.2:             | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                           | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:             | Clarifications:  |
|                           | e.g., using text or scat syllables   |
|                           | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MIL 912 S 1 3·            | Clarifications:  |
| 110.712.0.1.0.            | e.g., texture, mode, form, tempo, voicing  |
|                           | Perform and notate independently and accurately, melodies by ear   |
| MU 012 C 1 4.             | Clarifications:  |
| 1010.912.3.1.4.           | e.g., singing, plaving, writing  |
|                           | Apply the ability to memorize and interpolize musical structure, accurate and expressive details, and processing skills to the greation or performance of  |
|                           | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation of performance of<br>music literature                          |
| MU.912.S.2.1:             |  |
|                           | e a memorization sequential process  |
| MU 012 6 2 2.             | Transfer supressive elements and performance techniques from any piece of music to enother   |
| 1010.912.3.2.2.           | Suppose a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:             | 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  |
| MIL 912 S 3 <i>A</i> ·    | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques   |
| 10.712.3.3.4.             | Develop and demonstrate proper vocal or instrumental technique   |
| MU 012 C 2 F              |  |
| 10.712.3.3.3.             | e a 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.   |
|--------------------|---|
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively</li> </ul>   |
|                    | <ul> <li>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>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.</li> <li>Standard Relation to Course: Supporting</li> </ul>  |
| 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<br>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.   |
| MAFS.K12.MP.5.1:   | mathematically producent students consider the available clous when solving a mathematical problem. These tools might include perich and paper,<br>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.<br>Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools<br>might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze<br>graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other<br>mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying<br>assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify<br>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<br>technological tools to explore and deepen their understanding of concepts.<br><b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:   | Attend to precision.<br>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own<br>reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about<br>specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,<br>express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully<br>formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.<br><b>Standard Relation to Course: Supporting</b>   |
| MAFS.K12.MP.7.1:   | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

> Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult

# GENERAL INFORMATION

Course Number: 1303370

 Education Courses > Subject: Music Education >

 SubSubject: Choral Music >

 Abbreviated Title: CHORUS REG-SPEC 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**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

# Chorus Register-specific 2 (#1303370) 2022 - And Beyond

| App Italeity Stategies to prove appearation and unscripting of urbanits muscle works.         VU122.1.1:       Chardingtions:         10.11111111111111111111111111111111111   | Name            | Description  |
|--|-----------------|--|
| NUMPECT.11:         Comparison of the information of the information of the or more performances of a musical work to end/s own hypothesis of the emparate functions;           NUMPECT.12:         Compare the conclusity; the setthet input of two or more performances of a musical work to end/s own hypothesis of the emparate performances in correspond nois; instrumentation, expressive elements; this           NUMPECT.12:         Compare the performance pully in control and the performances in correspond nois; instrumentation, expressive elements; this           NUMPECT.12:         Control evolutions; control evolutions; to the satisfy and interviews.           NUMPECT.13:         State performance pully in control and on the performance in social anomalies.           NUMPECT.13:         State approximation pully in control and on the period diversity of the satisfy and interviews.           NUMPECT.13:         State approximation pully in control period resource of state approximation in the musicity and interviews.           NUMPECT.13:         State approximation period interviews and find the period interview interviews.           NUMPECT.13:         Compare to do on order worked and the period resource interview interviews.           NUMPECT.13:         Compare to do on order worked and the period resource interview interviews.           NUMPECT.13:         Compare to do on order worked and their period resource interviews.           NUMPECT.13:         Compare to do on order worked and their period resource interviews.           NUMPECT.13:         Compare to do on  |                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| a.g., howing maps, active looking, docklins.       and include the problem of the active line active line in the active line in the professor of the include line active line in the professor of the include line active line active line active line include line active active line active line active line active line active line active line active | MU.912.C.1.1:   | Clarifications:  |
| compare using correct musk vectoriality, the aestholic inpact of two or more performances of a musical work to one's own hypothesis of the compare's fielded.           bill 19.2.0.12         Compare and perform a verice of vectoriality of vectoriality and mesonables.           bill 19.2.0.12         Devide and perform a verice of vectoriality of vectoriality and mesonables.           bill 19.2.0.12         Devide and perform a verice of vectoriality and mesonable.           bill 19.2.0.13         Devide and perform a verice of vectoriality and mesonable.           bill 19.2.0.13         Devide and perform a verice of vectoriality and mesonable.           bill 19.2.0.13         Devide and perform a vectorial vectoriality and mesonable.           bill 19.2.13         Devide and force box mesonable of vectorial vectoriality.           bill 19.2.2.13         Devide and device box mesonable of vectorial vectoriality.           bill 19.2.3.11         Devide and device box mesonable of vectorial vect   |                 | e.g., listening maps, active listening, checklists   |
| compare/s intext,         compare/s intext,           001 972-0.1-2         Compare and perform a verify of vecal style and perspression performance, composer notes, instrumentation, sepressive elements, title           001 972-0.1-2         Evaluation and subscriptions, budyous, budy developments, or and an entemples.           001 972-0.1-2         Evaluation and subscriptions, budyous, budyous, executions, budyous, budyous, budyous, executions, budyous, budyous, executions, budyous, budyous, executions, budyous, budyous, budyous, budyous, executions, budyous,  |                 | Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the   |
| Dut V12 C 1.2:         Carification:<br>(a.g., quality recordings, individual and georgroup performances, composer notes, instrumentation, expressive identeds. It is<br>NU V12 C 2.1:           V12 C 2.1:         Evaluate are make appropriate adjustments to present performances, composer notes, instrumentation, expressive identeds. It is<br>NU V12 C 2.1:         Evaluate are make appropriate adjustments to present performances.           NU V12 C 2.1:         Evaluate are make appropriate adjustments to present adjustments to present adjustments of the saulity and effectiveness of performances and apply the offern to personal development<br>in mode.           NU V12 C 2.1:         Evaluate performance carity in receiving one's recordentities in music the promotive load induce not instrument approximation.           NU V12 C 3.1:         Charifications:<br>(a.g., quantum, but adjustment on carity to provide and the notice instrument.           NU V12 F 3.2:         Summative copyright laws that govern printed, executed, and on notice instrument.           NU V12 F 1.1:         Charifications:<br>(a.g., quantum, but and charify more carity is application on music.           Charifications:<br>(a.g., quantum, but and charify more carity is application on music.         Charifications:<br>(a.g., construm, but and charify more carity is and construments and acquation on music.           NU V12 F 1.1:         Evaluate the social more carity is and construments and acquation on music.           NU V12 F 1.1:         Evaluate the social more carity is and construments in music data construments.           NU V12 F 1.1:         Evaluate the social more construm  |                 | composer's intent.   |
| Hg., welly increating individual and pers group parformance, and parsenties.         NO 972.0.1.4       Compare and perform a value of the second system and unserties.         NO 972.0.2.1       Evaluate performance appropriate approprint appropriote appropriote approprise appropriate appropriate  | MU.912.C.1.2:   | Clarifications:  |
| NU. 912-0.1.         Consolution of perform a variety of vecal styles and ensamples           NU. 912-0.1.1         Evaluate and make appropriate aquatiments to performance.           NU. 912-0.2.1         Evaluate and make appropriate aquatiments to performance.           NU. 912-0.2.1         Evaluate and make appropriate aquatiments to performance.           NU. 912-0.1.1         Advect and describe how needing one's responsibilities in music dire coprote traites to devide independent and the Nee performance.           NU. 912-0.1.2         Evaluate performance copy in the second on sempley models. of the quality and effectiveness of performances and apply the orienta to personal development in music.           NU. 912-0.1.2         Evaluate performance copy in the second on sempley models. of the quality and effectiveness of performances and apply the orienta to personal examples of isocordina in a column's traditions are reflected through the music to personal lequil and responsible used of invelocitual property and technology to an apple in the column of the second insection.           NU. 912-0.1.1         Clarifications:         1:  |                 | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title  |
| Multiple Solution       Comparison of the solution of  | MU 012 C 1 4    | Compare and perform a variaty of vacal styles and ensembles  |
| Mod 19:20:11       Exclude and index and index placed approximation of a solar production and an encludes.         Mol 19:20:22:12       Exclude the protonon could by in recorded and/or five performance.         Mol 19:20:23:13       Nake and describe how meeting one's responsibilities in music offers opportunities to develop isadership solits, and identify personal examples of isadership in subcial and rendombalistic.         MU 19:25:83:1       Analyze and describe how meeting one's responsibilities in music offers opportunities to develop isadership solits, and identify personal examples of isadership in subcial and rendombalistic.         MU 19:25:83:1       Clarifications:<br>is g., patrioliti, fok, celestration, entertainment, spiritual         Comparies two of more works of a composer acress performance media         MU 19:21:1:1:       Clarifications:<br>is g., patrioliti, fok, celestration, entertainment, spiritual         Comparies two of more works of a composer acress performance media         Clarifications:<br>is g., achievise and throug patriot in science historic performance, and acquisition of music         MU 19:21:12:1       Example the developing technology on compacition is performance, and acquisition of music         MU 19:22:13:1       Clarifications:<br>is g., achievise and divide patriot, is science historic to developing technology on compacition is thorough an acoustic or digital performance medium. New sound production affects motocida to the approximate the developing technology on compacition is musical works and divide a science is advected to a structure.         MU 19:22:14:1:       Clarifications:  | MU 012 C 2 1    | Evaluate and make appropriate adjustments to personal performance in sole and ensembles  |
| 00.12.5.2.1       Noncomparison on the processing status | MU 012 C 2 2    | Evaluate and make appropriate aujustments to personal performances.  |
| MU 912 C 3.1:       In make:         MU 912 C 3.1:       Analyze and decode how mean second web openabilities in music offers opportunities to develop leadership skills, and identify per somal examples of headership lastice, and second web openabilities in music offers opportunities to develop leadership skills, and identify per somal examples of headership in school and/or non second settings.         MU 912 F 5.1:       Charffections:         (i)   | 1010.912.0.2.2. | Evaluate performance quality in recorded and/or live performances.   |
| Mul 912 F. 3.1:       Analyze and describe how meeting one's regenerabilities in music for acceptor further to develop leadership skills, and identify personal examples of leadership ackets, and dentify personal examples of leadership ackets, and describe how meeting one's regenerabilities in music to permote legal and responsibilities use of intellectual property and technology.         MU 912 F. 3.2:       Exercised and describe how meeting one's regenerabilities in music to permote legal and responsibilities and indexis for acceptose across performance media.         Garrifications:       e.g., patriotic, foil, celebration, entertainment, spiritual         Compare two or more works of a composer across performance media.       Carrifications:         MU 912 F. 3.1:       Carrifications:       e.g., patriotic, foil, celebration, entertainment, spiritual         MU 912 F. 3.1:       Carrifications:       e.g., and active and music to demonstrate, through an accustic or digital performance medium, how sound production affects         MU 912 F. 3.1:       Carrifications:       e.g., and decore how meeting based on accelerate and accust and accust their diffect on sincuture.         MU 912 F. 3.1:       Carrifications:       e.g., and decore how meeting based on accelerate and accust accelerate and accust accelerate and accust accelerate accust accelerate accust accelerate accelerate accust accelerate accust accelerate accust accelerate   | MU.912.C.3.1:   | in music.  |
| NU 912.F.3.2         Summarize copyright less that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.           NU 912.F.1.1:         Confictions:<br>0.g., patriotic, fok, colderation, entertainment, spintual         Confictions:<br>0.g., patriotic, fok, colderation, entertainment, spintual           NU 912.F.1.3:         Confictions:<br>0.g., exclusion works of a composer across performance media.           NU 912.F.1.1:         Confictions:<br>0.g., exclusion the social impact of music on specific historical periods.           NU 912.F.1.1:         Confictions:<br>0.g., exclusion the social impact of music on specific historical periods.           NU 912.F.1.1:         Confictions:<br>0.g., exclusion the social impact of music on specific historical periods.           NU 912.F.1.1:         Clarifications:<br>0.g., exclusion and music to demonstrate, through an acoustic or digital performance mediam, how sound production affects<br>musical performance.           NU 912.F.1.1:         Clarifications:<br>0.g., exclusion and principles and conventions in musical works and discuss their effect on structure.           NU 912.F.1.1:         Clarifications:<br>0.g., whight needog timbre, form, tempo, valcing<br>0.g., using levin or suscel work by manipulating two or more aspects of the composition.           NU 912.F.1.1:         Clarifications:<br>0.g., texture, mode, form, tempo, valcing<br>0.g., memorization, sequential process<br>0.g., memorization, sequential process<br>0.g., memorization, sequential process<br>0.g., memorization, sequential process<br>0.g., memorization, sequential performance techniques from one pisee of music to another. <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>                                      | 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. |
| Huminian set in the state and stans how a culture's traditions are reflected through its music.           Interflections:         1::::::::::::::::::::::::::::::::::::  | 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.  |
| WU 92.11.1:       Cartricutions:       c.g., patriotic, tolk, celebration, entertainment, spiritual         WU 92.11.1:       Cartricutions:       c.g., actessital and choral: guitar and sting quarter: plano sole and plano concerto         WU 92.11.2.1:       Cartricutions:       c.g., actessital and choral: guitar and sting quarter: plano sole and plano concerto         WU 92.12.2.1:       Cartricutions:       c.g., actessital concerts of developing technology on composition, performance, and acquisition of music.         WU 92.12.2.1:       Cartricutions:       Apply incodego of science, and, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects         MU 92.12.3.1:       Cartricutions:       c.g., actuality, sound amplification, materials, mechanics         MU 92.0.1.1:       Cartricutions:       c.g., artifications:         e.g., anythin, meiody. Instree, form, tonally, harmony, testure: solo, chamber ensemble. large ensemble       maximum production affects         MU 92.0.1.1:       Cartricutions:       c.g., using to or sort sylables         MU 92.0.1.1:       Cartricutions:       c.g., using into or sort sylables         MU 92.0.1.1:       Cartricutions:       c.g., using into or sort sylables         MU 92.5.1.2:       Cartricutions:       c.g., using into or sort sylables         MU 92.5.1.3:       Cartricutions:       c.g., using into or sort sylables         MU 92.   |                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| g.g. patholic, folk, celebration, entertainment, spiritual     Compare two or more works of a composer across performance media.       MU.912.H.1.3:     Charincations:<br>a.g. orchestral and choral: guitar and string quartet: piano sole and piano concertn       MU.912.H.2.1:     Svaluate the social impact of music on specific. historical periods.       MU.912.H.2.1:     Svaluate the fields of developing technology on composition, performance, and acquisition of music.       MU.912.H.3.1:     Charincations:<br>ansatzing performance.       Clarifications:<br>a.g. acoustics, soond amplification, materials, mechanics     Clarifications:<br>a.g. acoustics, soond amplification, materials, mechanics       MU.912.0.1:1:     Clarifications:<br>a.g. acoustics, soond amplification, materials, mechanics and conventions in musical works and discuss their affect on structure.       MU.912.0.3.2:     Interpret and perform expressive elements indicated by the musical score and/or conductor.       MU.912.0.1:1:     Clarifications:<br>a.g. acids toxi or scil syliables       MU.912.5.1:1:     Clarifications:<br>a.g. instrume, mode, form, tempo, volcing       MU.912.5.1:1:     Clarifications:<br>a.g. acids toxi as syliables       MU.912.5.1:1:     Clarifications:<br>a.g. acids toxi as a performance texture, medical structure, accurate and expressive details, and processing skills to the creation or performance of<br>masket treature.       MU.912.5.2:1:     Perform and notato, isoquential process       MU.912.5.2:1:     Clarifications:<br>a.g. acids toxi as a period scills by performing a varied reperties with expressive details, and processin   | MU.912.H.1.1:   | Clarifications:  |
| Compare two or more works of a composer across performance media.           AUL 912 H.1.3:         Clarifications:<br>g.g. or offostal and choicit: guitar and string quarter; plano solo and plano concerto           MU 912 H.2.1:         Evaluate the social impact of music on specific historical periods.           MU 912 H.2.1:         Evaluate the social impact of music on specific historical periods.           Apply throwidge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects<br>musical performance.           Clarifications:<br>a.g. a. socialities, sound amplification, materials, mechanics         g.g. acoustics, sound amplification, materials, mechanics           MU 912 0.1.1:         Evaluate the arganizational principles and conventions in musical works and discuss their effect on structure.           MU 912 0.3.2:         Interpret and perform expressive elements indicated by the musical score and/or conductor<br>improvise trythmic and moledic phrases over harmonic progressions.           MU 912 5.1.3:         Clarifications:<br>e.g., using text or stal syliables           MU 912 5.1.4:         Clarifications:<br>e.g., indigital moledic, form, tempo, voicing           MU 912 5.1.4:         Clarifications:<br>e.g., mentical work by manipudating two or more aspects of the composition.           MU 912 5.1.4:         Clarifications:<br>e.g., indigita, playing, writing           MU 912 5.1.4:         Clarifications:<br>e.g., monical work by manipudating musical structure, accurate and expressive details, and processing skills to the creati  |                 | e.g., patriotic, folk, celebration, entertainment, spiritual   |
| MU 912.8.1.3:       Interfactions:<br>e.g., orthestrai and chorat: guilar and string quarter: piano solo and piano concerto         MU 912.8.1.3:       Evaluate the social impact of music on specific historical periods.         MU 912.8.2.1:       Evaluate the social impact of music on specific historical periods.         MU 912.8.2.1:       Evaluate the social impact of music on specific historical periods.         MU 912.8.1.3:       Charifications:<br>e.g., acoustics, sound amplification, materials, mechanics         e.g., acoustics, sound amplification, materials, mechanics       Charifications:<br>e.g., rhythm, melodicy, timbre, form, tonality, harmory, texture: solo, chembor ensemble, large ensemble         MU.912.0.1.1:       Clarifications:<br>e.g., using text or scale syllables       Clarifications:<br>e.g., using text or scale syllables         MU.912.0.1.1:       Clarifications:<br>e.g., using text or scale syllables       Clarifications:<br>e.g., using text or scale syllables         MU.912.0.1.3:       Clarifications:<br>e.g., texture, mode, form, tempo, volcing       Perform and notate. Independently and accurately, melodies by ear.         MU.912.5.1.4:       Clarifications:<br>e.g., forther and notate. Independently and accurately, melodies by ear.       Clarifications:<br>e.g., sequential process         MU.912.5.2.4:       Clarifications:<br>e.g., sequential process       Clarifications:<br>e.g., menorization, sequential process         MU.912.5.2.4:       Transfer expressive elements and performance techniques frem one piace of music to another. <t< td=""><td></td><td>Compare two or more works of a composer across performance media.</td></t<>  |                 | Compare two or more works of a composer across performance media.  |
| NU. 912.11.13.       b g. orchestral and choral: guitar and string quartet: plano solo and plano concerto         NU. 912.12.12.       Evaluate the social impact of music on specific historical periods.         Apply knowledge of science, math, and music to demonstrate, through an accusition of music.         Apply knowledge of science, math, and music to demonstrate, through an accusition of music.         Apply knowledge of science, math, and music to demonstrate, through an accusition of music.         Apply knowledge of science, math, and music to demonstrate. Through an accusition of music.         Apply knowledge of science, math, and music to demonstrate. Through an accusition of music.         Clarifications:         e.g., acoustics, sound amplification, materials, mechanics         Wul 912.0.1.1       Clarifications:         g.g., rhythm, melody, limbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU 912.0.1.1       Clarifications:         g.g., using text or seat syllables         MU 912.5.1.3:       Clarifications:         g.g., using text or seat syllables         MU 912.5.1.4:       Clarifications:         G.g., issue, indep form accurately, melodies by ear.         Clarifications:       g.g., monortability, admonation providing         Wu 912.5.1.4:       Clarifications:         G.g., issue a broad range of musical structure, accurate and expressive details, and processing sk  | MIL 012 LI 1 2. |  |
| UP12.5.2.1:       Evaluate the social impact of music on specific historical periods.         WU.912.H.2.4:       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.         RU.912.H.2.1:       Clarifications:         e.g. acoustics, sound amplification, materials, mechanics       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         Clarifications:       e.g., rhytim, melody, limbre, form, tonality, harmory, texture: solo, chamber ensemble, large ensemble         MU.912.0.1.1:       Clarifications:         e.g., rhytim, melody, limbre, form, tonality, harmory, texture: solo, chamber ensemble, large ensemble         MU.912.5.1.1:       Clarifications:         e.g., using text or scalt syliables         MU.912.5.1.3:       Clarifications:         e.g., using text or scalt syliables         MU.912.5.1.4:       Clarifications:         e.g., using text or scalt syliables         MU.912.5.2.1:       Clarifications:         e.g., using text or scalt syliable         MU.912.5.2.1:       Clarifications:         e.g., using text or scalt syliable         MU.912.5.2.1:       Clarifications:         e.g., usinging, playing,   | WIU.912.N.1.3.  | e.g., orchestral and choral; guitar and string guartet; piano solo and piano concerto  |
| WU 912 H.2.1:       Examine the solution instruction 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         Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         Clarifications:       e.g., frythm, melody, limbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical socre and/or conductor.         Improvise thytmic and melodic phrases over harmonic progressions.       Clarifications:         e.g., diptifications:       e.g., using text or scat syliables         MU.912.5.1.4:       Clarifications:         e.g., using text or scat syliables       Perform and notate, independently and accurately, melodies by ear.         Clarifications:       e.g., insping, playing, witting         MU.912.5.1.4:       Clarifications:         e.g., singing, playing, witting       Apply the ability to memorize and performance techniques from one piece of music to another.         MU.912.5.2.2:       Transfer expressive elements and performance techniques from one piece of music to another.         MU.912.5.3.4:       Clarifications:         e.g., usinging, playing, witting  | MIL 012 II 2 1. | Evoluate the social impact of music on specific historical periods   |
| WU.912.11.2.4:       Examine tracks on developing iteminology of composition, performance, and aquation, performance medium, how sound production affects musical performance.         MU.912.11.3.1:       Clarifications:       e.g., acoustics, sound amplification, materials, mechanics         VI.912.0.1.1:       Clarifications:       e.g., mixical performance.         MU.912.0.1.1:       Clarifications:       e.g., mixical performance.         MU.912.0.1.1:       Clarifications:       e.g., mixical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:       e.g., mixical works and discuss their effect on structure.         MU.912.0.1.1:       Clarifications:       e.g., mixical work by manipulating two or more aspects of the composition.         MU.912.0.1.3:       Clarifications:       e.g., using text or scat syllables         MU.912.5.1.3:       Clarifications:       e.g., itexture, mode, form, tempo, volcing         MU.912.5.1.4:       Clarifications:       e.g., itexture, mode, form, tempo, volcing         MU.912.5.1.3:       Clarifications:       e.g., memorization, sequential performance techniques from one place of music to another.         MU.912.5.1.4:       Clarifications:       e.g., memorization, sequential process         MU.912.5.2.2:       Transfer expressive elements and performance techniques from one place of music to another.         MU.912.5.3.1:       Sphifreat music accura   | MU.912.H.2.1:   | Evaluate the social impact of music on specific historical periods.  |
| MU.912.H.3.1:          Pairs An instance of maintain and music to denotativate, intrody an accusate of upper plantamatice metanin, now sould plantacher metanics          MU.912.H.3.1:          Clarifications:         e.g., doubtics, sound amplification, materials, mechanics          MU.912.O.1.1:          Clarifications:         e.g., frythm, melody, limbre, 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.          Improvise rhythmic and melodic phrases over harmonic progressions.          MU.912.S.1.1:          Clarifications:         e.g., using text or scal sylables          MU.912.S.1.3:          Clarifications:         e.g., texture, mode, form, tempo, voicing         e.g., singing, playing, writing          MU.912.S.1.4:          Clarifications:         e.g., singing, playing, writing          MU.912.S.2.2:          Transfer expressive elements and internalize musical structure, accurate and expressive edetails, and processing skills to the creation or performance of         maskill iterature.          MU.912.S.3.1:          Sight-reg and performance techniques from one piece of music to another.          MU.912.S.3.2:          Clarifications:         e.g., memorization, sequential process  | WIU.912.H.2.4:  | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
| MU.912.H 3.1:       Charificationals         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.         MU.912.O.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         MU.912.O.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         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 scal syllables       Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:       e.g., using text or scal syllables         e.g., singing text or scal syllables       Clarifications:         e.g., singing text or scal syllables       Clarifications:         e.g., singing, playing, writing       Acture, mode, form, tempo, voking         MU.912.S.1.4:       Clarifications:         e.g., inging, playing, writing       Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of musical interalize elements and performance techniques from one piece of music to another.         MU.912.S.2.1:       Clarifications:         e.g., memorization, seq  |                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic of digital performance medium, now sound production anects musical performance   |
| Life interactions:       e.g., acoustics, sound amplification, materials, mechanics         WU.912.0.1.1:       Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         WU.912.0.1.1:       Clarifications:       e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         WU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Improvise rhythmic and melodic phrases over harmonic progressions.         WU.912.S.1.1:       Clarifications:         e.g., using text or scat syllables         Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:       e.g., texture, mode, form, tempo, volcing         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 musical literature.         MU.912.S.2.1:       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.2.1:       Clarifications:       e.g., memorization, sequential process         MU.912.S.3.1:       Sight-read music accurately and expressive techniques from one piece of music to another.         MU.912.S.3.2:       Clarifications:       e.g., musica  | MU.912.H.3.1:   |  |
| Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.         VUU.912.0.1.1:       Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         VUU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         Improvise rhythmic and melodic phrases over harmonic progressions.         VUU.912.5.1.1:       Clarifications:<br>e.g., using text or scat syllables         Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:<br>e.g., texture, mode, form, tempo, voicing         Perform and notate, independently and accurately, melodies by ear.         Clarifications:<br>e.g., singing, playing, writing         August Little and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of<br>music literature.         MU.912.S.2.1:       Clarifications:<br>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 toroad range of musical skills by performance technique<br>e.g., musical elements, expressive qualities, performance technique<br>e.g., musical elements, expressive qualitites, performance technique<br>e.g., musical elements, ex  |                 | e a acoustics sound amplification materials mechanics  |
| 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.912.0.3.2:         Interpret and perform expressive elements indicated by the musical score and/or conductor.           Improvise rhythmic and melodic phrases over harmonic progressions.         Clarifications:           e.g., using text or scat syllables         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.         Clarifications:           e.g., singing, playing, writing   |                 |  |
| MU.912.0.1.1:       Clarifications:       e.g., frythm, melody, limbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.3.2:       Interpret and perform expressive elements indicated by the musical score and/or conductor.         MU.912.0.1.1:       Clarifications:       e.g., using text or scat syllables         wul.912.0.1.3:       Clarifications:       e.g., texture, mode, form, tempo, volcing         MU.912.0.1.4:       Perform and notate, independently and accurately, melodies by ear.         Clarifications:       e.g., singing, playing, writing         MU.912.0.1.4:       Clarifications:       e.g., singing, playing, writing         MU.912.0.2.1:       Clarifications:       e.g., 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 kinschet energy.         Sight-read music accurately and expressive qualities, performance technique       e.g., musical elements, expressive qualities, performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinschet 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.,   |                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.3.2:       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:       Clarifications:         e.g., using text or scat syllables       Arrange a musical work by manipulating two or more aspects of the composition.         Clarifications:       e.g., texture, mode, form, tempo, volcing         Perform and notate, independently and accurately, melodies by ear.         Clarifications:       e.g., singing, playing, writing         MU.912.S.1.4:       Clarifications:         e.g., singing, playing, writing       Perform and notate, independently and accurately, 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       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         MU.912.S.3.4:       Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. </td <td>MU.912.O.1.1:</td> <td>Clarifications:<br/>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble</td>  | MU.912.O.1.1:   | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| 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         Apply the ability to momorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music ilterature.         Clarifications:         e.g., memorization, sequential process         MU.912.S.2.2:         Transfer expressive elements and 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:         Sight-read music accurately and expressive 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.   | MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
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| e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  | MU.912.S.3.5:   | Clarifications:  |
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| inathematicians who participate in enoritul learning both individually and with others:  |                 | Mathematicians who participate in effortful learning both individually and with others:  |

