



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Art

COURSE Concert Choir

Curriculum Development Timeline

School: Ocean Township High School

Course: Concert Choir

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
August 2013	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Name Change/Review
August 2021	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision

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Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Unit 1: Music Theory	21	Units 1, 2, 3, 4 – Ongoing
2	Unit 1: Music Theory	22	Units 1, 2, 3, 4 – Ongoing
3	Unit 2: Proper Vocal Production & Technique	23	Units 1, 2, 3, 4 – Ongoing
4	Unit 2: Proper Vocal Production & Technique	24	Units 1, 2, 3, 4 – Ongoing
5	Unit 3: Music Listening and Appreciation	25	Units 1, 2, 3, 4 – Ongoing
6	Unit 3: Music Listening and Appreciation	26	Units 1, 2, 3, 4 – Ongoing
7	Unit 4: Performance Etiquette, Critique, and Growth	27	Units 1, 2, 3, 4 – Ongoing
8	Unit 4: Performance Etiquette, Critique, and Growth	28	Units 1, 2, 3, 4 – Ongoing
9	Units 1, 2, 3, 4 – Ongoing	29	Units 1, 2, 3, 4 – Ongoing
10	Units 1, 2, 3, 4 – Ongoing	30	Units 1, 2, 3, 4 – Ongoing
Week	Unit	Week	Unit
11	Units 1, 2, 3, 4 – Ongoing	31	Units 1, 2, 3, 4 – Ongoing
12	Units 1, 2, 3, 4 – Ongoing	32	Units 1, 2, 3, 4 – Ongoing
13	Units 1, 2, 3, 4 – Ongoing	33	Units 1, 2, 3, 4 – Ongoing
14	Units 1, 2, 3, 4 – Ongoing	34	Units 1, 2, 3, 4 – Ongoing
15	Units 1, 2, 3, 4 – Ongoing	35	Units 1, 2, 3, 4 – Ongoing
16	Units 1, 2, 3, 4 – Ongoing	36	Units 1, 2, 3, 4 – Ongoing
17	Units 1, 2, 3, 4 – Ongoing	37	Units 1, 2, 3, 4 – Ongoing
18	Units 1, 2, 3, 4 – Ongoing	38	Units 1, 2, 3, 4 – Ongoing
19	Units 1, 2, 3, 4 – Ongoing	39	Units 1, 2, 3, 4 – Ongoing
20	Units 1, 2, 3, 4 – Ongoing	40	Units 1, 2, 3, 4 – Ongoing

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Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 3

Core Instructional & Supplemental Materials including various levels of Texts

Musictheory.net

Teoria.com

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	2 weeks, ongoing
Topic	
Unit 1: Music Theory	
Alignment to Standards	
1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances. 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices, citing knowledge of the music and the specified purpose and context. 1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music. 1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources. 1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. 1.3C.12acc.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3C.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Objectives and Activities	
SWBAT demonstrate understanding of the following: • Music is fundamental and accessible to everyone • Music is an integral part of a culture and its population • Music is a language that is spoken, read, and evaluated • Music is a communication tool comprised of different elements that cohesively • Work together to create unique and sophisticated products • Rhythmic and melodic notation provide the fundamentals to basic musicianship • Knowledge and manipulation of these elements create different styles of music	

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- Music can be taught, learned, and performed through a variety of methodologies

SWBAT answer the following:

- How will the study of music theory enable the student to become a competent musician?
- How are the elements of music important in a musical work?
- What are the basic components of music notation and how do we follow along?
- How does notation express musical ideas?
- Where did the musical symbols we now study originate?

