

CONTENT		ADOPTED STANDARDS (ALIGNMENT)	ASSESSMENT PROCEDURES		EXPECTED LEVEL OF ACHIEVEMENT		INSTRUCTIONAL OBJECTIVES FOR KNOWLEDGES AND SKILLS		TEACHING/LEARNING PROCEDURES ACTIVITIES/STRATEGIES/ ASSIGNMENTS		INSTRUCTIONAL MATERIALS TECHNOLOGY SUPPORTS	
		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M		The student will be able to:		The teacher will:			
1.00	Beat Rhythm Meter Tempo	9.1.8 A, B, C, H, J, & K	1.01	Performance demonstration Teacher observation Rhythmic dictation	1.01	70,80	1.01	identify, interpret, perform, and take dictation of rhythms in a variety of tempos and meters while demonstrating an awareness of steady beat.	1.0101	have the students complete music reading and writing worksheets of various rhythm patterns including: whole notes, half notes, quarter notes, eighth notes, sixteenth notes and others.	1.0101	Supplemental and or teacher created handouts
									1.0102	have the students keep a steady beat with their feet while performing a rhythm pattern in their hands alone and with others.	1.0101	Supplemental and or teacher created handouts
									1.0102 A	have the students perform more simplified beat pattern and / or tap feet alone.	1.0101A	Supplemental and or teacher created handouts
									1.0102 B	have the students perform or create their own more complicated rhythmic pattern.	1.0101B	Supplemental and or teacher / student created handouts
									1.0103	have the students compare selections and describe steady and non steady beat. Play recordings and ask students to keep a steady beat deciding the speed of the beat.	1.0102B	<u>The Music Connection</u> Grade 7. SBG. 1995.
									1.0104	have the students identify and perform repeated rhythm patterns from a song.	1.0103	<u>The Music Connection</u> Grade 7. SBG.1995. page 30 <u>The Music Connection</u> 7.SBG. 1995 compact disc 2-4, 2-5, 2-6 Keyboard Music Library

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	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M	The student will be able to:			The teacher will:		
							1.0105	review note values and dictate rhythmic patterns for students to write down.	1.0104 MIDI Keyboards Supplemental and or teacher created handouts or examples.
							1.0106	have the students create and perform their own original rhythmic compositions individually and in groups.	1.0105 Computers Music Notation Software
		1.02	Performance demonstration	1.02	70,80	1.02	1.0201	classify, interpret and demonstrate music in simple, compound and complex meters. have the students aurally identify music in different meters.	1.0201 <u>The Music Connection</u> 7. SBG. 1995. Compact Disc 2-13 Teacher supplements and examples
			Written Assessment						
			Teacher observation						
							1.0202	have the students recognize and write in the beats for rhythms in both simple and complex meters.	1.0202 Teacher supplements and examples
							1.0203	lecture on the various conducting patterns.	1.0203 Teacher supplements and examples <u>The Music Connection</u> 7. SBG. 1995
							1.0204	have the students recognize meters and practice conducting.	1.0204 <u>The Music Connection</u> 7. SBG. 1995

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	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M			The student will be able to:		The teacher will:		
		1.03 Performance Assessment Written Assessment Teacher observation	1.03	70,80	1.03	recognize, label and perform simple and complex rhythms in a group performance environment.	1.0301	have the students perform parts to a keyboard ensemble piece individually and in teams.	1.0301	Keyboard Music Library MIDI Keyboards
		1.04 Performance Assessment Written Assessment Teacher observation	1.04	70,80	1.04	identify and accurately count syncopation	1.0401	have the students aurally identify the difference between syncopated and straight rhythms	1.0401	<u>The Music Connection</u> 7. SBG. 1995.
							1.0402	have the students accurately label rhythmic excerpts containing syncopation	1.0402	<u>The Music Connection</u> 7. SBG. 1995.
							1.0403	have the students perform syncopated rhythms in keyboard ensemble	1.0403	Keyboard Activities
							1.0404	have the students create syncopated rhythms on the computer	1.0404	Computer / MIDI Software