| MA.K12.MTR.1.1: | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
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| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>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.</li></ul>   |
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.<br>Assess the reasonableness of solutions.   |

| MA.K12.MTR.6.1:           | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
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|                           | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
| MA K12 MTD 7 1-           | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| IVIA.N I 2.IVI I N. 7. 1. | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>Challenge students to question the accuracy of their models and methods.<br>Support students as they validate conclusions by comparing them to the given situation.<br>Indicate how various concepts can be applied to other disciplines.   |
|                           | Cite evidence to explain and justify reasoning.  |
|                           | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul>                            |
| ELA.K12.EE.1.1:           | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> <li>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</li> </ul> |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.   |
| ELA.K12.EE.6.1:           | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

# 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**

#### 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: 1303370

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 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)

# Chorus Register-specific 3 (#1303380) 2020 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:  |
|                | e.g., listening maps, active listening, checklists   |
|                | 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.1.2:  | 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<br>in music.                                     |
|                | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:  | 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.3.4:  | 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.  |
|                | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:  | Clarifications:  |
|                | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MII 912 H 1 2· | Clarifications   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                | Compare two or more works of a composer across performance media   |
| MIL 912 H 1 3· | 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.  |
|                | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.                                       |
| MU.912.H.3.1:  | Clarifications   |
|                | e.g., acoustics, sound amplification, materials, mechanics   |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure  |
| MIL 012 O 1 1. |  |
| 10.712.0.1.1.  | e.g., rhythm, melody, timbre, form, tonality, harmony, texture: solo, chamber ensemble, large ensemble   |
| MIL 012 0 2 2. | Interpret and perform expressive elements indicated by the musical score and/or conductor  |
| 10.912.0.3.2.  | Improvise rhythmic and melodic phrases over harmonic progressions  |
| MU 012 S 1 1.  |  |
| 10.912.3.1.1.  | e.g., using text or scat syllables   |
|                | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:  | Clarifications:  |
|                | e.g., texture, mode, form, tempo, voicing  |
|                | 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  |
| MU.912.S.2.1:  | music literature.  |
|                | Clarifications:  |
|                | e.g., memorization, sequential process   |
| MU.912.S.2.2:  | I ranster expressive elements and performance techniques from one piece of music to another.   |
| MU.912.S.3.1:  | synthesize a bload 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.3.4:      | 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.   |
| MU 912 S 3 5       | Clarifications  |
| 1017121010101      | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| LAFS.1112.SL.1.1:  | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to guestions that probe reasoning and evidence: ensure a hearing for a full range of positions on a</li> </ul>  |
|                    | <ul> <li>c. Propercentre defined by posing and responding to questions that proce reasoning and evidence, ensure a realing for a fail range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>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.</li> <li>Standard Relation to Course: Supporting</li> </ul>  |
| 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.1.2:   | 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.  |
| LAFS.910.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:   | Attend to precision.<br>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own<br>reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about<br>specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,<br>express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully<br>formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.<br>Standard Relation to Course: Supporting  |
| MAFS.K12.MP.7.1:   | <ul> <li>Look for and make use of structure.</li> <li>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<sup>2</sup> + 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)<sup>2</sup> 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.</li> <li>Standard Relation to Course: Supporting</li> </ul>  |
| DA.912.S.2.1:      | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  |
| FLD K12 FLL SL 1   | English language learners communicate for social and instructional purposes within the school setting.  |

# 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

## 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 Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1202200                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1505580                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Choral Music >                        |
|  | Abbreviated Title: CHORUS REG-SPEC 3              |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | 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) Vocal Music (Elementary and Secondary Grades K-12)

# Chorus Register-specific 3 (#1303380) 2022 - And Beyond

| Name                      | Description  |
|---------------------------|--|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:             | Clarifications:  |
|                           | e.g., listening maps, active listening, checklists   |
|                           | 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.1.2:             | 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<br>in music.                                     |
|                           | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:             | 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.3.4:             | 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.  |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:             | Clarifications:  |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                           | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU 912 H 1 2 <sup>.</sup> | Clarifications:  |
|                           | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells   |
|                           | Compare two or more works of a composer across performance media.  |
| MU 912 H 1 3·             | Clarifications:  |
| 10.712.11.1.0.            | 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.  |
|                           | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects  |
|                           | musical performance.   |
| MU.912.H.3.1:             | Clarifications:  |
|                           | e.g., acoustics, sound amplification, materials, mechanics   |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:             | Clarifications:  |
|                           | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.3.2:             | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                           | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:             | Clarifications:  |
|                           | e.g., using text or scat syllables   |
|                           | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU 912 S 1 3 <sup>.</sup> | Clarifications:  |
|                           | e.g., texture, mode, form, tempo, voicing  |
|                           | Perform and notate, independently and accurately, melodies by ear.   |
| MIL 012 S 1 4.            | Clarifications:  |
| 10.712.3.1.4.             | 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   |
| 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  |
| MU.912.S.3.1:             | kinesthetic energy.  |

|                 | Sight-read music accurately and expressively to show synthesis of skills.  |
|-----------------|--|
| MU.912.S.3.2:   | Clarifications:<br>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:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> </ul> |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| MA.K12.MTR.3.1: | <ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications:</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
|                 | <ul> <li>be patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Polate previously learned concepts to pew concepts.</li> </ul>   |

| MA.K12.MTR.5.1:            | Look for similarities among problems.  |
|----------------------------|--|
|                            | Connect solutions of problems to more complicated large-scale situations.  |
|                            | Clarifications:  |
|                            | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts:</li> </ul>   |
|                            | <ul> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>  |
|                            | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>   |
|                            | • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.  |
|                            | Assess the reasonableness of solutions.<br>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 V12 MTD 6 1.            | <ul> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context</li> </ul>   |
| IVIA. K 12. IVI 1 K.O. 1.  | Clarifications   |
|                            | Teachers who encourage students to assess the reasonableness of solutions:   |
|                            | Have students estimate or predict solutions prior to solving.  |
|                            | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>  |
|                            | 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.<br>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.  |
| IVIA. N 12. IVI 1 K. 7. 1. | Clarifications:  |
|                            | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |
|                            | 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 paging the text. During 1st grade, students logg 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   |
|                            | 6.9. Students continue with providus skills and use a style guide to create a proper sitation  |
|                            | 0-0 students continue with previous skills and use a style guide to create a proper citation.  |
|                            | 7.12 Students continue with providus skins 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                            | Make interences to support comprehension.  |
| ELA K12 EE 2 1.            | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the cirl   |
| LLA.NIZ.LL.J.I.            | 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.   |
|                            | 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.   |
|                            |  |
|                            | Ose 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.  |
|                            | Use appropriate voice and tone when speaking or writing.   |
|                            |  |

|                   | Clarifications:  |
|-------------------|--|
| ELA.KIZ.EE.O.I:   | 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.   |

# 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

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 REG-SPEC 3 Course Length: Year (Y) Course Level: 2

## **Educator Certifications**

| Music (Elementary and Secondary Grades K-12)       |
|--|
| Vocal Music (Elementary and Secondary Grades K-12) |

# Chorus Register-specific 4 Honors (#1303390) 2020 - 2022 (current)

| Name                      | Description   |
|---------------------------|---|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:             | Clarifications:   |
|                           | e.g., listening maps, active listening, checklists  |
|                           | Compare using correct music version was hubble to a static impact of two or mare performances of a musical work to one's own hypothesis of the  |
|                           | compare, using correct music vocabulary, the aesthetic impact of two or more performances or a musical work to one's own hypothesis of the  |
| MU.912.C.1.2:             |   |
|                           | Clarifications:   |
|                           | e.g., quaity recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, inte   |
| 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:             | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                           | 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.2.1:             | Clarifications  |
|                           | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills   |
|                           |   |
|                           | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| MU.912.F.2.2:             | Clarifications:   |
|                           | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
| MIL 012 E 3 1.            | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of   |
| WIU.912.F.3.1.            | leadership in school and/or non-school settings.  |
| MIL 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   |
| 10.712.1.0.2.             | 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. |
|                           | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:             | Clarifications:   |
|                           | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                           | Compare two or more works of a composer across performance media  |
|                           |   |
| MU.912.H.1.3:             | Clarifications:<br>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  |
| 10.712.11.2.2.            | Analyze the evolution of a music genre  |
|                           |   |
| WIU.912.H.2.3:            |   |
|                           | e.g., jazz, blues   |
|                           | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects   |
| MU 912 H 3 1 <sup>.</sup> | musical performance.  |
|                           | Clarifications:   |
|                           | e.g., acoustics, sound amplification, materials, mechanics  |
|                           | 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.  |
| 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  |
|                           | 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  |
|                           |   |
| MU.912.0.2.1:             | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.2.2:             | I ranspose 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.912.0.3.1:       | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:       | Interpret and perform expressive elements indicated by the musical score and/or conductor.   |
|                     | Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:       | Clarifications:<br>e.g., using text or scat syllables  |
| MU.912.S.1.2:       | Compose music for voices and/or acoustic, digital, or electronic instruments.  |
|                     | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:       | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                     | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4:       | 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.  |
| WIU.912.3.2.1.      | Clarifications:<br>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.  |
|                     | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:       | Clarifications:<br>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.  |
| MU.912.S.3.5:       | Clarifications:<br>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.   |
| LAFS.1112.SL.1.1:   | <ul> <li>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>   |
|                     | Standard Relation to Course: Supporting  |
| LAFS.1112.SL.1.2:   | 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.2.5:   | 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.  |
| 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.  |
| MAFS.K12.MP.5.1:    | Use appropriate tools strategically.<br>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 |
|                     | Attenu to predsion.  |

| 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|--|
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 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 Path: Section: Grades PreK to 12 Education |
|-----------------------------------|---|
| Course Number: 1202200            | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1303370            | Education Courses > Subject: Music Education >    |
|                                   | SubSubject: Choral Music >                        |
|                                   | Abbreviated Title: CHORUS REG-SPEC 4 H            |
| Number of Credits: One (1) credit | 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        |   |