Learning Activities

- Identify and read notes on the Grand staff from Treble and Bass clefs
- Identify and practice note and rest values of quarter, eighth, sixteenth , half, whole
- and dotted rhythmic notation
- Identify key signatures, melodic intervals, and pitch
- Identify time signatures, various musical symbols and terminology
- Study basic major and minor scales and chord structure (whole and half steps)
- Learn basic rhythmic and melodic dictation
- Learn basic sight reading using solfeggio syllables
- Introduce basic arranging skills
- Studying and identifying pitches on the Grand Staff
- Learning rhythmic notation through aural, visual, and kinesthetic activities
- Learning melodic notation and intervals through aural, visual , and kinesthetic activities
- Identifying and defining music symbols and terminology
- Studying scales and chord structure through listening examples, visual aids, and kinesthetic activities
- Notating and identifying major and minor key signatures
- Notating all major scales and chord structures
- Sight reading basic and intermediate melodies using solfeggio symbols
- Performing, notating, and composing melodic examples
- Performing, notating, and composing rhythm examples in different meters

Assessments

Formative:

- Daily Warm-ups
- Class participation and discussion
- Writing prompts

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- Written tests/quizzes
- Sight singing and dictation tests

Alternative:

- Observation of student demonstrations
- Participation

Summative:

- Arrangement or other projects

Interdisciplinary Connections

Writing prompts:

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess **MusicTheory.net** software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

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- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Time Frame	2 weeks, ongoing
Topic	
Unit 2: Proper Vocal Production & Technique	
Alignment to Standards	
1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and	

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perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices, citing knowledge of the music and the specified purpose and context.

1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.

1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

1.3C.12acc.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT demonstrate understanding of the following:

- Knowledge of production fundamentals are necessary in learning to sing properly with full potential
- Increase awareness of good practicing techniques including warming up and good posture
- Examine the anatomy of the throat and the process of how sound is produced
- Understand the physiology of vocal sound production
- Understand how poor posture and inadequate breath support affect sound production
- Maintaining proper space in the mouth while clearly annunciating and articulating the words sung
- Encourage students to listen more and become a cohesive member of the ensemble

SWBAT answer the following questions:

- How can the student maximize their potential as a singer?
- How can a thorough understanding of music vocabulary be useful in singing?

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- How can practice habits affect a student's performance?
- Why is it important to be aware of our entire body while singing?
- What parts of the body are necessary to create a good vocal sound?
- Why is strong breath support and open space essential?
- How does diction and articulation enhance a performance?
- How can we maintain good vocal health?
- How can we differentiate between good and bad vocal technique and production?
- How does an individual's vocal production affect other members of the ensemble?

Learning Activities

- Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)
- Create and instill proper and successful practice habits
- Develop a better understanding of theory and reading music while singing
- Display personal growth in their vocal production throughout the year
- Perform various songs and melodic examples appropriate to individual musical levels
- Demonstrate and evaluate good and bad posture through visual and kinesthetic examples
- Reinforce proper breath control and breathing techniques
- Practice articulating different vocal sounds and vowels properly
- Observe proper mannerisms of singers while they are performing
- Listen and adapt to other members and sections in the ensemble
- Increasing skill level through working individually and in groups
- Studying professional vocal techniques help to strengthen music awareness
- Learning to sight sing music in a variety of difficulties
- Learning to sing repertoire from a variety of time periods, styles, and languages
- Manipulating their bodies into the correct posture by using a variety of different exercises and methods
- Demonstrating proper breathing techniques by using a variety of different exercises and methods

Assessments

Formative:

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COURSE Concert Choir

- Class participation and discussion
Teacher evaluation using rubrics
- Tests and Quizzes (written or sight reading)
- Self and peer-assessment

Alternative:

- Observation of student demonstrations
- Written prompts

Summative:

Sight singing demonstration

Interdisciplinary Connections

Writing prompts for self- and peer-assessment:

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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- Students will select and evaluate the media platform which best suits their project needs.
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 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.





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Time Frame	2 weeks, ongoing
Topic	
Unit 3: Music Listening and Appreciation	
Alignment to Standards	
1.3C.12acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. 1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal. 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes. 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances. 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success. 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying	

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choices, citing knowledge of the music and the specified purpose and context.