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		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M		The student will be able to:			The teacher will:			
2.00	Tone Color / Timbre	9.1.8 A, B, C, F, G, H, J, & K	2.01	observation oral questioning written response to listening assessment(s) rubric	2.01	70,80	2.01	identify and classify sound effects and musical tone colors.	2.0101	have the students identify and classify a variety of tone colors and sound effects.	2.0101	<u>The Music Connection</u> 7. SBG.1995. page 24	
							2.02	perform various instrumental tone colors on a MIDI instrument.	2.0201	have the students program & perform specified instrumental tone colors for keyboard ensemble performances	2.0201	Keyboard Music Library MIDI Keyboards	
									2.0201 A	have the students program and perform specified instrumental tone colors of parts that are appropriate to their ability level for keyboard ensemble performances.	2.0201 A	Keyboard Music Library MIDI Keyboards	
							2.03	explore, arrange, and create sound effects and / or timbres in music projects.	2.0301	have the students create a sound collage in groups (ex. – baseball game, train wreck, symphony orchestra) by working as a team and using only human sounds.	2.0301	Teacher supplements	
									2.0302 B	have the students vary the instruments they use to play back their computer compositions.	2.0302	Teacher supplements Computers Music Notation Software	

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	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M	The student will be able to:	The teacher will:	

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		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M		The student will be able to:			The teacher will:			
3.00	Pitch / Melody	9.1.8 A, B, C, H, J, & K	3.01	observation oral questioning written assessment(s)	3.01	70/80	3.01	identify the pitch names of the treble and bass clefs.	3.0101	lecture on the treble and bass clef	3.0101	Teacher Lecture	
									3.0102	have the students complete music reading and writing worksheets of treble and bass clef notes.	3.0102	Teacher supplements	
									3.0103	have the students identify pitch and melodic movement.	3.0103	Teacher supplements <u>The Music Connection 7. SBG.1995.</u>	
									3.0104	have the students sing “America” in four different keys – one appropriate for a soprano, alto, tenor, and baritone. Discuss these ranges and the treble and bass clefs included in them.	3.0104	<u>The Music Connection 7. SBG.1995.</u>	
			3.02	observation performance assessment(s)	3.02	80	3.02	perform melodic intervals, excerpts and songs.	3.0201	sing and then identify melodic intervals and melodic contour through culturally relevant music.	3.0201	“Keep America Singing” Volume 1 and Volume 2	
									3.0202	have the students follow a line score identifying melodic intervals and melodic contour.	3.0202	Music Connection 7 Teacher supplements “Keep America Singing” Volume 1 and Volume 2	
									3.0203	perform melodies, patterns and scales on the piano.	3.0203	Keyboard music library MIDI Keyboards Teacher supplements	
			3.03	observation rubric	3.03	70/80	3.03	create melodic intervals, excerpts and songs on the computer.	3.0301	have the students compose simple exercises incorporating a variety of melodic intervals.	3.0301	Computers Music Notation Software Teacher supplements	
			3.04	observation written	3.04	70/80	3.04	write melodic intervals from teacher dictation.	3.0401	have the students accurately notate pitches in	3.0401	Teacher supplements	