# **Educator Certifications**

Graduation Requirement: Performing/Fine Arts

| Music (Elementary and Secondary Grades K-12)       |  |
|--|--|
| Vocal Music (Elementary and Secondary Grades K-12) |  |

# Chorus Register-specific 4 Honors (#1303390) 2022 - And Beyond

| Name             | Description   |
|------------------|---|
| 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  |
|                  | 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.1.2:    | Clarifications:   |
|                  | e.g., quality recordings, individual and peer-group performances, composer notes, instrumentation, expressive elements, title                           |
| MU 012 C 1 4     | Compare and perform a variety of vecal styles and encomples   |
| MU.912.C.1.4.    | Evaluate and make appropriate adjuctments to personal performance in sole and ensembles   |
| MU.912.C.2.1.    | Evaluate and make appropriate aujustments to personal performance in solo and ensembles.  |
| MU.912.C.2.2.    | Evaluate performance quarty in recorded and/or improvisations and generate improvements independently or cooperatively                                  |
| 10.712.0.2.3.    | Make critical evaluations based on exemplary models of the quality and effectiveness of performances and apply the criteria to personal development.    |
| MU.912.C.3.1:    | in music.   |
| MU.912.F.1.1:    | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.   |
|                  | 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.2.1:    | Clarifications:   |
|                  | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills                     |
|                  | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions                                  |
|                  |   |
| MU.912.F.2.2:    | Clarifications:   |
|                  |   |
| 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 hon-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. |
|                  | Define prioritize monitor and successfully complete tasks related to individual musical performance or project presentation, without direct oversight   |
| MU.912.F.3.3:    | demonstrating skills for use in the workplace.  |
|                  | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,      |
| MU.912.F.3.4:    | and initiative to advance skills and/or knowledge.  |
|                  | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:    | Clarifications:   |
|                  | e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                  | Compare two or more works of a composer across performance media.   |
| MII 912 H 1 3·   | Clarifications  |
|                  | e.g., orchestral and choral; guitar and string guartet; piano solo and piano concerto   |
|                  | Analyza haw Western music has been influenced by historical and surrant world sultures  |
| MU.912.H.1.4.    | Analyze now western music has been innuenced by historical and current world currents.  |
| MIL 912 H 2 2    | Analyze music within curdies to gain understanding of admentic performance practices.   |
| WIO. 712.11.2.2. | Analyze careful musical relias, including addictice environments and music acquisition, to predict possible directions of music.                        |
| MU 010 U 0 0.    |   |
| WIU.912.H.2.3:   |   |
|                  |   |
|                  | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects             |
| MU.912.H.3.1:    |   |
|                  | Clarifications:   |
|                  | e.g., acoustics, sound amplification, materials, mechanics  |
|                  | 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     |
| MU.912.H.3.2:    | 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.912.0.2.1:    | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.                                |
| MU.912.0.2.2:    | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
|-----------------|--|
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.<br>Improvise rhythmic and melodic phrases over harmonic progressions.   |
| MU.912.S.1.1:   | Clarifications:<br>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:   | 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.1.4:   | 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:<br>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:   | Clarifications:<br>e.g., musical elements, expressive gualities, 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.  |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul>  |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple apportunities for students to practice efficient and appreciable 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.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>           |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context   |
|                 | <ul> <li>Evaluate results based on the given context.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul> </li> </ul>  |
|                 | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:  |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

# 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 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: 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 >
Number of Credits: One (1) credit

Abbreviated Title: CHORUS REG-SPEC 4 H Course Length: Year (Y) Course Attributes: • Honors Course Level: 3

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) |  |

# Vocal Techniques 1 (#1303400) 2020 - 2022 (current)

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | 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.912.0.2.1:      | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:      | 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:      | 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.  |
|                    | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:      | Clarifications:  |
|                    | e.g., posture, breatning, 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<br>context relevant to grades 9–10 texts and topics.   |
| LAFS.910.SL.1.1:   | <ul> <li>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</li> <li>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>   |
|                    | 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.   |
| MAFS.K12.MP.5.1:   | Use appropriate tools strategically.<br>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.   |
| 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  |
|                    | 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,<br>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<br>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<br>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<br>- y) <sup>2</sup> 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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### GENERAL INFORMATION

|  | Course Path: Section: Grades PreK to 12 Education |
|--|---|
| Course Number: 1202400                       | Courses > Grade Group: Grades 9 to 12 and Adult   |
| Course Number: 1303400                       | Education Courses > Subject: Music Education >    |
|  | SubSubject: Choral Music >                        |
|  | Abbreviated Title: VOCAL TECNQS 1                 |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                           |
| Course Type: Core Academic Course            | Course Level: 2                                   |
| 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)       |

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | 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.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:   | 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:   | 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.  |
|                 | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:   | Clarifications:<br>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.  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |
|                 | 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 wave  |
|                 | Mathematicians who demonstrate understanding by representing problems in multiple ways:  |
|                 | Mathematicians who achieves and examining by representing problems in matiple ways.  |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> </ul>  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                 | <ul> <li>Express connections between concepts and representations.</li> </ul>  |
| MA.K12.MTR.2.1: | 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 encient and appropriate methods for solving problems within the given context.  |
|                 | Maintain nexibility and accuracy while performing procedures and mental calculations.  |
| MA.K12.MTR.3.1: | Complete tasks accurately and with confidence.   |
|                 | Adapt procedures to apply them to a new context.   |
|                 | Use reedback to improve efficiency when performing calculations.   |
|                 | Clarifications:  |
|                 | Teachers who encourage students to complete tasks with mathematical fluency:   |
|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> </ul>   |
|                 | 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: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
|-----------------|---|
|                 | Use patterns and structure to help understand and connect mathematical concepts.  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:  |
|                 | <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>  |
|                 | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| ELA.K12.EE.1.1: | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>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.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.   |

| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|-------------------|--|
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

### 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 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: 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

#### **Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

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# Vocal Techniques 2 (#1303410) 2020 - 2022 (current)

| Name               | Description   |
|--------------------|---|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU 912 C 1 1·      | 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<br>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,<br>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.912.0.2.1:      | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.3.2:      | 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:      | 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:   |
|                    |   |
| MU.912.S.3.4:      | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.<br>Develop and demonstrate proper vocal or instrumental technique.                          |
| MIL 912 S 3 5      | Clarifications  |
| 1017121313131      | e.a., posture, breathina, fingerina, embouchure, bow technique, tunina, strummina   |
|                    |   |
| LAFS.910.RST.2.4:  | 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  |
| LAFS.910.SL.1.1:   | 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   |
|                    | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and   |
| LAFS.910.SL.1.2:   | 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.   |
|                    | Present information findings and supporting evidence clearly concisely and logically such that listeners can follow the line of reasoning and the   |
| LAFS.910.SL.2.4:   | 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 spreadsneet, a computer algebra system, a statistical package, or dynamic geometry software.  |
|                    | might be helpful recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze   |
| MAFS.K12.MP.5.1:   | 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   |
| MAFS.K12.MP.6.1:   | 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.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>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 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

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 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Vocal Techniques 2 (#1303410) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:<br>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.   |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.  |
| MU.912.0.3.2:   | 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:   | 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.   |
|                 | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </li> </ul> |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>   |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:   |

|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|-----------------|--|
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.  |
| MA.K12.MTR.4.1: | <ul> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>   |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task. |
|                 | <ul> <li>Strengthen students' ability to verify solutions through justifications.</li> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>   |
| MA.K12.MTR.7.1: | Clarifications:<br>Teachers who encourage students to apply mathematics to real-world contexts:<br>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.<br>• Challenge students to question the accuracy of their models and methods.<br>• Support students as they validate conclusions by comparing them to the given situation.<br>• Indicate how various concepts can be applied to other disciplines.   |
|                 | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.   |
|                 | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>  |

|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

### 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**

#### 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: 1303410

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved

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) Course Level: 2

#### **Educator Certifications**

# Vocal Techniques 3 (#1303420) 2020 - 2022 (current)

| Name                | Description  |
|---------------------|--|
|                     | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:       | Clarifications:<br>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.  |
| MU.912.H.1.1:       | Investigate and discuss now a culture's traditions are reflected through its music.         Clarifications:         e.g., patriotic, folk, celebration, entertainment, spiritual   |
| MU 012 U 2 1.       | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:       | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
| MU.912.0.2.1:       | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:       | 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:       | 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.<br>Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:       | Clarifications:<br>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.   |
| LAFS.1112.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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</li> </ul> |
|                     | 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.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.<br>Use appropriate tools strategically.   |

| 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. <b>Standard Relation to Course: Supporting</b> |
|-------------------|---|
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.<br>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 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 TECNOS 3 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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# Vocal Techniques 3 (#1303420) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:<br>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<br>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.  |
| 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.   |
|                 | e.g., acoustics, sound amplification, materials, mechanics   |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:   | 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:   | 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.  |
|                 | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                 | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
| 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: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> |
|                 | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:<br>• Help students make connections between concepts and representations.   |

|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|-----------------|--|
| 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><b>Clarifications:</b><br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> <b>Clarifications:</b> 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: | <ul> <li>Assess the reasonableness of solutions.</li> <li>Mathematicians who assess the reasonableness of solutions:</li> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> </ul> </li> </ul>   |

|                   | <ul><li>Support students as they validate conclusions by comparing them to the given situation.</li><li>Indicate how various concepts can be applied to other disciplines.</li></ul>  |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

### 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**

#### 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: 1303420

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 3 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Vocal Techniques 4 Honors (#1303430) 2020 - 2022 (current)

### **Course Standards**

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | Clarifications:<br>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:<br>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<br>in music.   |
|                    | 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.2.1:      | Clarifications:<br>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:      | 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.<br>Investigate and discuss how a culture's traditions are reflected through its music. |
| MU.912.H.1.1:      | Clarifications:<br>e.g., patriotic, folk, celebration, entertainment, spiritual  |
|                    | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:      | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
| MU.912.0.2.1:      | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.2.2:      | Transpose melodies into different modalities through performance and composition.<br>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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:      | 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.  |
| MU.912.S.2.1:      | Clarifications:<br>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.  |
|                    | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:      | Clarifications:<br>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.  |
| MU.912.S.3.5:      | Clarifications:<br>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–<br>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<br>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  |

| DPS 1112 51.12 <ul> <li>Proped conversions by posing not responding to questions that probe reasoning and evidence area hearing for a full range of positions on a tapic or losso: clerity, vertix, or challings lobes and conclusions: and promote divergent and cereative perspectives.</li> <li>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 tass.</li> <li>Standard defection to Course: Supporting</li> <li>LAFS 1112 51, 1.2</li> <li>Evidues a specialry paint (were, reasoning, and use of evidence and theorier, assessing the stance, permises, links among lokes, word choice, point of emphasis, and tone used.</li> <li>AFS 1112 51, 1.2</li> <li>Evidues a specialry paint (were, reasoning, and supporting evidence, conveying a clear and distinct perspective. such that listeners can follow the line of reasoning.</li> <li>AFS 1112 51, 1.4</li> <li>Afris 1112 51, 1.4</li> <li>Afris 1112 51, 1.4</li> <li>Adapt speech to a variety of contexts and tasse, demonstrating a normand of tormal Figlish when indicated or appropriate to purpose, audience.</li> <li>Afris 1112 WHST 2.4</li> <li>Horisonic claim and context withing in which the development, angulation, and syle are appropriate to bask, propose, and addited.</li> <li>Afris 1112 WHST 3.4</li> <li>Horisonic claim and context withing in which the development, angulation, and syle area propriate to bask, propose, and addited.</li> <li>Afris 1112 WHST 3.4</li> <li>Horisonic claim and solutions generated paint analysis, reflection, and reasoning a realistical proklem. These tasks and the individue is appropriate.</li> <li>Afris 1112 WHST 3.4</li> <li>Horisonic claim anon and soluting generated rev</li></ul>  |                     | needed.   |
|--|---------------------|---|
| bp:         bp:<   | LAFS.1112.SL.1.1:   | 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  |
| a. Respond thoughtuly to diverse perspectives: synthesize comments: clams, and vedence meate on all sides of an issue resolue contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.         AF5.1112.5L.1.2:       Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informated decisions and solve problems, mealuating the consulting of each source and noting any discrepancies among the data.         AF5.1112.5L.1.2:       Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informated decisions and solve problems, mealuating the consulting of each source and noting any discrepancies among the data.         AF5.1112.SL.2.6:       Adapt speech to a variety of contexts and tasks, demonstrating a command of format English when indicated or appropriate to purpose, audience.         AF5.1112.WHST 2.4:       Produce clear ad octorem turing in which the development, substance, and substance promises informational tasks.         AF5.1112.WHST 3.4:       Draw evidence from informational tests to support an adjust, reflection, and research.         Use appropriate to substance for the indivity of the appropriate synthese and the substance and the substance and the investigation.         AF5.1112.WHST 3.4:       Draw evidence from informational tests to support an other adjust and research.         Use appropriate to substance and tasks.       devidence methy adjustance and the appropriate intervention and tasks.         AF5.1112.WHST 3.4:  |                     | topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.   |
| when possible: and determine what additional information or research is required to deepen the investigation or complete the task.           Standard Relation to Course: Supporting           AF5.1112.SL.1.2:         Integrate and generablems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.           AF5.1112.SL.1.3:         Evaluate a spokark point of view, reasoning, and use of evidence and rhetoric, assessing the stance, promises. Inits among ideas, word choice, point of emphasis, and non-used.           AF5.1112.SL.2.6:         Adapt speach to a variety of contests and tasks, demonstrating a command of formal register.           AF5.1112.ZV.HST.2.4:         Foreduce clear and coherent writing in which the development, rapinzation, and syle are appropriate to task, parpose, audience.           AF5.1112.ZV.HST.2.4:         Foreduce clear and coherent writing in which the development, arganization, and syle are appropriate to task, parpose, audience.           AF5.1112.ZV.HST.2.4:         Foreduce clear and coherent writing in which the development, arganization, and syle are appropriate to task, parpose, and audience.           AF5.1112.WHST.3.7:         Conduct Short as well as more sustained research projects to answere a question (inclusting) society on the subject under investigation.           AF5.1112.WHST.3.7:         Conduct Short as well as more sustained research projects and tasks.           WHST.SK12.MP.5.1:         Wathermatically proficient students on sufficient students and with took appropriate for their grade or coarse to make subarof these subars of their students and with the subjec   |                     | d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions  |
| Standard Relation to Course: Supporting           AFS:1112.SL 1.2         Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make information decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.           AFS:1112.SL 1.3         Evaluate a speaker's point of view, reasoning, and use of evidence and rheartic, assessing the stance, that listeners can follow the line of reasoning, and arrange of formal and informal tasks.           AFS:1112.SL 2.4         Apple speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate to parpose, and audience.           AFS:1112.SL 2.4         Produce clear and coherent writing in which the development, arganization, and style are appropriate to task, perspeech.           AFS:1112.WHST.3.7:         Eroduce idear and coherent writing in which the development, arganization, and style are appropriate to task, perspeech.           AFS:1112.WHST.3.9:         Diraw evidence from informational texts to support analysis, reflection, and reasarch.           AFS:1112.WHST.3.9:         Diraw evidence from informational texts to support analysis, reflection, and reasarch.           MarS:K12.MP.5.1:         Mathematical proficient students consider the available took when solving a mathematical problem. These tooks might include pencil and paper.           concrete models, a ruler, a grothoxic, a calculator, the yeldence approach and subscut devisions about home each of these tooks might be helpful, recophicing to tuber appropriate tooks proteed as a start o  |                     | when possible; and determine what additional information or research is required to deepen the investigation or complete the task.  |
| AFS.1112.SL.1.2.       Integrate multiple sources of information presented in diverse formats and media (e.g., usually, quantitative), orably in order to make information of emphasis, and tone used.         AFS.1112.SL.1.3.       Evaluate a speaker's point of view, reasoning, and use of evidence and metoric, assessing the stance, premises, links among ideas, word choice, point of emphasis, and tone used.         AFS.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, and arrange of formal and informal tasks.         AFS.1112.SL.2.4.       Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.         AFS.1112.SL.2.4.       Produce clear and ocherine virting in which the development, organization, and skipe areabiprovirties to support.         AFS.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 breaked in the inputy whom appropriate: synthese multips accurates on the subject demonstrating understanding of the subject under investigation.         AFS.1112.WHST.3.9.       Draw evidence from informational texts to support analysis, reflection, and research.         Use appropriate tools strategically.       Mathematically proficient shudens are sufficiently to be gained and their immations.         MAFS.K12.MP.5.1.       graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mastemistical howeldage).     <  |                     | Standard Relation to Course: Supporting   |
| L4FS.1112.SL.1.3:       Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, promises, links among ideas, word choice, point of emphasis, and tone used.         L4FS.1112.SL.2.4:       Present information, findings, and asupporting evidence, conveying a clear and distinct perspectives are able to appropriate to purpose, audience, and a range of formal and informal tasks.         L4FS.1112.SL.2.6:       Adapt speach to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.         L4FS.1112.SL.2.6:       Adapt speach to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.         L4FS.1112.WHST.3.7:       Conduct short as well as more sustained research projects to answer a question (ficuling a self-generated question) or solve a proteiner: narrow or to broad proteiner subject tools strategically.         Waithematically proficient students consider the available tools when solving a mathematical problem: These tools might include pancil and paper, concrete models, a ruler, a protractor, a calculator, a spreadhate, a computer algebra system, a statistical package, or dynamic geometry software.         VAFS.K12.MP.5.1:       might the heipful, recogniting both the insight to be guined and their installator. For example, mathematically proficient stadents analyze graphs of functions and solutions generated using a graphing calculator. They delect possition students and warging assumptions, explore consequences, and compare predictions with data. Mathematically proficient students analyze graphs of functions and solutions generated using a graphing calculator. They delect possitient worous graphs and terminal and andother mathe  | 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.   |
| Present information, findings, and supporting evidence, conveying a clear and distinct perspetives are used to ensoring a distinct perspetive. such that listeners can failow the line of reasoning.           LAFS 1112_SL_2.6.         Adapt speech to a variety of contasts and tasks, demonstrating a command of formal English when indicated or appropriate.           LAFS 1112_WHST_3.7.         Produce clear and chement writing in which the development, organization, and style are appropriate to task, purpose, and audence.           LAFS.1112_WHST_3.7.         Conduct short as well as more sustained research projects to answer a question (incluing a self-generated question) or solve a problem; narrow or           CAFS.1112_WHST_3.9.         Draw evidence from informational tests 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 portractor, 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 in epictor students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools to technological tools to exepace and each or these tools in graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical models, hity know that technology can enable them the index of exestions.           MAF5.K12_MP.5.1:         Math  | 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.1112.24.2.6.       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 to 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 are sufficiently familiar with tools appropriate to rule as propriate tools make sound decisions about when each of these tools might be helpful, recognizing both the insight to be galened and their limitations. For example, mathematical provides. They detect possible errors by strategically using estimation and other 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 are supporting.         MAFS.K12.MP.5.1:       Mathematical Survey is 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 equel sign consistently and appropriately. They are eaterful about specifying units of maesure, and tabeling axes to clarify the correspondence with queutifies in a problem. They areable to use  | 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:       broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.         LAFS 1112 WHST 3.7:       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 rule, a portractor, 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 students are sufficient students are sufficient students and acrosures, 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.         MAFS K12.MP 6.1:       specifying units of measure, and tabeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answeres wit  | 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.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 advent 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.       Mathematical 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 ganed and their limitations. For example, mathematically proficient students analyze graphing calculator. They detect possible errors by strategically using estimation and other 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 expire and deepen their understanding of concepts.         Standard Relation to Course: Supporting       Attend to precision.         MaFS.K12.MP.6.1:       Standard Relation to Course: Supporting         Attend to precision.       Mathematical 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 hey choose, including using the equal sign consistently and appropriately. They are   | LAFS.1112.WHST.2.4: | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| EAFS 1112. WHST 3.9:       Draw evidence from informational texts to support analysis, reflection, and research.         Use appropriate tools strategically.       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 offware. 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 students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical exoremes, such as digital content tocated on a website, and use 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 tocated 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.         MAFS.K12.MP.6.1:       Standard Relation to Course: Supporting and bey the pressent information 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:       Standard Relation to Course: Supporting       Look for and make use of structure.   | 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<br>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| Use appropriate tools strategically.           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 sourt when each of these tools might be helpful, recognizing both the insight to be galeed and their limitations. For example, mathematical work with each of these tools mught be helpful, recognizing both the insight to be galeed and their limitations. For example, mathematical work with the thools y 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 rooks, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, 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.        MAFS.K12.MP.6.1:     Wathematically 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 explore and use that the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem courits. In the elementary grades, students give carefu | LAFS.1112.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 their grade or course to make sound decisions about when each of these tools graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical incoviedge. 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 are sufficiently familiar concres, 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:       Standard Relation to Course: Supporting         MAFS.K12.MP.  |                     | Use appropriate tools strategically.  |
| Attend to precision.         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       Look for and make use of structure.         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 x <sup>2</sup> + 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 expression, as single objects or as being composed of several objects. For example, they can see 5 - 3(x - y) <sup>2</sup> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for a                 | 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. <b>Standard Relation to Course: Supporting</b> |
| 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<br>reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about<br>specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently,<br>express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully<br>   |                     | Attend to precision.  |
| 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 x <sup>2</sup> MAFS.K12.MP.7.1:       + 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) <sup>2</sup> 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.S.2.1:       Sustain focused attention, respect, and discipline during class, rehearsal, and performance.         ELD.K12.ELL SL1:       Explicit language learners communicate for social and instructional numbers within the school cetting.   | 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.   |
| 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 <sup>2</sup> + 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) <sup>2</sup> 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.S.2.1:       Sustain focused attention, respect, and discipline during class, rehearsal, and performance.         ELD.K12.ELL_SL1:       Explicit language learners communicate for social and instructional purposes within the school cetting.   |                     | Standard Relation to Course: Supporting   |
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| DA.912.S.2.1: Sustain focused attention, respect, and discipline during class, rehearsal, and performance.   | 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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 SL1. English language learners communicate for social and instructional numbers within the school sotting  | DA.912.S.2.1:       | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.  |
| ELEDINTZ.ELEJITT EITYIISITIAIIYuaye 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.  |