1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.

1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

1.3C.12acc.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT demonstrate understanding of the following:

- Music is a reflection of culture and the time period in which it was created
- Aural and historical appreciation and acuity is important to musical understanding and competency
- An individual's interpretation of music is based on their experience and knowledge
- Elements of music are combined to create different styles and effects
- The performance, style, and genre of music develops and differs throughout different cultures and time periods
- Technology has changed the way in which we learn, practice, perform, and understand music

SWBAT answer the following questions:

- How can I better appreciate other genres of music?
- How can musical vocabulary help enable more effective listening techniques?
- What kind of an emotional response does music instill in a listener and how does it differ from piece to piece?
- How has technology advanced the production of sound?
- How can we appreciate music as an art form and apply it to everyday life?
- What are different characteristics that are associated with certain types of music and time periods?
- What are the historical contributions of musicians from the LGBTQ community (e.g. Benjamin Britten, Dame Ethel Smyth, Francis Poulenc, Tchaikovsky, Handel, Chopin, etc.)

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- What are the historical contributions of musicians with disabilities (e.g. Beethoven, Reinhardt, Ray Charles, Rick Allen, etc.)

Learning Activities

- Describe the characteristics associated with different time periods and genres of music
- Identify individual characteristics of specific performers from listening examples
- Discuss individual preferences to the music studied and discussed in class
- Discuss the development of music and how it has led to music today
- Relate studied characteristics of time periods and styles to music learning in repertoire
- Listening to various recordings of artists performing different styles and genres of music
- Listening to and describing the many characteristics among genres of music
- Discussing the changes in how music is currently produced, stored and transmitted through current technology and listening media
- Discussing and describing music preference through individual listening techniques
- Implement characteristics of musical styles and time periods into music learning in repertoire

Assessments

Formative:

- Class participation and discussion
- Tests and Quizzes
- Listening assignments and projects

Alternative:

- Observation of class and online discussions
- Observation of student demonstrations

Summative:

- Written critiques
- Self, peer, and Teacher evaluation

Interdisciplinary Connections

Written critiques:

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

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range of tasks, purposes.

Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

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- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Time Frame	2 weeks, ongoing
Topic	
Unit 4: Performance Etiquette, Critique, and Growth	
Alignment to Standards	
1.3C.12acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. 1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal. 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes. 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and	

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expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices, citing knowledge of the music and the specified purpose and context.

1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.

1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

1.3C.12acc.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT demonstrate understanding of the following:

- It is important to maintain professional demeanor before, during, and after any performance
- Good performances require optimal control over your body and projection of your voice
- Good performers understand and utilize the fundamentals of music in each

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DEPARTMENT Visual and Performing Art

COURSE Concert Choir

performance

- The professionalism of your presentation leaves a lasting impression on the audience
- Preparing sufficiently will enhance your overall performance
- It is imperative to attend rehearsals and performances in a timely fashion and participate fully
- The ability to critique and describe a performance is a fundamental part of a musician's maturation

SWBAT answer the following questions:

- How do I build and maintain confidence in myself?
- Have I shown growth?
- What skills are needed to recognize the quality of a performance?
- How does proper etiquette enhance the overall musical experience – for the performer and the audience?
- How will concepts discussed and practiced in rehearsal help me to become a better musician?
- What vocabulary is used to critique a performance?
- How can we accept and learn from negative and positive critiques?
- Does respect play a role in a critique of a performance?

Assessments

Formative:

- Demonstrations – group and individual
- Class participation
- Class discussion

Summative:

- Self, peer, and teacher evaluation
- Written prompts
- Audience response

Alternative:

- Observation of class and online discussions
- Observation of student demonstrations

Benchmark:

- Written critique and performance demonstration

Interdisciplinary Connections

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Peer review/critique discussions:

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess **MusicTheory.net** software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

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- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments

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- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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