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		All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M			The student will be able to:			The teacher will:		
4.00	Harmony & Tonality	9.1.8 A, B, C, D, E, F, G, H, J, & K 9.2.8 9.3.8	4.01	assessment(s) observation oral questioning written	4.01	70/80	4.01	identify intervals visually and aurally.	4.0101	the treble and bass clefs. using numbers have the students identify, sing, notate, and play the keyboard simple intervals in treble and bass clefs.	4.0101	Keyboard Music Library MIDI Keyboards <u>The Music Connection</u> 7. SBG. 1995. page 57 Teacher supplements <u>The Music Connection</u> 7. SBG. 1995. page 352
				assessment(s) observation oral questioning written								
			4.02	assessment(s) observation oral questioning written	4.02	70/80	4.02	identify, write, and perform triads in major and minor keys.	4.0201	notate major and minor root position chords in treble and bass clefs.	4.0201	Teacher supplements <u>The Music Connection</u> 7. SBG. 1995. page 352
				assessment(s)								
									4.0201 A	notate major and minor root position chords in treble clef.	4.0201 A	<u>The Music Connection</u> 7. SBG. 1995. Teacher supplements
									4.0201 B	notate major and minor closest position chords in treble clef.	4.0201 B	<u>The Music Connection</u> 7. SBG. 1995. Teacher supplements
									4.0202	perform major and minor root position chords.	4.0202	Keyboard Music Library MIDI Keyboards <u>The Music Connection</u> 7. SBG. 1995. page 352 Teacher supplements
									4.0202 A	perform major and minor root position chords with finger technique variation.	4.0202 A	Keyboard Music Library MIDI Keyboards <u>The Music Connection</u> 7. SBG. 1995. Teacher supplements
									4.0202 B	perform major and minor closest position chords .	4.0202 B	Keyboard Music Library MIDI Keyboards <u>The Music Connection</u> 7. SBG. 1995. Teacher supplements
									4.0303	have the students identify visually and aurally major minor chord symbols in a major key.	4.0303	<u>The Music Connection</u> 7. SBG. 1995. Teacher supplements

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	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M			The student will be able to:	The teacher will:	
		4.03 observation oral questioning written assessment(s)	4.03	70/80	4.03	identify and describe the structure of three chords in a blues progression.	4.0303 have the students identify the relationship between tonic and dominant chords 4.0301 have the students construct a 12 bar blues progression on the board as a class. 4.0302 perform a 12 bar blues progression in keyboard ensemble. 4.0303 create a 12 bar blues progression on the computer.	4.0303 <u>The Music Connection</u> 7. SBG. 1995. Teacher supplements 4.0301 <u>The Music Connection</u> 7. SBG. 1995. Teacher supplements 4.0302 Keyboard Music Library MIDI Keyboards <u>The Music Connection</u> 7. SBG. 1995. Teacher supplements 4.0303 Computers Music Notation Software <u>The Music Connection</u> 7. SBG. 1995. Teacher supplements

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		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M			The student will be able to:		The teacher will:		
5.00	Musical Expression	9.1.8 A, B, C, D, E, F, G, H, I, J, & K 9.2 9.3 9.4	5.01	observation oral questioning written assessments	5.01	80%	5.01	identify, label, and define terms of musical expression.	5.0101	give the students a worksheet and ask students to match as many terms as they can with the correct abbreviation and definition.	5.0101	Teacher supplements Music Connection 7. SBG. 1995.
										have the students identify and apply tempo changes and dynamic changes in piano performance and computer composition.		
			5.02	observation performance assessment(s)	5.02	80%	5.02	identify and describe differences in expressive performance.	5.0201	have the students listen to several performances of the "Star Spangled Banner" (traditional / non – traditional / pop) and discuss the differences.	5.0201	Music Connection 7. SBG. 1995. page 248.
										have the students discuss the lyrics of "The Star Spangled Banner", its history & and meaning, define vocabulary such as ramparts, gallant, and perilous. Discuss the elements of an expressive performance and have the students prepare an expressive performance of "The Star Spangled Banner" in teams.		
			5.03	observation performance assessment(s)	5.03	80%	5.03	perform in an expressive manner.	5.0301	have the students that have difficulty with singing "The Star Spangled Banner" find the notes that they can in their octave.	5.0301	Music Connection 7. SBG. 1995. page 248 Teacher supplements
									5.0301 A			