### 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 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 Path: Section: Grades PreK to 12 Education     |
|--|---|
| Course Number 1202420                        | Courses > Grade Group: Grades 9 to 12 and Adult       |
| Course Number: 1303430                       | Education Courses > <b>Subject:</b> Music Education > |
|  | SubSubject: Choral Music >                            |
|  | Abbreviated Title: VOCAL TECNQS 4 HON                 |
| Number of Credits: One (1) credit            | 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 |   |

#### **Educator Certifications**

| Vocal Music (Elementary and Secondary Grades K-12) |  |
|--|--|
| Music (Elementary and Secondary Grades K-12)       |  |

# Vocal Techniques 4 Honors (#1303430) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
|                 | 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.1.2:   | 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<br>in music.                                       |
|                 | 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.2.1:   | 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:   | 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.    |
|                 | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:   | Clarifications:  |
|                 | e.g., patriotic, folk, celebration, entertainment, spiritual   |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.   |
| MU.912.H.3.1:   | 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.912.0.2.2:   | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,   |
|                 | orchestration  |
| MU.912.0.3.2:   | 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.                              |
| 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.                          |
|                 | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:   | Clarifications:<br>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.  |
| MU.912.S.3.5:   | Clarifications:<br>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.  |
|                 | <ul> <li>stay engaged and maintain a positive mindset when Working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>                             |
| MA.K12.MTR.1.1: |  |

|                 | <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
|-----------------|---|
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>   |
| 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.  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>  |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> </ul>  |
|                 | <ul> <li>Connect solutions of problems to more complicated large-scale situations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul> </li> </ul> |
| MA K12 MTD 6 1- | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context  |
|                 |   |

|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to assess the reasonableness of solutions:</li> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |
|------------------------------------|---|
| MA.K12.MTR.7.1:                    | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>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:<br>ELD.K12.ELL.SI.1: | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.<br>English language learners communicate for social and instructional purposes within the school setting.  |

## 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 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 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: Section: Grades PreK to 12 Education<br>Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education ><br>SubSubject: Choral Music > |
|--|--|
|  | Abbreviated Title: VOCAL TECNQS 4 HON  |
| Number of Credits: One (1) credit            | Course Length: Year (Y)  |
|  | Course Attributes:   |
|  | Honors   |
| Course Type: Core Academic Course            | Course Level: 3  |
| Course Status: State Board Approved          |  |
| Grade Level(s): 9,10,11,12                   |  |
| Graduation Requirement: Performing/Fine Arts |  |

#### **Educator Certifications**

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | Clarifications:  |
|                    | e.g., listening maps, active listening, checklists   |
| MU 012 C 2 1.      | Evaluate and make appropriate adjustments to personal performance in sole and encomples  |
| 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<br>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.1.5:      | 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.912.0.3.2:      | 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.   |
| MU.912.S.1.3:      | Clarifications:  |
|                    | e.g., texture, mode, form, tempo, voicing  |
| MU 012 6 2 2.      | Transfer supressive elements and performance techniques from one piece of music to enother   |
| MU.912.5.2.2:      | Fransfer 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  |
|                    | kinestnetic energy.  |
|                    | Signt-read music accurately and expressively to snow synthesis of skills.  |
| MU.912.S.3.2:      | Clarifications:  |
|                    | e.g., musical elements, expressive qualities, performance technique  |
|                    | Develop and demonstrate proper vocal or instrumental technique.  |
| MIL 912 S 3 5      | Clarifications   |
| 10.712.3.3.3.      | e a 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<br>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   |
| LAES 010 SL 1 1.   | alternate views), clear goals and deadlines, and individual roles as needed.   |
| LAI 3.910.3L.1.1.  | 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, gualify or justify their   |
|                    | own views and understanding and make new connections in light of the evidence and reasoning presented  |
|                    | own views and and istanting and make new connections in right of the evidence and reasoning presented.   |
|                    | 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  |
|                    | Adapt speech to a variable of contaute and tasks, demonstrating command of formal English when indicated as appropriate to   |
| LAFS.910.3L.2.0:   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal english when indicated of appropriate.  |
| LAFS.910.WHS1.2.4: | Produce clear and concrent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LAFS.910.WHS1.3.9: | 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 sortware.   |
|                    | might be beinful recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze  |
| MAFS.K12.MP.5.1:   | araphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other   |
|                    | graphs of intertoins and solutions generated using a graphing education. Into acteur possible control by strategically using education and other and the solution and other and the solution and other acteurs and the solution acteurs and the soluti |
|                    | 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.   |
|                    |  |

| 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|--|
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

### 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 |  |
|------------------------|--|
|------------------------|--|

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 ENS 1 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

# Vocal Ensemble 1 (#1303440) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | 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.3.2:   | 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.1.5:   | 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.912.0.3.2:   | 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.  |
| MU.912.S.1.3:   | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
| MIL 912 S 2 2·  | Transfer expressive elements and performance techniques from one piece of music to another  |
| 10.712.3.2.2.   | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and   |
| MU.912.S.3.1:   | 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   |
|                 | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:   | 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:   |
|                 | l eachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                 | Cultivate a community of growth minuset realities.     Easter perseverance in students by choosing tasks that are challenging   |
|                 | <ul> <li>Poster perseverance in students by choosing tasks that are chailenging.</li> <li>Develop students' ability to analyze and problem solve</li> </ul>   |
|                 | 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:   |
|                 | Duild understanding through modeling and using manipulatives  |
|                 | <ul> <li>During understanding through modeling and using manipulatives.</li> <li>Penresent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul> |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                 | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1: | 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.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                 | <ul> <li>Select efficient and appropriate methods for solving problems within the given context</li> </ul>  |
|                 | 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.  |
| MA.K12.MTR.3.1: | Use feedback to improve efficiency when performing calculations.  |
|                 | Clarifications:   |
|                 |   |

|                 | <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|-----------------|--|
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>Support students to develop generalizations based on the similarities found among problems.<br>Provide opportunities for students to create plans and procedures to solve problems.<br>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.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.   |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

### 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:

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 Number of Credits: One (1) credit Course Type: Core Academic Course Course Level: 2 Course Status: State Board Approved Grade Level(s): 9,10,11,12 Graduation Requirement: Performing/Fine Arts

Course Length: Year (Y)

#### **Educator Certifications**

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | 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.3.2:      | 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.1.5:      | 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.<br>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:      | Clarifications:<br>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.   |
| MU.912.0.3.1:      | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:      | 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.   |
| MU.912.S.1.3:      | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|                    | 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:<br>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.  |
|                    | Sight-read music accurately and expressively to show synthesis of skills.  |
| MU.912.S.3.2:      | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique   |
|                    | Develop and demonstrate proper vocal or instrumental technique.  |
| MU 012 S 2 5       |  |
| 1010.912.3.3.3.    | 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<br>context relevant to grades 9–10 texts and topics.   |
| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> </ul>   |
|                    | <ul> <li>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.</li> <li>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.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their</li> </ul> |
|                    | 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  |
| LAFS.910.SL.1.2:   | 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.   |
| LAFS.910.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.  |

|                   | Use appropriate tools strategically.  |
|-------------------|---|
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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   |
|                   | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |

## 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: 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: 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 ENS 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**
| Name                   | Description   |
|------------------------|---|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:          | 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.3.2:          | 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.1.5:          | 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.<br>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure. |
| MU.912.0.1.1:          | Clarifications:<br>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.                                |
| MU.912.O.3.1:          | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:          | Interpret and perform expressive elements indicated by the musical score and/or conductor.<br>Arrange a musical work by manipulating two or more aspects of the composition.  |
| MIL 012 S 1 2.         |   |
| 1010.712.3.1.3.        | e.g., texture, mode, form, tempo, voicing   |
|                        | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of   |
| MU.912.S.2.1:          | music literature.   |
|                        | Clarifications:<br>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.                                       |
|                        | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:          | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique  |
|                        | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:          | Clarifications:<br>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         | <ul> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
| WD (.1(12.1011(.1.1.1. | Clarifications:   |
|                        | Teachers who encourage students to participate actively in effortful learning both individually and with others:  |
|                        | Cultivate a community of growth mindset rearners.     Factor persoverance in students by choosing tasks that are shallenging  |
|                        | <ul> <li>Poster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve</li> </ul>   |
|                        | Recognize students' effort when solving challenging problems.   |
|                        |   |
|                        | Demonstrate understanding by representing problems in multiple ways.<br>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.   |
|                        | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>  |
|                        | Express connections between concepts and representations.   |
| MA.K12.MTR.2.1:        | <ul> <li>Unoose a representation based on the given context or purpose.</li> </ul>  |
|                        | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  |

|                 | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>   |  |  |
|-----------------|--|--|--|
|                 | 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:   |  |  |
| MA.K12.MTR.3.1: | <ul> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |  |  |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>• Offer multiple opportunities for students to practice efficient and generalizable methods.<br>• 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: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |  |  |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts.<br>Relate previously learned concepts to new concepts.<br>Look for similarities among problems.<br>Connect solutions of problems to more complicated large-scale situations.<br>Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>Support students to develop generalizations based on the similarities found among problems.<br>Provide opportunities for students to create plans and procedures to solve problems.   |  |  |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |  |  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>   |  |  |

|                   | <ul><li>Challenge students to question the accuracy of their models and methods.</li><li>Support students as they validate conclusions by comparing them to the given situation.</li><li>Indicate how various concepts can be applied to other disciplines.</li></ul>   |
|-------------------|---|
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 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: 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)

# Vocal Ensemble 3 (#1303460) 2020 - 2022 (current)

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | 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.   |
|                 | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music                         |
| MU.912.F.2.1:   |   |
|                 | Clarifications:   |
|                 |   |
|                 |   |
| MU.912.F.2.3:   | Clarifications:   |
|                 | e.g., leadership, mancial needs and structure, marketing, personner matters, manager, traver  |
| 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                       |
|                 | Summarize convright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and                                 |
| MU.912.F.3.2:   | technology.   |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,                   |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace.  |
|                 | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:   | 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.   |
|                 | 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  |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre choice, rhythm,                                       |
|                 |   |
| MU.912.0.3.2:   | Arrange a musical work by manipulating two or more aspects of the composition   |
| MU 010 C 1 0    |   |
| MU.912.5.1.3:   | Clarifications:   |
|                 |   |
|                 | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:   | Clarifications:   |
|                 | e.g., singing, praying, 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:   |
| MU 010 C 0 0    |   |
| IVIU.912.5.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.   |
| MU.912.S.3.1:   | 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.3.4:   | 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.  |   |  |
|--|---|--|
| 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 te context relevant to grades 11–12 texts and topics. |   |  |
| LAFS.1112.SL.1.1:  | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>                            |  |
|  | 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.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.  |  |
| AFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.   |   |  |
| 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. <b>Standard Relation to Course: Supporting</b> |  |
|  | Attend to precision.  |  |
| 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<br>Look for and make use of structure.  |  |
| 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 $x^2 + 9x + 14$ , 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   |  |
| 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.  |  |

#### 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

#### 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: 1202460                       | Courses > Grade Group: Grades 9 to 12 and Adult       |
| Course Number: 1303400                       | Education Courses > <b>Subject:</b> Music Education > |
|  | SubSubject: Choral Music >                            |
|  | Abbreviated Title: VOCAL ENS 3                        |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                               |
| Course Type: Core Academic Course            | Course Level: 2                                       |
| 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)

# Vocal Ensemble 3 (#1303460) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
|                 | 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.1.2:   | 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.   |
|                 | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training                  |
| MU.912.F.2.1:   |   |
|                 | CIARTITICATIONS:  |
|                 |   |
|                 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.   |
| MU.912.F.2.3:   | Clarifications:   |
|                 | e.g., leadership, maintai needs and structure, marketing, personner matters, manager, traver  |
| 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                         |
|                 | Summarize convright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and                                   |
| MU.912.F.3.2:   | technology.   |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,                     |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace.  |
|                 | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:   | 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.   |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1:   | Clarifications:   |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:   |
|                 | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, narmonic structure, timbre choice, rhythm,<br>orchestration                        |
|                 |   |
| MU.912.0.3.2:   | Arrange a musical work by manipulating two or more aspects of the composition   |
| MU 010 C 1 0    |   |
| MU.912.5.1.3:   | Clarifications:   |
|                 |   |
|                 | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:   | Clarifications:   |
|                 |   |
|                 | Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of musical literature. |
| MU.912.S.2.1:   |   |
|                 | clarifications:   |
| MU 012 C 2 2    | Transfer supressive elements and performance techniques from one piece of music to another  |
| IVIU.912.5.2.2: | Transfer expressive elements and performance techniques from one piece of music to another.   |
| MU.912.S.3.1:   | 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.3.4:   | 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.  |
|--|--|
| //U.912.S.3.5:       Clarifications:         e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming |  |
| MA.K12.MTR.1.1:  | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems</li> </ul> </li> </ul>   |
| 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>• Build understanding through modeling and using manipulatives.<br>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.<br>• Progress from modeling problems with objects and drawings to using algorithms and equations.<br>• Express connections between concepts and representations.<br>• Choose a representation based on the given context or purpose.   |
|  | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1:  | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> Clarifications: Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>   |
| MA.K12.MTR.4.1:  | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1:  | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts. <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li></ul>   |

|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>   |
|-----------------|---|
|                 | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:   |
| MA.K12.MTR.6.1: | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>  |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:   |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.   <ul> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul> </li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.  |
|                 | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>   |
|                 | 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1: | In kindergarten, students learn to listen to one another respectfully.<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                 | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1: | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

#### 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 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: 1303460 Educatio SubSub Abbrevi Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board 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: Choral Music > Abbreviated Title: VOCAL ENS 3 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

Vocal Music (Elementary and Secondary Grades K-12) Music (Elementary and Secondary Grades K-12)