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		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M		The student will be able to:			The teacher will:		
6.00	Texture	9.1.8 A, B, C, F, G, H, J, & K	6.01	observation oral questioning written assessments	6.01	70%	6.01	identify, explain, perform, and create monophonic, homophonic, and polyphonic textures.	6.0101	introduce and explain monophony, homophony, and polyphony and have students listen to examples.	6.0104	Music Connection 7.SBG.1995. page 112A Teacher Supplements
									6.0101 A	have the students aurally identify varying forms of texture through listening activities.	6.0101	Music Connection 7.SBG.1995. page 112A Teacher Supplements
									6.0101 B	have the students explore more elaborate musical textures by modifying their multi-track computer compositions.	6.0102	Computers Finale Notation Software Teacher supplements
									6.0102	have the students record their voices on the multi-track recorders to an accompaniment and discuss this homophonic texture.	6.0103	Multi-Track Recorders Music Connection 7. SBG. 1995 Teacher supplements
									6.0103	have the students use a call chart and aurally recognize monophonic, homophonic, and polyphonic textures within a work.	6.0105	Music Connection 7.SBG.1995. page 112A Teacher Supplements

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		All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M		The student will be able to:		The teacher will:		
7.00	Form	9.1.8 A, B, C, D, E, F, H, J, & K 9.2.8 9.3.8 B, C, & D	7.01 observation oral questioning written assessments	7.01	70%	7.01	identify, label, describe, perform, and create basic forms.	7.0101 have the students identify basic compositional devices such as: repetition, contrast, sequence, motif, etc... in visual and listening examples.	7.0101	Music Connection 7. SBG.1995. Teacher supplements
								7.0102 have the students identify, label, and perform various musical forms including AB, ABA, Rondo etc...	7.0102	Music Connection 7. SBG.1995. page 120-125 Music Connection 7. SBG.1995. CD 5-4 through 5-8 Music Connection 7. SBG. 1995. Teacher Supplements
								7.0103 have the students complete a "What Do You Hear Quiz".	7.0103	Music Connection 7. SBG.1995. page 49. Resource Book Music Connection 7. SBG.1995. CD 5-9
								7.0103 A have the students sing songs with basic music forms and identify these forms.	7.0103 A	Multi Track Recorders Music Connection 7. SBG.1995. page 78 Music Connection 7. SBG.1995. Disc 3-16 & 3-17 Music Connection 7. SBG. 1995. Teacher Supplements
								7.0104 B have the students create basic compositions using some of these compositional devices.	7.0104 B	Computers Finale Notation Software Teacher supplements

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	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M	The student will be able to:	The teacher will:	
		7.02 observation oral questioning written assessments	7.02 70% 7.02	identify, label, & describe music forms.	7.0201 lead students in a brainstorm of grand musical forms such as overture, symphony, march, musical, opera, operetta, concerto, sonata, etc... 7.0202 have the students compare the development of the blues form to rock n roll.	7.0201 Music Connection 7. SBG. 1995 Teacher supplements 7.0202 Music Connection 7. SBG. 1995 Teacher supplements

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		All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M			The student will be able to:		The teacher will:		
8.00	Style	9.1.8 A, B, C, D, E, F, H, I, J, & K 9.2.8 A, B, C, & D 9.3.8	8.01 observation oral questioning written assessments	8.01	70%	8.01	identify, label, discuss and perform music in various styles.	8.0101	play recorded samples of music in folk, classical, gospel, spiritual, jazz, blues, operatic, reggae, pop, rock, nationalistic and multicultural and have the students list characteristics of each of these.	8.0101	<u>The Music Connection 7. SBG. 1995. page 4</u> <u>The Music Connection 7. SBG. 1995 CD 1-1</u> Teacher Supplements
								8.0101 A	give the students a familiar theme and ask them to suggest and apply characteristics to alter the original style by playing samples for the class.	8.0101 A	Teacher performances Teacher CD supplements
								8.0101 B	have the students transcribe a melody or compose an original melody and choose an appropriate style background from a variety of computer generated styles.	8.0101 B	Computers Finale Notation Software
								8.0103	have the students discover the differences and similarities of two songs with the same text.	8.0103	<u>The Music Connection 7. SBG. 1995. page 130-132.</u> <u>The Music Connection 7. SBG. 1995. CD 5-12 and 5-13</u>
								8.0104	have the students discuss the stylistic differences between orchestral pieces by comparing rhythm, tone color, melody, harmony, and other elements.	8.0104	<u>The Music Connection 7. SBG. 1995. page 133 and 134.</u> <u>The Music Connection 7. SBG. 1995. CD 5-14 and 5-15</u> <u>The Music Connection 7. SBG. 1995. page 23</u>