Graduation Requirement: Performing/Fine Arts

# Vocal Ensemble 4 Honors (#1303470) 2020 - 2022 (current)

| Name          | Description  |
|---------------|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists  |
|               | 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.1.2: | Clarifications:<br>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<br>in music.                                       |
| MU.912.F.1.1: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |
|               | 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.2.1: | Clarifications:  |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |
| MU.912.F.2.2: | Clarifications:<br>e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
|               | Compare the organizational structure of a professional orchestra, chorus, guintet, or other ensemble to that of a business.  |
| MU.912.F.2.3: | 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.    |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|               | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3: | Clarifications:<br>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.  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU.912.0.2.1: | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                                |
| MU.912.0.3.2: | 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.   |
| MU.912.S.1.3: | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |
|               | Perform and notate, independently and accurately, melodies by ear.   |
| MU.912.S.1.4: | Clarifications:<br>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:<br>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.   |
|                      | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:        | Clarifications:<br>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.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 tonics   |
| LAFS.1112.SL.1.1:    | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>                   |
|                      | Standard Relation to Course: Supporting   |
| LAFS.1112.SL.1.2:    | 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:  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or  |
| I AES 1112 W/HST 2 0 | broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| 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. |
| 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. <b>Standard Relation to Course: Supporting</b>  |
|                      | Look for and make use of structure.   |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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:        | 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   |
|                      |   |

#### VERSION DESCRIPTION

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of highquality, 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 Path: Section: Grades PreK to 12 Education     |
|--|---|
| Course Number: 1202470                       | Courses > Grade Group: Grades 9 to 12 and Adult       |
| course Number. 1303470                       | Education Courses > <b>Subject:</b> Music Education > |
|  | SubSubject: Choral Music >                            |
|  | Abbreviated Title: VOCAL ENS 4 HON                    |
| Number of Credits: One (1) credit            | 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 |   |

#### **Educator Certifications**

| /ocal Music (Elementary and Secondary Grades K-12) |  |
|--|--|
| Music (Elementary and Secondary Grades K-12)       |  |

# Vocal Ensemble 4 Honors (#1303470) 2022 - And Beyond

| Name           | Description   |
|----------------|---|
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:  | Clarifications:   |
|                | e.g., listening maps, active listening, checklists  |
|                | 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.1.2:  | 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 |
| MIL 012 E 1 1. | In music.   |
| 110.712.1.1.1. | Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music   |
|                | training.   |
| 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                   |
|                | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.                               |
| MU.912.F.2.2:  | Clarifications:   |
|                | e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |
|                | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.                           |
| MU.912.F.2.3:  | Clarifications:   |
|                | e.g., leadership, financial needs and structure, marketing, personnel matters, manager, travel  |
|                | Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of |
| MU.912.F.3.1:  | 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:  | demonstrating skills for use in the workplace   |
|                | Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making,    |
| MU.912.F.3.4:  | and initiative to advance skills and/or knowledge.  |
|                | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                   |
| MU.912.H.1.2:  | Clarifications:   |
|                | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
|                | Compare two or more works of a composer across performance media.   |
| MU.912.H.1.3:  | 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 012 O 1 1.  |   |
| MU.912.0.1.1:  | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |
| MU 012 O 2 1·  | Transfer accented composition conventions and performance practices of a specific style to a contracting style of music                               |
| 10.712.0.2.1.  | 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.  |
| MU.912.0.3.1:  | Clarifications:   |
|                | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,                 |
|                | orchestration   |
| MU.912.0.3.2:  | 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.  |
| MU.912.S.1.3:  | Clarifications:   |
|                | e.g., texture, mode, form, tempo, voicing   |
|                | Perform and notate, independently and accurately, melodies by ear.  |
| MU.912.S.1.4:  | Clarifications:   |
|                | e.g., singing, playing, writing   |

|                 | 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 experts.  |
|                 | 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.3.4:   | 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.   |
| MU.912.S.3.5:   | Clarifications:   |
|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                 | Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task</li> </ul>  |
|                 | <ul> <li>Ask questions that will help with solving the task.</li> </ul>   |
|                 | 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:   |
|                 | <ul> <li>Cultivate a community of growth mindset learners.</li> </ul>   |
|                 | 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.   |
|                 | <ul> <li>Build understanding through modeling and using manipulatives.</li> <li>Depresent solutions to problems in multiple using objects deputings, tables, graphs and equations.</li> </ul>                                     |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul> |
|                 | <ul> <li>Express connections between concepts and representations.</li> </ul>   |
| MA.K12.MTR.2.1: | Choose a representation based on the given context or purpose.  |
|                 | Clarifications:   |
|                 | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>  |
|                 | <ul> <li>Guide students for concrete to pictorial to abstract representations as understanding progresses.</li> </ul>   |
|                 | 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: | <ul> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:                                     |
|                 |   |
|                 | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> </ul>   |
|                 | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>  |
| MA.K12.MTR.4.1: | Recognize errors and suggest how to correctly solve the task.   |
|                 | Justify results by explaining methods and processes.  |
|                 | Construct possible arguments based on evidence.   |
|                 | Clarifications:   |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an expertunity for learning.</li> </ul>   |
|                 | <ul> <li>Create opportunities for students to discuss their thinking with peers.</li> </ul>   |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> </ul>  |
|                 | 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.   |
| MA.K12.MTR.5.1: | 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   |
|                 | <ul> <li>Use benchmark quantities to determine if a solution makes sense.</li> </ul>  |
|                 | Check calculations when solving problems.   |
|                 | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>   |
| MA.K12.MTR.6.1: | 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.   |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>   |
|                 | 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.  |
|                 | <ul> <li>Use models and methods to understand, represent and solve problems.</li> </ul>   |
|                 | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul> |
| MA.K12.MTR.7.1: | Clarifications:   |
|                 | Teachers who encourage students to apply mathematics to real-world contexts:  |
|                 | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul>  |
|                 | 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.   |
|                 | 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  |
|                 | Marke interences to support comprehension.  |
| FLA K12 FF 2 1. | Utartitications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the sid    |
| ELA.KIZ.EE.3.I: | 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: | L<br>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations   |
|                 | Clarifications:   |
|                 | Clarifications:   |
|                 | 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 guality work.  |

| ELA.K12.EE.5.1:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |
|-------------------|--|
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### VERSION DESCRIPTION

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of highquality, 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 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: 1202470                       | Courses > Grade Group: Grades 9 to 12 and Adult       |
| Course Number: 1303470                       | Education Courses > <b>Subject:</b> Music Education > |
|  | SubSubject: Choral Music >                            |
|  | Abbreviated Title: VOCAL ENS 4 HON                    |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                               |
|  | Course Attributes:                                    |
|  | Honors  |
| Course Type: Core Academic Course            | Course Level: 3                                       |
| 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)       |

# Music Technology and Sound Engineering 1 (#1304300) 2020 - 2022 (current)

| Name                | Description   |
|---------------------|---|
|                     | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:       | Clarifications:   |
|                     | e.g., listening maps, active listening, checklists  |
| 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<br>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.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.2.4:       | 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.  |
| MU.912.H.3.1:       | Clarifications:   |
|                     | e.g., acoustics, sound amplification, materials, mechanics  |
|                     | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MU.912.S.1.3:       | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
| MU.912.S.1.5:       | Research and report on the impact of MIDI as an industry-standard protocol.   |
| MU.912.S.1.7:       | Combine and/or create virtual and audio instruments.  |
| MU.912.S.1.8:       | Record, mix, and edit a recorded performance.   |
| MU.912.S.3.4:       | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.   |
|                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LAES 010 L 1 1.     | a. Use parallel structure.  |
| LAF3.910.L.1.1.     | <ul> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,<br/>relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>   |
| 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.3.7:   | 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.<br>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<br>alternate views), clear goals and deadlines, and individual roles as peeded.  |
| LAFS.910.SL.1.1:    | 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.1.2:    | 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.   |
| LAF3.910.WH31.3.9.  | Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and  |
| MAFS.912.A-CED.1.1: | simple rational, absolute, and exponential functions. ★<br>Standard Relation to Course: Supporting  |
| 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.<br><b>Standard Relation to Course: Supporting</b>   |
| 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. <b>★</b> Standard Relation to Course: Supporting  |
| 1                   |   |

| 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. ★<br>Standard Relation to Course: Supporting  |
|---------------------|--|
| MAFS.K12.MP.5.1:    | Use appropriate tools strategically.<br>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.<br>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:    | <ul> <li>Look for and make use of structure.</li> <li>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<sup>2</sup> + 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)<sup>2</sup> 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.</li> <li>Standard Relation to Course: Supporting</li> </ul>   |
| 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 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

#### 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

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: Music Technology > Abbreviated Title: MUS TECH & SO ENG 1 Course Length: Year (Y) Course Level: 2

#### **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)

# Music Technology and Sound Engineering 1 (#1304300) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | Clarifications:  |
|                 | e.g., listening maps, active listening, checklists   |
| 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.1.2:   | Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.                  |
| 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.2.4:   | Examine the effects of developing technology on composition, performance, and acquisition of music.  |
| MU 012 U 2 1.   | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. |
| MU.912.H.3.1:   | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
|                 | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU.912.S.1.3:   | Clarifications:  |
|                 | e.g., texture, mode, form, tempo, voicing  |
| MU 912 S 1 5    | Research and report on the impact of MIDL as an industry-standard protocol   |
| MU.912.S.1.7:   | Combine and/or create virtual and audio instruments.   |
| MU.912.S.1.8:   | Record, mix, and edit a recorded performance.  |
| MU.912.S.3.4:   | 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.  |
|                 | 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.  |
|                 | <ul> <li>Foster perseverance in students by choosing tasks that are challenging.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>                                      |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                 | <ul> <li>Express connections between concepts and representations.</li> </ul>  |
| MA.K12.MTR.2.1: | 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.   |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> </ul>   |
|                 | 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.<br>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 montal calculations  |
|                 | Mannann nextbility and accuracy while performing procedures and mental calculations.   |
|                 | Complete tasks accurately and with confidence.   |
| MA.K12.MTR.3.1: | Audpt procedures to apply them to a new context.   |
|                 |  |

|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
|-----------------|--|
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>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.</li></ul>                            |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.   |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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 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: | 1304300 |
|--------|---------|---------|
|--------|---------|---------|

Number of Credits: One (1) credit Course Type: Core Academic Course Course Status: State Board Approved 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

#### **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)

# Music Technology and Sound Engineering 2 (#1304310) 2020 - 2022 (current)

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | Clarifications:  |
|                    | e.g., listening maps, active listening, checklists   |
| MIL 012 C 2 2·     | Evaluate performance quality in recorded and/or live performances  |
| MU 012 C 2 3       | Evaluate performance quality in recorded and/or improvisations and generate improvements independently or cooperatively  |
| 10.912.0.2.3.      | Alka critical avaluations, based on examplary models, of the quality and effectiveness of performances and apply the criteria to personal development.   |
| MU.912.C.3.1:      | 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.3.2:      | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.  |
|                    | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |
| MU.912.H.1.2:      | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| MII 012 H 2 1.     | Evaluate the social impact of music on specific historical periods   |
| MU 012 H 2 A       | Evanuate the affects of developing technology on composition, performance, and acquisition of music  |
| 10.712.11.2.4.     | Apply knowledge of science, math, and music to demonstrate, through an acquisition of music.   |
|                    | Apply knowledge of science, math, and music to demonstrate, through an acoustic of digital performance medium, now sound production affects musical performance  |
| MU.912.H.3.1:      | Clarifications:<br>e.g., acoustics, sound amplification, materials, mechanics  |
| MU 912 S 1 2.      | Compose music for voices and/or acoustic digital or electronic instruments   |
|                    | Arrange a musical work by manipulating two or more aspects of the composition.   |
| MU 012 S 1 2.      |  |
| 1010.912.3.1.3.    | e.g., texture, mode, form, tempo, voicing  |
| MU.912.S.1.5:      | Research and report on the impact of MIDI as an industry-standard protocol.  |
| MU.912.S.1.7:      | Combine and/or create virtual and audio instruments.   |
| MU.912.S.1.8:      | Record, mix, and edit a recorded performance.  |
| 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.  |
|                    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
|                    | a. Use parallel structure.   |
| LAFS.910.L.1.1:    | 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.   |
| 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.3.7:  | 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. |
|                    | 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.   |
| LAFS.910.SL.1.1:   | 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, gualify or justify their   |
|                    | own views and understanding and make new connections in light of the evidence and reasoning presented  |
|                    | own wews and analistanding and make new connections in light of the conditional indirectioning presented.  |
|                    | 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.  |
|                    | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the  |
| LAP3.910.3L.2.4:   | 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   |

| MAFS.912.A-CED.1.1: | simple rational, absolute, and exponential functions. ★ Standard Relation to Course: Supporting   |
|---------------------|---|
| 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. <b>★</b> Standard Relation to Course: Supporting  |
| 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. $\star$ Standard Relation to Course: Supporting   |
| 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. ★<br>Standard Relation to Course: Supporting   |
|                     | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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 × 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) <sup>2</sup> 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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

#### 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 > SubSubject: Music Technology > Abbreviated Title: MUS TECH & SO ENG 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) Instrumental Music (Secondary Grades 7-12)

Instrumental Music (Elementary and Secondary Grades K-12)

# Music Technology and Sound Engineering 2 (#1304310) 2022 - And Beyond

| Name            | Description   |
|-----------------|---|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:   | Clarifications:   |
|                 | e.g., listening maps, active listening, checklists  |
| MIL 912 C 2 2.  | Evaluate performance quality in recorded and/or live performances   |
| MU 912 C 2 3    | Evaluate performance quality in recorded analysis inverse performances.   |
| 10.712.0.2.0.   | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development |
| MU.912.C.3.1:   | 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.       |
| MIL 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           |
| 10.712.1.0.2.   | technology.   |
|                 | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.                                   |
| MU.912.H.1.2:   | Clarifications:   |
|                 | e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |
| 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.   |
|                 | Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects           |
|                 | musical performance.  |
| MU.912.H.3.1:   | Clarifications:   |
|                 | e.g., acoustics, sound amplification, materials, mechanics  |
| MU.912.S.1.2:   | Compose music for voices and/or acoustic, digital, or electronic instruments,   |
|                 | Arrange a musical work by manipulating two or more aspects of the composition.  |
| MIL 012 S 1 2.  |   |
| 10.712.3.1.3.   | e.a. texture. mode. form. tempo. voicina  |
| MU 012 C 1 F    |   |
| MU.912.5.1.5:   | Research and report on the impact of MIDI as an industry-standard protocol.   |
| MU.912.5.1.7:   | Combine and/of create virtual and addio instruments.  |
| MU.912.5.1.0.   | Transfer expressive elements and performance techniques from one piece of music to another  |
| MU.912.3.2.2.   | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques  |
| 10.712.3.3.4.   | Manage and describe the effect of relearsal sessions and/of strategies of remement of skins and techniques.   |
|                 | Analyze the problem in a way that makes sense given the task  |
|                 | Ask guestions that will help with solving the task.   |
|                 | Build perseverance by modifying methods as needed while solving a challenging task.   |
|                 | <ul> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>   |
|                 | 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   |
| MA.K12.MTR.2.1: | Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
|                 | ······································  |
|                 | Build understanding through modeling and using manipulatives.   |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>                           |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>                                      |
|                 | Express connections between concepts and representations.   |
|                 | <ul> <li>Choose a representation based on the given context or purpose.</li> </ul>  |
|                 | Clarifications:   |
|                 | leachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                 | Heip 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.  |
|                 | <ul> <li>Snow students that various representations can have different purposes and can be useful in different situations.</li> </ul>                 |
|                 | Complete tasks with mathematical fluency.   |

|                                    | Mathematicians who complete tasks with mathematical fluency:  |
|------------------------------------|---|
| MA.K12.MTR.3.1:                    | 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 reedback 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   |
|                                    | <ul> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul>  |
|                                    | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|                                    | 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 method ideas used bulary and methods offsetively  |
|                                    | Communicate mathematical ideas, vocabulary and methods enectively.     Analyze the mathematical thinking of others  |
|                                    | <ul> <li>Compare the efficiency of a method to those expressed by others.</li> </ul>  |
|                                    | Recognize errors and suggest how to correctly solve the task.   |
|                                    | Justify results by explaining methods and processes.  |
| MA.K12.M1R.4.1:                    | 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.   |
|                                    | <ul> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their poers.</li> </ul>   |
|                                    | • 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.<br>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.  |
|                                    | Look for similarities among problems  |
| MA.K12.MTR.5.1:                    | Connect solutions of problems to more complicated large-scale situations.   |
|                                    |   |
|                                    | Clarifications:   |
|                                    | Clarifications:<br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:  |
|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> </ul>  |
|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>   |
|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>   |
|                                    | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
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| ELA.K12.EE.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> </ul> |
|-------------------|--|
|                   | 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.  |
|                   | Make inferences to support comprehension.  |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.   |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
|                   | Use appropriate voice and tone when speaking or writing.   |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

#### 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**

#### 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

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: Music Technology > Abbreviated Title: MUS TECH & SO ENG 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)

| Name   | Description  |
|--|--|
|  | 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.  |
| DA.912.C.1.2:  | Clarifications:  |
|  | e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues   |
| DA.912.C.2.3:  | Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.  |
|  | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.   |
| DA.912.F.3.6:  | 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.   |
|  | Apply standards of class and performance etiquette consistently to attain optimal working conditions.  |
| DA.912.0.1.2:  | Clarifications:<br>e.g., appropriate attire, professional respect, traditions, procedures  |
| DA.912.0.3.1:  | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.  |
| DA.912.0.3.2:  | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.   |
| DA.912.S.2.1:  | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.   |
| 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.  |
|  | Perform dance vocabulary with musicality and sensitivity.  |
| DA.912.S.3.4:  | Clarifications:  |
|  | e.g., on the counts, hin the music, emulate musical nuance   |
| 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:<br>LAFS.910.SL.1.2:<br>LAFS.910.SL.1.3:<br>LAFS.910.SL.2.4:<br>LAFS.910.SL.2.6:<br>LAFS.910.WHST.2.4:<br>LAFS.910.WHST.3.9: | <ul> <li>Initial and participate entitively in a range of collaborative discussions (the volte, in groups, and teacher red) with diverse particles on groups.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Standard Relation to Course: Supporting</li> <li>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li> <li>Evaluate a speaker's point of view, reasoning, and use of evidence and rehoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>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.</li> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>Produce clear and coherent writting in which the development, organization, and style are appro</li></ul> |
|  | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:<br>e.g., listening maps, active listening, checklists  |
| 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<br>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.  |
|  | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.O.1.1:  | Clarifications:<br>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.   |
| •  |  |

| MU.912.0.3.1:     | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,  |
|-------------------|---|
|                   | orcnestration<br>Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of<br>music literature.   |
| MU.912.S.2.1:     | Clarifications:<br>e.g., memorization, sequential process   |
|                   | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                   | Attend to precision.  |
| 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:  | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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.   |
|                   | Analyze the movement performance of self and others.  |
| PE.912.C.2.3:     | Clarifications:<br>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 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:

#### GENERAL INFORMATION

Course Number: 1305300

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: Eurythmics > Abbreviated Title: EURHY 1 Course Length: Year (Y) Course Level: 2
# Eurhythmics 1 (#1305300) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | 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.  |
| DA.912.C.1.2:   | Clarifications:  |
|                 | e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues   |
| DA.912.C.2.3:   | Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.  |
|                 | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.   |
| DA.912.F.3.6:   | Clarifications:<br>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.   |
|                 | Apply standards of class and performance etiquette consistently to attain optimal working conditions.  |
| DA.912.0.1.2:   | Clarifications:<br>e.g., appropriate attire, professional respect, traditions, procedures  |
| DA.912.0.3.1:   | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.  |
| DA.912.0.3.2:   | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.   |
| DA.912.S.2.1:   | Sustain focused attention, respect, and discipline during class, rehearsal, and performance.   |
| 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.  |
|                 | Perform dance vocabulary with musicality and sensitivity.  |
| DA.912.S.3.4:   | Clarifications:  |
|                 | e.g., on the counts, fill the music, emulate musical nuance  |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:  |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul>  |
|                 | Clarifications:<br>Teachers who encourage students to complete tasks with mathematical fluency:  |

|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |
|-----------------|--|
|                 | Engage in discussions that reflect on the mathematical thinking of self and others.  |
| MA.K12.MTR.4.1: | <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul>  |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul> |
|                 | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  |
| MA.K12.MTR.5.1: | <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul>   |
|                 | 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.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.  |
|                 | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>  |
| MA.K12.MTR.7.1: | Apply mathematics to real-world contexts.<br>Mathematicians who apply mathematics to real-world contexts:<br>• Connect mathematical concepts to everyday experiences.<br>• Use models and methods to understand, represent and solve problems.<br>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.  |
|                 | <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>  |
| MU.912 C 1 1·   | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| M0.712.0.1.1.   | e.g., listening maps, active listening, checklists   |
| MU.912.C.2.2:   | Evaluate performance quality in recorded and/or live performances.<br>Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:   | 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.912.0.1.1:   | 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   |

| 1                 |   |
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| 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>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:<br>e.g., memorization, sequential process   |
|                   | Cite evidence to explain and justify reasoning.   |
|                   | <ul> <li>Clarifications:</li> <li>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.</li> <li>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.</li> </ul> |
| ELA.K12.EE.1.1:   | 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>collaborative conversations are becoming academic conversations.<br>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students<br>build on ideas, propel the conversation, and support claims and counterclaims with evidence.             |
|                   |   |
| ELA.K12.EE.5.1:   | Clarifications:<br>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:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |
|                   | Analyze the movement performance of self and others.  |
| PE.912.C.2.3:     | Clarifications:<br>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 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

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 1 Course Length: Year (Y) Course Level: 2

# Eurhythmics 2 (#1305310) 2015 - 2022 (current)

| Name           | Description  |
|----------------|--|
|                | 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.  |
| DA.912.C.1.2:  | Clarifications:  |
|                | e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues   |
|                | Make informed critical assessments of the quality and effectiveness of <b>one's own technique and performance quality, based on criteria developed</b> from a variety of sources, to support personal competence and artistic growth |
| DA.912.C.2.2:  | 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.  |
|                | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.   |
| DA.912.F.3.6:  | Clarifications:<br>e.g., Feldenkrais, Bartenieff, Pilates, yoga, cardio routines   |
| DA 012 F 3 8.  | Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in   |
| DA. 712.1.3.0. | the work environment.  |
|                | Apply standards of class and performance etiquette consistently to attain optimal working conditions.  |
| DA.912.O.1.2:  | Clarifications:           e.g., appropriate attire, professional respect, traditions, procedures   |
|                | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and  |
| DA.912.0.3.1:  | gestures.  |
| DA.912.0.3.2:  | 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.   |
| 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.  |
|                | Perform dance vocabulary with musicality and sensitivity.  |
| DA.912.S.3.4:  | Clarifications:<br>e.g., on the counts, fill the music, emulate musical nuance   |
|                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:  | Clarifications:<br>e.g., listening maps, active listening, checklists  |
| MU.912.C.2.2:  | Evaluate performance guality 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  |
| MU.912.C.3.1:  | 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.3.4:  | 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.  |
|                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:  | Clarifications:<br>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.  |
|                |  |
| MU.912.0.3.1:  | 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.  |
| 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.  |
|                |  |

| LAFS.910.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>                 |
|--------------------|---|
|                    | 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.  |
| LAFS.910.WHST.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
| 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. <b>Standard Relation to Course: Supporting</b> |
| MAFS.K12.MP.6.1:   | Attend to precision.<br>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.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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.  |
| PE.912.C.2.2:      | Apply terminology and etiguette in dance.   |
|                    | Analyze the movement performance of self and others.  |
| PE.912.C.2.3:      | Clarifications:<br>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.

### 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: 1305310

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: Eurythmics > Abbreviated Title: EURHY 2 Course Length: Year (Y) Course Level: 2

# Eurhythmics 2 (#1305310) 2022 - And Beyond

| Name          | Description   |
|---------------|---|
|               | 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.   |
| DA.912.C.1.2: | Clarifications:   |
|               | e.g., mind/body connection, watching, following, marking, visualizing, imagery, using rhythmic clues  |
|               | Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from<br>a variety of sources, to support personal competence and artistic growth. |
| DA.912.C.2.2: | 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.   |
|               | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.  |
| DA.912.F.3.6: | Clarifications:<br>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.   |
|               | Apply standards of class and performance etiquette consistently to attain optimal working conditions.   |
| DA.912.0.1.2: | Clarifications:<br>e.g., appropriate attire, professional respect, traditions, procedures   |
|               | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and   |
| DA.912.0.3.1: | gestures.   |
| DA.912.0.3.2: | 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.  |
| 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.   |
|               | Perform dance vocabulary with musicality and sensitivity.   |
| DA.912.S.3.4: | Clarifications:<br>e.g., on the counts, fill the music, emulate musical nuance  |
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1: | Clarifications:<br>e.g., listening maps, active listening, checklists   |
| 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<br>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<br>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.   |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.0.1.1: | Clarifications:<br>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   |
| MU.912.O.3.1: | meaning of the composer/performer.  |
|               | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>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.   |
| 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.   |
|               | Mathematicians who participate in effortful learning both individually and with others:   |
|               | Analyze the problem in a way that makes sense given the task.   |

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

| MA.K12.MTR.6.1:   | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul> Clarifications: Teachers who encourage students to assess the reasonableness of solutions: <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li></ul>  |
|-------------------|--|
| MA.K12.MTR.7.1:   | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul>  |
| 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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>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.  |
| 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.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 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: 1305310

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 2 Course Length: Year (Y) Course Level: 2

# Eurhythmics 3 (#1305320) 2015 - 2022 (current)

| Name                           | Description   |
|--------------------------------|---|
| 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. |
|                                | Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from  |
| DA.912.C.2.2:                  | a variety of sources, to support personal competence and artistic growth.   |
| DA. 712.0.2.2.                 | Clarifications:   |
|                                | e.g., exemplarly models, childal processes, background knowledge, experience, sen-assessment, constructive childsin, comparison to other works  |
| DA.912.0.2.3:                  | Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.   |
| DA 012 C 3 1.                  |   |
| DA.912.0.3.1.                  | e.g., use of movements, elements, principles of design, lighting, costumes, music   |
|                                | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.  |
| DA.912.C.3.2:                  | Clarifications:   |
|                                | e.g., time management, refining dance steps, research   |
|                                | Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and  |
|                                | dance-related fields.   |
| DA.712.1.2.1.                  | Clarifications:   |
|                                | e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist  |
|                                | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.  |
| DA.912.F.3.6:                  | 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.                                      |
| DA.912.H.1.1:                  | Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.   |
| 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:                  | Apply standards of class and performance etiquette consistently to attain optimal working conditions  |
| DA 912 O 1 2                   | Clarifications:   |
| 57117121011121                 | e.g., appropriate attire, professional respect, traditions, procedures  |
| DA.912.0.3.1:                  | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.   |
| DA.912.0.3.2:                  | 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.  |
|                                | Apply corrections and concepts from previously learned steps to different material to improve processing of new information.  |
| DA.912.S.2.2:                  | Clarifications:   |
|                                | Demonstrate retention, revision, remainent, rocus   |
| DA.912.5.2.4:<br>DA 912 S 3 2: | Demonstrate retention of directions, corrections, and memorization of dance from previous renearsals and classes.   |
| Driff TElotolei                | Perform dance vocabulary with musicality and sensitivity.   |
| DA.912.S.3.4:                  | Clarifications:   |
|                                | e.g., on the counts, fill the music, emulate musical nuance   |
|                                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:                  | Clarifications:<br>e.g., listening maps, active listening, checklists   |
| MU.912.C.2.2:                  | Evaluate performance guality 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 the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| 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.3.4:       | 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.   |
|                     | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:       | Clarifications:<br>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.   |
|                     | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:       | Clarifications:<br>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.  |
| MU.912.O.3.1:       | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:       | 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.   |
| MU.912.S.2.1:       | Clarifications:<br>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.   |
| 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–<br>12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   |
|                     | <ul> <li>a. Connecto discussions prepared, having read and researched material dider study, explicitly draw of 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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as</li> </ul>  |
| LAES 1112 SL 1 1.   | needed.   |
| LAI 3.1112.3L.1.1.  | 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.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.3.9: | Draw evidence from informational texts to support analysis, reflection, and research.   |
|                     | Use appropriate tools strategically.  |
| 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. <b>Standard Relation to Course: Supporting</b> |
|                     | Attend to precision.  |
| 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 Look for and make use of structure.   |
|                     |   |

| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

### 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

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: Eurythmics > Abbreviated Title: EURHY 3 Course Length: Year (Y) Course Level: 2

# Eurhythmics 3 (#1305320) 2022 - And Beyond

| Name          | Description   |
|---------------|---|
| 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<br>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. |
|               | 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.   |
| DA.912.C.2.2: | Clarifications:<br>e.g., exemplary models, critical processes, background knowledge, experience, self-assessment, constructive criticism, comparison to other works   |
|               | Develop a plan to improve technique, performance quality, and/or compositional work with article intent   |
| DA.912.0.2.3. | Criticity and effectiveness of performances based on exemplary models and self-established criteria   |
|               |   |
| DA.912.0.3.1. | e.g., use of movements, elements, principles of design, lighting, costumes, music   |
|               | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.  |
| DA.912.C.3.2: | Clarifications:   |
|               | e.g., time management, refining dance steps, research   |
|               | Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and  |
| DA 912 F 2 1  | dance-related fields.   |
| 571772112111  | Clarifications:   |
|               | e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist  |
|               | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.  |
| DA.912.F.3.6: | 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.                                      |
| DA.912.H.1.1: | Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.   |
| 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: | Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.  |
|               | Apply standards of class and performance etiquette consistently to attain optimal working conditions.   |
| DA.912.0.1.2: | Clarifications:<br>e.g., appropriate attire, professional respect, traditions, procedures   |
| DA.912.0.3.1: | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.   |
| DA.912.0.3.2: | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the guality 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.  |
|               | Apply corrections and concepts from previously learned steps to different material to improve processing of new information.  |
| DA.912.S.2.2: | Clarifications:   |
|               | e.g., repetition, revision, refinement, focus   |
| 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.   |
|               | Perform dance vocabulary with musicality and sensitivity.   |
| DA.912.S.3.4: | Clarifications:<br>e.g., on the counts, fill the music, emulate musical nuance  |
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works  |
| MU 010 0 1 1  |   |
| 10.912.0.1.1. | e.g., listening maps, active listening, checklists  |
| 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.   |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| 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.3.4:   | 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.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   |
|                 | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration  |
| MU.912.0.3.2:   | Interpret and perform expressive elements indicated by the musical score and/or conductor.<br>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:<br>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:   | <ul> <li>Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</li> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul> </li> </ul>   |
| MA.K12.MTR.1.1: | <ul> <li>Help and support each other when attempting a new method or approach.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to participate actively in effortful learning both individually and with others:</li> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>   |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul> <li>Help students make connections between concepts and representations.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li></ul> |
| 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:<br>Teachers who encourage students to complete tasks with mathematical fluency:<br>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.<br>Offer multiple opportunities for students to practice efficient and generalizable methods.<br>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.  |
|                 | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> </ul>   |

| Use patients well structure to help understand and cannot methematical concepts.              Mathematicians who use patients on structure to help understand and cannot methematical concepts:            • Tools of relevant datas within a potient.              • Tools of relevant datas within a potient.            • Tools of relevant datas within a potient.              • Tools of relevant datas within a potient.            • Obstact complex potient in memory relevants.              • Relevants.            • Obstact complex potient in memory complex potient in memory complex of data in memory complex.               Complex structure in the word complex of data in the memory complex.            • Point values of relevant datas with reserver registration in the word complex.               Point values of relevants.            • Point values of relevants in the word complexatures to an attematical concepts.               • Point values of relevants.            • Point values complex potient in the word complexatures to an attematical concepts.               • Point values complex potient in the word complexatures to an attematical concepts.            • Point values to another researching and potient relevant the mark concept terms.               • Point values to another researching and rener register values.            • Point values to another researching the relevant terms of values.               • Point values to anotherelevant teresearching and value. </th <th>MA.K12.MTR.4.1:</th> <th><ul> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul></li></ul></th> | MA.K12.MTR.4.1: | <ul> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. <ul> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul></li></ul>   |
|---|-----------------|---|
| Assess the reasonableness of solutions.         Mathematicians who assess the reasonableness of solutions is:         • Estimate to discover possible solutions.         • Use benchmark quantities to determine if a solution makes sense.         • Check calculations who assess the reasonableness.         • Verify possible solutions to assess the reasonableness of solutions:         • Verify possible solutions by explaining the methods used.         • Verify possible solutions to assess the reasonableness of solutions:         • Have solutions estimates to continuelly adar, "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.         • Consci mathematics to real-world contexts:         • Connect mathematics to real-world contexts:         • Denotics and methods to understand, represent and solve problems.         • Derive apply mathematics to agather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.         MA.K12.MTR.7.1:       Clarifications:         Clarifications:       • 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:         Clarifications:       • Perform investigations to apply mathematics to real-world contexts:   | MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking. |
| 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 textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students shuld 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, studen  | MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>Estimate to discover possible solutions.<br>Use benchmark quantities to determine if a solution makes sense.<br>Check calculations when solving problems.<br>Verify possible solutions by explaining the methods used.<br>Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>Have students estimate or predict solutions prior to solving.<br>Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>Reinforce that students check their work as they progress within and after a task.<br>Strengthen students' ability to verify solutions through justifications.  |
| 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:       Clarifications:         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.   | MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| 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.  | ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br><b>Clarifications:</b><br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by <b>speakers and peers. Students cite texts that they've directly</b><br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>referenced by the instructor.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>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.  |

| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>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.<br>Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.<br>Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
| 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.SI.1: | English language learners communicate for social and instructional purposes within the school setting.   |

### 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 > Abbreviated Title: EURHY 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

# Eurhythmics 4 (#1305330) 2015 - 2022 (current)

| Name            | Description   |
|-----------------|---|
| 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.1.3:   | Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.                     |
|                 | Clarifications:<br>e.g., journal entries, discussion  |
|                 | Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns,                               |
| DA.912.C.1.4:   | complex steps, and sequences for rehearsal and performance.   |
|                 | Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.                                    |
| DA.912.C.2.1:   | e.g., improvisation, trial and error, collaboration   |
|                 | Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from                              |
| DA 912 C 2 2    | a variety of sources, to support personal competence and artistic growth.   |
| D.1.712.0.2.2.  | Clarifications:<br>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.               |
|                 | Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.   |
| DA.912.C.3.1:   | Clarifications:   |
|                 | e.g., use of movements, elements, principles of design, lighting, costumes, music   |
|                 | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.                              |
| DA.912.C.3.2:   | Clarifications:<br>e.g., time management, refining dance steps, research  |
| DA.912.F.1.3:   | Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.   |
|                 | Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and                                    |
| DA.912.F.2.1:   |   |
|                 | e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist  |
| DA.912.F.3.1:   | Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.  |
|                 | 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.                              |
| DA.912.F.3.2:   | Clarifications:<br>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment                                      |
|                 | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.                          |
| DA.912.F.3.6:   | Clarifications:   |
|                 | Demonstrate effective teamwork and accountability using compromise collaboration, and conflict resolution, to set and achieve goals as required in                                |
| DA.912.F.3.8:   | the work environment.   |
| DA.912.H.1.1:   | 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. 712.11.3.3. | Apply standards of class and performance etiquette consistently to attain optimal working conditions.   |
| DA.912.0.1.2:   | Clarifications:   |
|                 | Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework   |
| DA.912.O.1.5:   | Clarifications:   |
|                 | e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation  |
| DA.912.0.3.1:   | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.                         |
| DA.912.0.3.2:   | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.  |
| DA 012 0 1 1    | Synthesize a variety of choreographic principles and structures to create a dance.  |
| DA.912.S.1.1:   | Clarifications:   |

|                                | e.g., unity, variety, contrast, repetition, transition   |
|--------------------------------|--|
| 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.   |
|                                | Apply corrections and concepts from previously learned steps to different material to improve processing of new information.   |
| DA.912.S.2.2:                  | Clarifications:<br>e.g., repetition, revision, refinement, focus   |
| 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.  |
|                                | Perform dance vocabulary with musicality and sensitivity.  |
| DA.912.S.3.4:                  | e.g., on the counts, fill the music, emulate musical nuance  |
|                                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:                  | Clarifications:<br>e.g., listening maps, active listening, checklists  |
| 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.  |
| WIU.912.F.1.2.                 | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions   |
| MII 912 F 2 2·                 | Clarifications:  |
| WI0.712.1.2.2.                 | 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  |
| MU.912.F.3.1:                  | 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.    |
|                                | Investigate and discuss how a culture's traditions are reflected through its music.  |
| MU.912.H.1.1:                  | Clarifications:  |
|                                |  |
| MU.912.H.2.1:<br>MIL912 H 2 2: | Evaluate the social impact of music on specific historical periods.  |
| WI0.712.11.2.2.                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:                  | Clarifications:  |
|                                | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                                |
| MU.912.0.3.2:                  | 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  |
| MU 912 S 2 1·                  | music literature.  |
|                                | Clarifications:  |
| MU 012 6 2 2.                  | E.g., memorization, sequential process   |
| MU.912.5.2.2:<br>MIL912.5.3.4: | Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of 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  |
| LAFS.1112.RST.2.4:             | 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–  |
|                                | 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  |
| 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.  |
|                                | when possible; and determine what additional information or research is required to deepen the investigation or complete the task.   |
|                                | Standard Dalation to Courses Supporting  |
|                                | Standard Relation to Course: Supporting  |
| LAFS.1112.SL.1.2:              | 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.  |
| 1                              | 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,<br>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.  |
| MAFS.K12.MP.5.1:    | Use appropriate tools strategically.<br>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.<br>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.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 $x^2 + 9x + 14$ , 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  |
| PE.912.C.2.2:       | Apply terminology and etiquette in dance.  |
|                     | Analyze the movement performance of self and others.   |
| PE.912.C.2.3:       | Clarifications:<br>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 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: 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:

### GENERAL INFORMATION

Course Number: 1305330

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: Eurythmics > Abbreviated Title: EURHY 4 Course Length: Year (Y) Course Level: 2

# Eurhythmics 4 (#1305330) 2022 - And Beyond

| Name          | Description  |
|---------------|--|
| 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:  |
|               | Develop and articulate criteria for use in critiguing dance, drawing on background knowledge and personal experience, to show independence in one's  |
|               | response.  |
| DA.912.C.1.3: | Clarifications:<br>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.                |
|               | Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.   |
| DA.912.C.2.1: | Clarifications:<br>e.g., improvisation, trial and error, collaboration   |
|               | 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. |
| DA.912.C.2.2: | Clarifications:<br>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.  |
|               | Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.  |
| DA.912.C.3.1: | Clarifications:  |
|               | e.g., use of movements, elements, principles of design, lighting, costumes, music  |
|               | Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.   |
| DA.912.C.3.2: | Clarifications:<br>e.g., time management, refining dance steps, research   |
| DA.912.F.1.3: | Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.  |
|               | Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and   |
| DA.912.F.2.1: |  |
|               | e.g., dancer, teacher, artistic director, stage manager, videographer, costumer, agent, Pilates teacher, dance therapist, nutritionist   |
| DA.912.F.3.1: | Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.   |
|               | 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.   |
| DA.912.F.3.2: | Clarifications:<br>e.g., private studio work, school subjects, athletics, outside interests, news, personal life, music, poetry, environment   |
|               | Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.   |
| DA.912.F.3.6: | Clarifications:<br>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.   |
| DA.912.H.1.1: | 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: | Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.   |
| DA.912.0.1.2: | Clarifications:<br>e.g., appropriate attire, professional respect, traditions, procedures  |
| DA.912.O.1.5: | Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.   |
|               | Clarifications:<br>e.g., ABA, ABCA, ABACA, narrative, motif, beginning-middle-end, motif manipulation  |
| DA.912.0.3.1: | Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.  |
| DA.912.0.3.2: | Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.   |
|               | Synthesize a variety of choreographic principles and structures to create a dance.   |
| DA.912.S.1.1: | Clarifications:  |

|                                | e.g., unity, variety, contrast, repetition, transition  |
|--------------------------------|---|
| 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.  |
|                                | Apply corrections and concepts from previously learned steps to different material to improve processing of new information.  |
| DA.912.S.2.2:                  | Clarifications:<br>e.g., repetition, revision, refinement, focus  |
| 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.   |
|                                | Perform dance vocabulary with musicality and sensitivity.   |
| DA.912.S.3.4:                  | Clarifications:<br>e.g., on the counts, fill the music, emulate musical nuance  |
|                                | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:                  | Clarifications:<br>e.g., listening maps, active listening, checklists   |
| 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   |
| MIL 912 F 1 2.                 | IN MUSIC.   |
| 10.712.1.1.2.                  | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.   |
| MU.912.F.2.2:                  | Clarifications:<br>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.   |
|                                | Investigate and discuss how a culture's traditions are reflected through its music.   |
| MU.912.H.1.1:                  | Clarifications:<br>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.   |
|                                | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  |
| MU.912.O.1.1:                  | Clarifications:<br>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.                  |
| MU.912.O.3.1:                  | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                               |
| MU.912.0.3.2:                  | 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   |
| MU.912.S.2.1:                  | Clarifications:   |
| MU 012 5 2 2                   | E.g., memorization, sequential process  |
| MU.912.S.2.2:<br>MU.912.S.3.4: | 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.   |
|                                | <ul> <li>Ask questions that will help with solving the task.</li> <li>Duild personance by modifying methods as peeded while achieve a shellenging task.</li> </ul>                                      |
|                                | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>              |
|                                | 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:  |
|                                | <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Easter perseverance in students by choosing tasks that are challenging.</li> </ul>  |
|                                | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                                | Recognize students' effort when solving challenging problems.   |
|                                | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
|                                | Build understanding through modeling and using manipulatives  |
|                                | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                                | 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   |
|-----------------|---|
|                 |   |
|                 | 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.<br>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 reedback 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.<br>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.   |
|                 | <ul> <li>Select, sequence and present student work to advance and deepen understanding or correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
|                 | 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   |
|                 | <ul> <li>Look for similarities among problems.</li> </ul>   |
| MA.K12.MTR.5.1: | 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:   |
|                 | <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul>                         |
|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> </ul>  |
|                 | • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.   |
|                 | Assess the reasonableness of solutions.<br>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.   |
| MA.K12.MTR.6.1: | Evaluate results based on the given context.  |
|                 | Clarifications:<br>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.<br>Mathematicians who apply mathematics to real-world contexts:   |
|                 | Connect mathematical concents to everyday experiences   |
|                 | Idea medias and methods to understand consected 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:   | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>                    |
|                   | Cite evidence to explain and justify reasoning.   |
|                   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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 <b>speakers and peers. Students cite texts that they've directly</b> 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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |
|                   | Analyze the movement performance of self and others.  |
| PE.912.C.2.3:     | Clarifications:<br>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 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

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

# Music Ensemble 1 (#1305400) 2020 - 2022 (current)

| Name               | Description  |
|--------------------|--|
|                    | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:      | 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 and make appropriate adjustmente to performances.   |
|                    | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:      | 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.1.5:      | 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.912.0.3.2:      | 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.   |
| MU.912.S.1.3:      | 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.  |
|                    | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.5.3.1:      | 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  |
|                    | Develop and demonstrate proper vocal or instrumental technique   |
| MU 012 S 2 5.      | Clarifications:  |
| WIU.912.3.3.5.     | e a posture breathing fingering embouchure how 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   |
| LAFS.910.SL.1.1:   | 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.1.2:   | 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.WHS1.2.4: | Produce clear and concrent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LAFS.910.WHS1.3.9: | 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  |
| MAES K12 MD 5 1.   | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze   |
| MAF5.K12.MP.5.1:   | 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  |
|                    | terevant 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.   |
|                    |  |

| 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. <b>Standard Relation to Course: Supporting</b>   |
|-------------------|--|
|                   | Look for and make use of structure.  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

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

Course Path: Section: Grades PreK to 12 Education

### GENERAL INFORMATION

| Course Number: 1305400                       | Courses > Grade Group: Grades 9 to 12 and Adult<br>Education Courses > Subject: Music Education > |
|--|---|
|  | SubSubject: General Music >   |
|  | Abbreviated Title: MUSIC ENS 1  |
| Number of Credits: One (1) credit            | Course Length: Year (Y)   |
| Course Type: Core Academic Course            | 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)             |
|--|
| Vocal Music (Elementary and Secondary Grades K-12)       |
| Instrumental Music (Secondary Grades 7-12)               |
| Instrumental Music (Elementary and Secondary Grades K-12 |

# Music Ensemble 1 (#1305400) 2022 - And Beyond

| Name                        | Description   |
|-----------------------------|---|
|                             | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:               | 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.3.2:               | 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.1.5:               | 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.912.0.3.2:               | 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.  |
| MU.912.S.1.3:               | Clarifications:<br>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.     |
|                             | 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   |
|                             | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:               | Clarifications:   |
|                             | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
|                             | <ul> <li>Mathematicians who participate in effortful learning both individually and with others:</li> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                             | 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 <sup>.</sup> | Help and support each other when attempting a new method or approach.   |
|                             | Clarifications:   |
|                             | l eachers who encourage students to participate actively in effortful learning both individually and with others:   |
|                             | Easter perseverance in students by choosing tasks that are challenging  |
|                             | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                             | 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.   |
|                             | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>   |
|                             | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concents and representations.</li> </ul> |
| MA K12 MTR 2 1.             | Choose a representation based on the given context or purpose   |
| MART2.WITK.2.1.             |   |
|                             | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |
|                             | <ul> <li>Help students make connections between concepts and representations.</li> </ul>  |
|                             | 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.<br>Mathematicians who complete tasks with mathematical fluency:   |
|                             | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> </ul>   |
|                             | 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.  |
| WA.NTZ.WITK.3.1:            | Use feedback to improve efficiency when performing calculations.  |
|                             | Clarifications:   |

|                 | <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>  |
|-----------------|---|
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> </li> <li>Clarifications: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> </li> </ul>                                |
| MA.K12.MTR.5.1: | Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>• Focus on relevant details within a problem.<br>• Create plans and procedures to logically order events, steps or ideas to solve problems.<br>• Decompose a complex problem into manageable parts.<br>• Relate previously learned concepts to new concepts.<br>• Look for similarities among problems.<br>• Connect solutions of problems to more complicated large-scale situations.<br><b>Clarifications:</b><br>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:<br>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.<br>• Support students to develop generalizations based on the similarities found among problems.<br>• Provide opportunities for students to create plans and procedures to solve problems.<br>• Develop <b>students' ability to construct relationships between their current</b> understanding and more sophisticated ways of thinking. |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through justifications.  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:</li> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>   |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
| ELA.K12.EE.3.1:   | Make inferences to support comprehension.   |
|                   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | 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:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  |
|                   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |

### 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

### GENERAL INFORMATION

Course Number: 1305400

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 > 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 Abbreviated Title: MUSIC ENS 1 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)

# Music Ensemble 2 (#1305410) 2020 - 2022 (current)

| Name                      | Description  |
|---------------------------|--|
|                           | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:             | 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.3.2:             | 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.1.5:             | 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.  |
|                           | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:             | Clarifications:<br>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.   |
| MU.912.0.3.1:             | Clarifications:  |
|                           | e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm, orchestration  |
| MU.912.0.3.2:             | 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.   |
| MU.912.S.1.3:             | Clarifications:  |
|                           | e.g., texture, mode, form, tempo, voicing  |
|                           | 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 <sup>.</sup> | Transfer expressive elements and performance techniques from one piece of music to another   |
| 110.712.0.2.2.            | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and  |
| MU.912.S.3.1:             | 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  |
|                           | 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  |
| LAFS.910.RST.2.4:         | 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   |
| LAFS.910.SL.1.1:          | 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.   |
|                           | a. Respond thoughtnung to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, quality of justify their own views and understanding and make new connections in light of the evidence and reasoning presented                |
|                           | own views and analistanding and make new connections in light of the evidence and reasoning presented.   |
|                           | 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<br>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.3.7: | 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.   |
| MAFS.K12.MP.5.1:   | Use appropriate tools strategically.<br>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.<br>Standard Relation to Course: Supporting |
|                    | Attend to precision.  |
| 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 × 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) <sup>2</sup> 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.  |
| DA.912.S.3.8:      | Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. Clarifications: e.g., arabesque, lateral T, jazz hands   |
| ELD.K12.ELL.SI.1:  | English language learners communicate for social and instructional purposes within the school setting.  |

## 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

#### 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 1205410             | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1305410            | Education Courses > <b>Subject</b> : Music Education > |
|                                   | SubSubject: General Music >                            |
|                                   | Abbreviated Title: MUSIC ENS 2                         |
| Number of Credits: One (1) credit | Course Length: Year (Y)                                |

 Course Type: Core Academic Course
 Course Level: 2

 Course Status: Course Approved
 Grade Level(s): 9,10,11,12

 Graduation Requirement: Performing/Fine Arts
 Second Second

## **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)

# Music Ensemble 2 (#1305410) 2022 - And Beyond

| Name                   | Description   |
|------------------------|---|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.   |
| MU.912.C.1.1:          | 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.3.2:          | 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.1.5:          | 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.912.0.1.1:          | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.  Clarifications: e.g., rhythm, melody, timbre, form, tonality, barmony, 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   |
| MU.912.O.3.1:          | Clarifications:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration   |
| MU.912.0.3.2:          | 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.  |
| MU.912.S.1.3:          | Clarifications:<br>e.g., texture, mode, form, tempo, voicing  |
|                        | 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:<br>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.   |
|                        | Sight-read music accurately and expressively to show synthesis of skills.   |
| MU.912.S.3.2:          | Clarifications:<br>e.g., musical elements, expressive qualities, performance technique  |
|                        | Develop and demonstrate proper vocal or instrumental technique.   |
| MU.912.S.3.5:          | Clarifications:<br>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.   |
|                        | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>   |
|                        | 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.   |
| WP3. N 12. WH N. L. L. | Clarifications:   |
|                        | Learners who encourage students to participate actively in effortful learning both individually and with others:  |
|                        | <ul> <li>Foster perseverance in students by choosing tasks that are challenging</li> </ul>  |
|                        | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>   |
|                        | <ul> <li>Recognize students' effort when solving challenging problems.</li> </ul>   |
|                        | Demonstrate understanding by representing problems in multiple ways.<br>Mathematicians who demonstrate understanding by representing problems in multiple ways:   |
|                        | Duild understanding through modeling and using manipulatives  |
|                        | 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  |
| MA.K12.MTR.2.1:        | Choose a representation based on the given context or purpose.  |
|                        | Clarifications:   |
|                        | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |

|                 | <ul> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> </ul>  |
|-----------------|---|
|                 | Show students that various representations can have different purposes and can be useful in different situations.   |
|                 | Complete tasks with mathematical fluency.<br>Mathematicians who complete tasks with mathematical fluency:   |
| MA.K12.MTR.3.1: | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve officiency when performing calculations.</li> </ul>   |
|                 | <ul> <li>Ose recuback to improve enclosely when performing calculations.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to complete tasks with mathematical fluency:</li> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>  |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others.<br>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:<br>Communicate mathematical ideas, vocabulary and methods effectively.<br>Analyze the mathematical thinking of others.<br>Compare the efficiency of a method to those expressed by others.<br>Recognize errors and suggest how to correctly solve the task.<br>Justify results by explaining methods and processes.<br>Construct possible arguments based on evidence.<br>Clarifications:<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:<br>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.<br>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.<br>Develop students' ability to justify methods and compare their responses to the responses of their peers.<br>Use patterns and structure to help understand and connect mathematical concepts.<br>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:<br>Focus on relevant details within a problem.<br>Create plans and procedures to logically order events, steps or ideas to solve problems.<br>Decompose a complex problem into manageable parts. |
| MA.K12.MTR.5.1: | <ul> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems. <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li></ul></li></ul>   |
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:<br>• Estimate to discover possible solutions.<br>• Use benchmark quantities to determine if a solution makes sense.<br>• Check calculations when solving problems.<br>• Verify possible solutions by explaining the methods used.<br>• Evaluate results based on the given context.<br>Clarifications:<br>Teachers who encourage students to assess the reasonableness of solutions:<br>• Have students estimate or predict solutions prior to solving.<br>• Prompt students to continually ask, "Does this solution make sense? How do you know?"<br>• Reinforce that students check their work as they progress within and after a task.<br>• Strengthen students' ability to verify solutions through iustifications.  |
| MA.K12.MTR.7.1: | <ul> <li>Apply mathematics to real-world contexts.</li> <li>Mathematicians who apply mathematics to real-world contexts:</li> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications:         <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> </ul> </li> </ul>  |

| 1                 | Challenge students to question the accuracy of their models and methods.  |
|-------------------|---|
|                   | <ul> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>   |
|                   | Indicate how various concepts can be applied to other disciplines.  |
|                   | Cite evidence to explain and justify reasoning.   |
| ELA.K12.EE.1.1:   | Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>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:<br>See Text Complexity for grade-level complexity bands and a text complexity rubric.   |
|                   | Make inferences to support comprehension.   |
| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.   |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.  |
|                   | Use appropriate voice and tone when speaking or writing.  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.  |
|                   | Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms.  |
| DA.912.S.3.8:     | Clarifications:<br>e.g., arabesque, lateral T, jazz hands   |
| ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting.  |

## 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 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: 1305410

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: General Music > Abbreviated Title: MUSIC ENS 2 Course Length: Year (Y) Course Level: 2

#### **Educator Certifications**

| Music (Elementary and Secondary Grades K-12)              |   |
|---|---|
| /ocal Music (Elementary and Secondary Grades K-12)        |   |
| instrumental Music (Secondary Grades 7-12)                |   |
| instrumental Music (Elementary and Secondary Grades K-12) |   |
|   | _ |

# Music Ensemble 3 (#1305420) 2020 - 2022 (current)

| Name            | Description  |
|-----------------|--|
| 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   |
|                 | 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.1.2:   | 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.  |
|                 | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training               |
| MU.912.F.2.1:   |  |
|                 | Clarifications:  |
|                 |  |
|                 | compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:   | Clarifications:  |
|                 | e.g., leadership, mancial needs and structure, marketing, personner matters, manager, traver   |
| 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                      |
|                 | seadership in school and/or hon-school settings.   |
| MU.912.F.3.2:   | technology.  |
|                 | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,                  |
| MU.912.F.3.3:   | demonstrating skills for use in the workplace.   |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | 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.  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:   | Clarifications:  |
|                 | e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble   |
| MU.912.0.2.1:   | 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.912.0.3.1:   | Clarifications:  |
|                 | e.g., tempo markings, expression markings, articulation markings, prirasing, scales, modes, narmonic structure, timbre choice, mythim, orchestration                       |
| MU 012 O 2 2    | Interpret and perform expressive elements indicated by the musical score and/or conductor  |
| WIU.912.0.3.2.  | Arrange a musical work by manipulating two or more aspects of the composition  |
| MU 012 \$ 1 2.  |  |
| 10.912.3.1.3.   | e.a., texture, mode, form, tempo, voicing  |
|                 | Perform and notate, independently and accurately, melodies by ear  |
| MU 010 C 1 4.   |  |
| MU.912.5.1.4:   | 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:   |  |
|                 | e.g., memorization, sequential process   |
| MU 012 S 2 2    | Transfer expressive elements and performance techniques from one piece of music to another   |
| 1910.712.3.2.2. | Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and                |
| MU.912.S.3.1:   | 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.3.4:   | 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.   |
|---------------------|---|
| 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.  |
| LAFS.1112.SL.1.1:   | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> |
|                     | 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.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<br>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.   |
| 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.                    |
|                     | Attend to precision.  |
| 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:    | Look for and make use of structure.<br>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven<br>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,<br>students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2$<br>+ 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<br>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<br>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<br>– y) <sup>2</sup> 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:       | 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.  |