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	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M	The student will be able to:	The teacher will:	
					8.0105 have the students examine stylistic elements in music from a variety of historical periods.	8.0105 Resource Book <u>The Music Connection 7.</u> SBG. 1995. page 127a. - 127i. <u>The Music Connection 7.</u> SBG. 1995. CDs Teacher Supplements
					8.0106 introduce stylistic elements, elements including instruments, harmony, melody an historical periods and cultures, etc...and have the students compare and contrast various selections.	8.0106 Music Department CD Library Teacher supplements

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		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M		The student will be able to:		The teacher will:				
9.00	Participation / Performance / Creativity	9.1.8 A, B, C, G, H, I, J, & K	9.01	observation oral questioning written “etiquette quiz” assessment	9.01	80%	9.01	demonstrate appropriate musical self discipline and performance etiquette in the classroom and in all performance situations.	9.0101	demonstrate correct posture for a variety of performance / practice activities.	9.0101	Teacher Lecture and Demonstration	
									9.0102	identify the fingers of the right and left hands by traditional keyboard finger numbers.	9.0102	Teacher Lecture and Demonstration <u>The Music Connection</u> 7. SBG. 1995.	
									9.0103	have the students practice routine care and maintenance of music instruments, computers and all equipment being used in class.	9.0103	Teacher Lecture and Demonstration MIDI Keyboards Computers Multi-track Recorders	
				9.02	Observation	9.02	80%	9.02	demonstrate appropriate conduct as audience participants in all performance situations.	9.0201	explain the behavior role of audience participation and provide opportunities for students to practice.	9.0201	Teacher Lecture and Demonstration
				9.03	Observation	9.03	70/80 %	9.03	examine current events and careers within the music industry.	9.0301	bring in newspaper stories of classical, jazz, dance / ballet, opera, music theater, etc... to share with class.	9.0301	Teacher Supplements
			9.0302							have the students bring in newspaper stories of classical, jazz, dance / ballet, opera, music theater, etc... to share with class.	9.0302	Local Newspapers Periodicals School Library Public Library	
			9.0303							lead the class in a discussion about music career opportunities.	9.0303	Teacher Lecture <u>The Music Connection</u> 7. SBG. 1995.	
				9.04	observation oral questioning performance assessments	9.04	80%	9.04	practice and demonstrate developing musical skills	9.0401	have the students perform vocally and instrumentally as directed through various activities and projects in the	9.0401	Computers Finale Notation Software Music Library MIDI Keyboards

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					9.0402 class. have the students demonstrate developing composition and improvisation skills.	9.0402 Teacher Supplements Computers MIDI Keyboards
					9.0402 A provide expanded or performance material and opportunities for those students who need repeated practice in this area.	9.0402 A Computers Finale Notation Software Music Library MIDI Keyboards Teacher Supplements
					9.0402 B provide enrichment performance material and opportunities for those students who excel in this area.	9.0402 B Computers Finale Notation Software Music Library MIDI Keyboards Teacher Supplements