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

### GENERAL INFORMATION

|  | Course Path: Section: Grades PreK to 12 Education      |
|--|--|
| Course Number: 1205420                       | Courses > Grade Group: Grades 9 to 12 and Adult        |
| Course Number: 1305420                       | Education Courses > <b>Subject</b> : Music Education > |
|  | SubSubject: General Music >                            |
|  | Abbreviated Title: MUSIC ENS 3                         |
| Number of Credits: One (1) credit            | Course Length: Year (Y)                                |
| Course Type: Core Academic Course            | 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) Vocal Music (Elementary and Secondary Grades K-12) Instrumental Music (Secondary Grades 7-12) Instrumental Music (Elementary and Secondary Grades K-12)

# Music Ensemble 3 (#1305420) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
| 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   |
|                 | 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.1.2:   | 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.   |
| MII 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  |
| 10.712.0.0.1.   | in music.  |
|                 | Design or refine a resume for application to higher education or the workforce that highlights marketable skills and knowledge gained through music  |
| MU.912.F.2.1:   |  |
|                 | Clarifications:  |
|                 |  |
|                 | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |
| MU.912.F.2.3:   | Clarifications:  |
|                 | e.g., readership, hinancial needs and structure, marketing, personner marters, manager, traver   |
| 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. |
|                 | Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and  |
| MU.912.F.3.2:   | technology.  |
| MIL 912 F 3 3·  | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,  |
| 10.712.1.3.3.   | demonstrating skills for use in the workplace.   |
|                 | Compare two or more works of a composer across performance media.  |
| MU.912.H.1.3:   | 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.  |
|                 | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |
| MU.912.0.1.1:   | Clarifications:  |
|                 |  |
| MU.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
|                 | 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  |
| MU.912.0.3.2:   | 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.   |
| MU.912.S.1.3:   | Clarifications:  |
|                 | e.g., texture, mode, form, tempo, voicing  |
|                 | 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  |
| MU 010 5 0 1.   | music literature.  |
| WIU.912.3.2.1.  | 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  |
|                 | kinestnetic energy.  |
| MU 010 C 2 0    | Signe-read music accurately and expressively to show synthesis of skills.  |
| IVIU.712.3.3.2: | e.g., musical elements, expressive gualities, performance technique  |
| MIL 012 C 2 4   | Applying and describe the effect of reheated sections and/or strategies on refinement of skills and techniques   |
| 1010.912.3.3.4: | Analyze and describe the effect of refleatsal sessions and/or strategies of refinement of skills and techniques.   |

|                 | Develop and demonstrate proper vocal or instrumental technique.  |
|-----------------|--|
| MU.912.S.3.5:   | Clarifications:<br>e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming   |
| MA.K12.MTR.1.1: | <ul> <li>Mathematicians who participate in effortful learning both individually and with others: <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> </li> <li>Clarifications: <ul> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul> </li> </ul>  |
| MA.K12.MTR.2.1: | <ul> <li>Demonstrate understanding by representing problems in multiple ways.</li> <li>Mathematicians who demonstrate understanding by representing problems in multiple ways:</li> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul>   |
|                 | <ul> <li>Clarifications:</li> <li>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</li> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>  |
| MA.K12.MTR.3.1: | <ul> <li>Complete tasks with mathematical fluency.</li> <li>Mathematicians who complete tasks with mathematical fluency:</li> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> <li>Clarifications:</li> <li>Teachers who encourage students to complete tasks with mathematical fluency: <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </li> </ul>   |
| MA.K12.MTR.4.1: | <ul> <li>Engage in discussions that reflect on the mathematical thinking of self and others.</li> <li>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: <ul> <li>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</li> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul> |
| MA.K12.MTR.5.1: | <ul> <li>Use patterns and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</li> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> Clarifications: Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: <ul> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li></ul>   |

|                 | <ul> <li>Provide opportunities for students to create plans and procedures to solve problems.</li> <li>Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>  |
|-----------------|--|
| MA.K12.MTR.6.1: | Assess the reasonableness of solutions.<br>Mathematicians who assess the reasonableness of solutions:  |
|                 | <ul> <li>Estimate to discover possible solutions.</li> <li>Use benchmark quantities to determine if a solution makes sense.</li> <li>Check calculations when solving problems.</li> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>   |
|                 | 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.<br>Mathematicians who apply mathematics to real-world contexts:  |
| MA.K12.MTR.7.1: | <ul> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> <li>Clarifications: <ul> <li>Teachers who encourage students to apply mathematics to real-world contexts:</li> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul> </li> </ul> |
| ELA.K12.EE.1.1: | Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it.<br>In 3rd grade, students should use a combination of direct and indirect citations.   |
|                 | <ul> <li>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.</li> <li>6-8 Students continue with previous skills and use a style guide to create a proper citation.</li> </ul>  |
|                 | 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.<br>Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.  |
|                 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |
| ELA.K12.EE.4.1: | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work.   |
| ELA.K12.EE.6.1: | Use appropriate voice and tone when speaking or writing.   |
|                 | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |

## 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 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 Path: Section: Grades PreK to 12 Education

Adult

## GENERAL INFORMATION

| Course Number: 1305420                       | Courses > Grade Group: Grades 9 to 12 and Adu<br>Education Courses > Subject: Music Education ><br>SubSubject: General Music > |
|--|--|
|  | Abbreviated Title: MUSIC ENS 3   |
| Number of Credits: One (1) credit            | Course Length: Year (Y)  |
| Course Type: Core Academic Course            | 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)

# Music Ensemble 4 Honors (#1305430) 2020 - 2022 (current)

| Name          | Description  |  |
|---------------|--|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |  |
| MU.912.C.1.1: | Clarifications:  |  |
|               | e.g., listening maps, active listening, checklists   |  |
|               | 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.1.2: | Clarifications:<br>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: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |  |
|               | 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.2.1: | Clarifications:  |  |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |  |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |  |
| MU.912.F.2.2: | Clarifications:<br>e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |  |
|               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |  |
| MU.912.F.2.3: | Clarifications:<br>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.    |  |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |  |
| MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |  |
|               | Compare two or more works of a composer across performance media.  |  |
| MU.912.H.1.3: | Clarifications:<br>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.  |  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |  |
| MU.912.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |  |
| MU.912.0.2.1: | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                                |  |
| 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.   |  |
| MU.912.S.1.3: | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |  |
|               | Perform and notate, independently and accurately, melodies by ear.   |  |
| MU.912.S.1.4: | Clarifications:<br>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:<br>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.  |  |
|   | Sight-read music accurately and expressively to show synthesis of skills.  |  |
| MU.912.S.3.2:                           | Clarifications:<br>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.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:                       | <ul> <li>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.</li> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul>  |  |
|   | Standard Relation to Course: Supporting  |  |
| LAFS.1112.SL.1.2:                       | 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:                     | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |  |
| LAFS.1112.WHST.2.6:                     | Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing reedback, 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.TT12.WHS1.3.9:<br>MAFS.K12.MP.5.1: | Use appropriate tools strategically.<br>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 Look for and make use of structure.  |  |
| 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 $x^2 + 9x + 14$ , 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) <sup>2</sup> 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.   |

## 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:

Course Path: Section: Grades PreK to 12 Education

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

## GENERAL INFORMATION

| Course Number: 1205420                       | Courses > Grade Group: Grades 9 to 12 and Adult       |
|--|---|
| Course Number: 1305430                       | Education Courses > <b>Subject:</b> 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 Type: Core Academic Course            | Course Level: 3                                       |
| 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) |  |

# Music Ensemble 4 Honors (#1305430) 2022 - And Beyond

| Name          | Description  |  |
|---------------|--|--|
|               | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |  |
| MU.912.C.1.1: | Clarifications:  |  |
|               | e.g., listening maps, active listening, checklists   |  |
|               | 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.1.2: | Clarifications:<br>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: | Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.  |  |
|               | 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.2.1: | Clarifications:  |  |
|               | e.g., repertoire lists, technology-based work, ability to research and analyze, and examples of leadership and collaborative skills  |  |
|               | Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.  |  |
| MU.912.F.2.2: | Clarifications:<br>e.g., community revitalization, industry choosing new locations, cultural and social enrichment   |  |
|               | Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.  |  |
| MU.912.F.2.3: | Clarifications:<br>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.    |  |
|               | Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.  |  |
| MU.912.H.1.2: | Clarifications:<br>e.g., vocal, instrumental, guitar, keyboard, electronic, handbells  |  |
|               | Compare two or more works of a composer across performance media.  |  |
| MU.912.H.1.3: | Clarifications:<br>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.  |  |
|               | Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.   |  |
| MU.912.O.1.1: | Clarifications:<br>e.g., rhythm, melody, timbre, form, tonality, harmony, texture; solo, chamber ensemble, large ensemble  |  |
| MU.912.0.2.1: | 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:<br>e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre choice, rhythm,<br>orchestration                                |  |
| 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.   |  |
| MU.912.S.1.3: | Clarifications:<br>e.g., texture, mode, form, tempo, voicing   |  |
|               | Perform and notate, independently and accurately, melodies by ear.   |  |
| MU.912.S.1.4: | Clarifications:<br>e.g., singing, playing, writing   |  |
|               |  |  |

|                 | 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, an   |  |
|                 | 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.3.4:   | 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.  |  |
| MU.912.S.3.5:   | Clarifications:  |  |
|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |  |
|                 | Mathematicians who participate in effortful learning both individually and with others:  |  |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> </ul>   |  |
|                 | <ul> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>  |  |
|                 | 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.MIR.1.1: | Clarifications:  |  |
|                 | Teachers who encourage students to participate actively in effortful learning both individually and with others:   |  |
|                 | Eoster perseverance in students by choosing tasks that are challenging.  |  |
|                 | <ul> <li>Develop students' ability to analyze and problem solve.</li> </ul>  |  |
|                 | 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.  |  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |  |
|                 | <ul> <li>Express connections between concepts and representations.</li> <li>Change a representation based on the given context or purpose</li> </ul>   |  |
| MA.K12.M1R.2.1: | Choose a representation based on the given context or purpose.   |  |
|                 | Clarifications:<br>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:   |  |
|                 | <ul> <li>Help students make connections between concepts and representations.</li> </ul>   |  |
|                 | 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.  |  |
|                 |  |  |
|                 | <ul> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Meintein flowibility and accuracy while performing precedures and mental calculations.</li> </ul>  |  |
|                 | Complete tasks accurately and with confidence.   |  |
|                 | Adapt procedures to apply them to a new context.   |  |
| MA.K12.MTR.3.1: | Use feedback to improve efficiency when performing calculations.   |  |
|                 | Clarifications:  |  |
|                 | Teachers who encourage students to complete tasks with mathematical fluency:   |  |
|                 | <ul> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> </ul> |  |
|                 | <ul> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>   |  |
|                 | 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: | <ul> <li>Analyze the mathematical thinking of others.</li> </ul>   |  |
|                 | 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:<br>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of colf and others   |  |
|                 | <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> </ul>  |  |
|                 | 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.  |
| MA.K12.MTR.5.1:    | 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:   |
|                    | Ectimate to discover possible solutions  |
|                    | Use henchmark quantities to determine if a solution makes sense  |
|                    | Check calculations when solving problems.  |
|                    | <ul> <li>Verify possible solutions by explaining the methods used.</li> </ul>  |
| MA.K12.MTR.6.1:    | Evaluate results based on the given context.   |
|                    | Clarifications   |
|                    | Teachers who encourage students to assess the reasonableness of solutions:   |
|                    | <ul> <li>Have students estimate or predict solutions prior to solving.</li> </ul>  |
|                    | <ul> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> </ul>  |
|                    | 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.   |
|                    | <ul> <li>Use models and methods to understand, represent and solve problems.</li> <li>Deferm investigations to gather data as determine if a method is appropriate to Dedesign models and methods to improve accuracy or efficience</li> </ul> |
|                    | <ul> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficience</li> </ul>  |
| WIA.K 12.WITK.7.1: | Clarifications:  |
|                    | leachers who encourage students to apply mathematics to real-world contexts:   |
|                    | <ul> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the assuracy of their models and methods.</li> </ul>                             |
|                    | <ul> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> </ul>  |
|                    | <ul> <li>Support students as they validate conclusions by comparing mem to the given studation.</li> <li>Indicate how various concents can be applied to other disciplines.</li> </ul>   |
|                    |  |
|                    | 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 now to incorporate the evidence in their writing.  |
|                    | In 3rd grade, students should use a combination of direct and indirect citations   |
| ELA.K12.EE.1.1:    | g  |
|                    | 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly  |
|                    | quoted, paraphrased, of used for information. When writing, students will use the form of citation dictated by the instructor of the style guide referenced by the instructor.   |
|                    | 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.  |
|                    | Clarifications:  |
| 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.  |
|                    | 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   |
| ELA.KIZ.EE.4.1:    | 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 guality work.   |

| ELA.K12.EE.5.1:   | Clarifications:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |  |
|-------------------|--|--|
| ELA.K12.EE.6.1:   | Use appropriate voice and tone when speaking or writing.  Clarifications: In kindergation 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.   |  |

## 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.

#### 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: 1205420                       | Courses > Grade Group: Grades 9 to 12 and Adult        |  |
| Course Number: 1303430                       | Education Courses > <b>Subject</b> : 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 Type: Core Academic Course            | Course Level: 3  |  |
| Course Status: State Board Approved          |  |  |
| Grade Level(s): 9,10,11,12                   |  |  |
| Graduation Requirement: Performing/Fine Arts |  |  |

## **Educator Certifications**

| Music (Elementary an | d Secondary Grades K-12)       |
|----------------------|--------------------------------|
| Vocal Music (Element | ary and Secondary Grades K-12) |

# Music Techniques 1 (#1305500) 2020 - 2022 (current)

| Name                   | Description  |
|------------------------|--|
|                        | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:          | 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 and make appropriate adjustmente to performances.   |
|                        | Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development  |
| MU.912.C.3.1:          | in music.  |
|                        | Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight,  |
| MU.912.F.3.3:          | demonstrating skills for use in the workplace.   |
| MU.912.0.2.1:          | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:          | 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:          | 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.  |
|                        | 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.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  |
|                        | Listiate and participate offectively in a range of collaborative discussions (one on one in groups, and teacher led) with diverse partners on grades 0, 10   |
|                        | topics, texts, and issues, building on others' ideas and expressing their own clearly and nersuasively   |
|                        | 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   |
| LAFS 910 SL 1 1.       | alternate views), clear goals and deadlines, and individual roles as needed.   |
| EAI 3. 710.3E.1.1.     | 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  |
|                        | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, guantitatively, orally) evaluating the credibility and  |
| LAFS.910.SL.1.2:       | 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  |
| LAF5.910.5L.1.3:       | 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  |
| EAT 0.710.0E.2.11      | 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  |
| MAES K12 MP 5 1        | might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze   |
| WINT 0.1(12.1WH 10.11. | 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 proticient 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  |
| MAFS.K12.MP.6.1:       | 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 discore a noticer or structure. Young students, for superstands to state that the   |
| 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,<br>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<br>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<br>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<br>– y) <sup>2</sup> 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 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: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

## GENERAL INFORMATION

Course Number: 1305500

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: MUSIC TECNQS 1 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)

# Music Techniques 1 (#1305500) 2022 - And Beyond

| Name            | Description  |
|-----------------|--|
|                 | Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.  |
| MU.912.C.1.1:   | 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.912.0.2.1:   | Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.   |
| MU.912.0.3.2:   | 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:   | 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.  |
|                 | Develop and demonstrate proper vocal or instrumental technique.  |
| MU.912.S.3.5:   | Clarifications:  |
|                 | e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming  |
|                 | Mathematicians who participate in effortful learning both individually and with others   |
|                 | <ul> <li>Analyze the problem in a way that makes sense given the task.</li> </ul>  |
|                 | 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.  |
|                 | <ul> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> </ul>  |
|                 | <ul> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> </ul>   |
|                 | <ul> <li>Express connections between concepts and representations.</li> </ul>  |
| MA.K12.MTR.2.1: | 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.   |
|                 | <ul> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Cuide students from concepts to pictorial to obstrate representations on understanding programmed.</li> </ul>   |
|                 | <ul> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various corresponditions can have different purposes and can be useful in different cituations.</li> </ul>                 |
|                 | • Show students that various representations can have different purposes and can be useful in different studations.  |
| 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:   |
|                 | <ul> <li>Provide students with the relaxibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple expectively for students to prostice efficient and so yet lightly with allows.</li> </ul> |
|                 | Other 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 mere efficient method could have been used.                                |
|                 | <ul> <li>Frome opportunities for students to renect on the method they used and determine if a more encient method could have been used.</li> </ul>  |
|                 | 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:   |

| <ul> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>  |  |
|--|--|
| <ul> <li>Makenaticians and structure to help understand and connect mathematical concepts.</li> <li>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:         <ul> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> <li>Look for similarities among problems.</li> <li>Connect solutions of problems to more complicated large-scale situations.</li> </ul> </li> <li>Clarifications:         <ul> <li>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts.</li> <li>Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>Support students to develop generalizations based on the similarities found among problems.</li> </ul> </li> </ul>  |  |
| 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:   |  |
| <ul> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>   |  |
| 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. Perform investigations to gather data or determine if a method is appropriate. MA.K12.MTR.7.1:  MA | y or efficiency                          |
| Cite evidence to explain and justify reasoning.<br>Clarifications:<br>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of<br>from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.<br>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they re<br>In 3rd grade, students should use a combination of direct and indirect citations.<br>ELA.K12.EE.1.1:<br>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've dir<br>quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the s<br>referenced by the instructor.<br>6-8 Students continue with previous skills and use a style guide to create a proper citation.<br>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.   | fer to it.<br>e <b>ctly</b><br>yle guide |
| 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  |  |

| ELA.K12.EE.3.1:   | Clarifications:<br>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl<br>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<br>beyond.               |  |  |
|-------------------|--|--|--|
|                   | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  |  |  |
| ELA.K12.EE.4.1:   | Clarifications:<br>In kindergarten, students learn to listen to one another respectfully.<br>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think because" The<br>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:<br>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they<br>must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to<br>do quality work. |  |  |
|                   | Use appropriate voice and tone when speaking or writing.   |  |  |
| ELA.K12.EE.6.1:   | Clarifications:<br>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends<br>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.   |  |  |

## 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

#### 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

Graduation Requirement: Performing/Fine Arts

|                                     | Course Path: Section: Grades Prek to 12 Educat         |
|-------------------------------------|--|
| Course Number: 1205500              | Courses > Grade Group: Grades 9 to 12 and Adu          |
| Course Number: 1303300              | Education Courses > <b>Subject</b> : Music Education > |
|                                     | SubSubject: General Music >                            |
|                                     | Abbreviated Title: MUSIC TECNQS 1                      |
| Number of Credits: One (1) credit   | Course Length: Year (Y)                                |
| Course Type: Core Academic Course   | Course Level: 2  |
| 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)

Instrumental Music (Elementary and Secondary Grades K-12)