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		All students will be expected to:	What procedures will be used to measure mastery?		Criteria used for mastery? I - R - M		The student will be able to:		The teacher will:			
10.00	Historical and Cultural Contexts	9.2.8	10.01	observation oral questioning oral presentation	10.01	70/80	10.01	analyze style selections and classify composers from different historical periods and geographical regions.	10.0101	have the students listen to and discuss the lives and works of a variety of musicians from differing time periods.	10.0101	Music Connection 7. SBG. 1995.
									10.0101 A	have the students create a timeline of musicians and historical periods.	10.0101 A	Teacher supplements
									10.0101 B	have the students research an artist of cultural significance and present their findings to their classmates.	10.0101 B	School Library Public Library Internet Teacher supplements
									10.0104	have the students view “Keyboards” Video and answer related questions and discuss highlights of the video.	10.0104	Music Connection 7. SBG. 1995. Keyboards Video.
									10.0105	have the students view “Dance” Video and answer related questions and discuss highlights of the video.	10.0105	Music Connection 7. SBG. 1995. Dance Video.
			10.02	Observation	10.02	70/80	10.02	compare & contrast the development of music to the development of other art forms and historical events.	10.0201	have the students compare significant musical events with the historical events in which they coincide (pre-rock / pop)	10.201	Music Connection 7. SBG. 1995. Teacher supplements
									10.202	lead a discussion of the historical and cultural background of the blues music style.	10.202	Teacher Lecture Music Connection 7. SBG. 1995.
			10.03	Observation	10.03	70/80	11.03	identify, describe and analyze musical works of local musicians and artists.	10.0301	have the students listen to and discuss musical works by local artists.	10.301	Music Connection 7. SBG. 1995. Teacher supplements

CONTENT		ADOPTED STANDARDS (ALIGNMENT)	ASSESSMENT PROCEDURES	EXPECTED LEVEL OF ACHIEVEMENT			INSTRUCTIONAL OBJECTIVES FOR KNOWLEDGES AND SKILLS			TEACHING/LEARNING PROCEDURES ACTIVITIES/STRATEGIES/ ASSIGNMENTS	INSTRUCTIONAL MATERIALS TECHNOLOGY SUPPORTS	
		All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M			The student will be able to:			The teacher will:		
11.00	Critical & Aesthetic Response	9.3.8 9.4.8	11.01	Oral questioning Response Worksheets Written Performance Task(s)	11.01	70/80	11.01	list, discuss, respond the various theatre elements of a musical such as music styles, dance, costumes, lighting, special effects, etc...	11.0101	lead a viewing of Andrew Lloyd Webber's "Cats" and have the students complete a worksheet.	11.0101	Cat's Video Teacher Supplement
			11.02	Obsevation	11.02	80%	11.02	listen and respond to a piece of music that is culturally significant.	11.0202	have the students write a paragraph that analyzes and describes representative music of an artist that they have researched.	11.0202	Music Library Public Library Internet
									11.0202 A	offer the students a step by step guide question sheet leading them to create a paragraph analyzing representative music of an artist that they have researched.	11.0202 A	Teacher Supplement
									11.0202 B	encourage the students to perform representative music of an artist that they have researched.	11.0202 B	Music Library Public Library Internet
					11.03	70%	11.03	analyze opinions of various musical performances and respond in an informed and critical manner based on their own interpretations and assessments.	11.0203	have the students listen to a variety of music performances and lead a discussion on these listening experiences from a critical and aesthetic standpoint.	11.0203	Music Connection 7. SBG. 1995. Music Library Teacher Supplements

CONTENT	ADOPTED STANDARDS (ALIGNMENT)	ASSESSMENT PROCEDURES	EXPECTED LEVEL OF ACHIEVEMENT	INSTRUCTIONAL OBJECTIVES FOR KNOWLEDGES AND SKILLS	TEACHING/LEARNING PROCEDURES ACTIVITIES/STRATEGIES/ ASSIGNMENTS	INSTRUCTIONAL MATERIALS TECHNOLOGY SUPPORTS
	All students will be expected to:	What procedures will be used to measure mastery?	Criteria used for mastery? I - R - M	The student will be able to:	The teacher will:	
