

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Thursday, June 18, 2026
THS Conference Room, 9:00 AM

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval of the Minutes ~ 5/12/2026
- IV. New Business
 - a. Curriculum Guide Update – *Self Defense and Personal Safety*
 - b. Curriculum Guide Update – *Competitive Team Games*
 - c. Curriculum Guide Update – *Physical Education, Mindful Fitness and Dance*
 - d. Curriculum Guide Update – *Intermediate Ceramics*
 - e. Curriculum Guide Update – *Piano 2*
 - f. Curriculum Guide Update – *UConn ECE Pop Music Curriculum*
 - g. Curriculum Guide Update – *Honors Wind Ensemble*

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, May 21, 2026
Trumbull High School Conference Room

MINUTES

I. Call to Order/Introduction. The meeting was called to order at 10:10 a.m.

Members Present

L. Timpanelli, BOE Chair
J. McNamee, BOE member
L. Nuland, BOE Member
S. Iwanicki, Ed.D. administrative designee

Members Absent

M. Petitti, Curriculum Committee Chair

Attending Presenters

K. Boland, Social Studies Teacher
L. Intemann, Social Studies Department Chair
S. Lavogna-Lye, World Language Department Chair
A. Harkenreader, World Language Teacher
M. Kopstein, World Language Teacher

II. Public Comment ~ No public comments were received.

III. Approve Minutes ~ Mrs. Nuland motioned to table approval of the 4/9/26 curriculum meeting minutes until the next Curriculum Committee meeting, Julia McNamee seconded. The motion passed unanimously.

IV. New Business

- A. **Curriculum Guide Update – US AP/UConn Government and Constitutional Studies/ *We the People*, Grade 12** Social Studies Chair Libbi Intemann and Social Studies teacher Katie Boland presented the additions/updates to the curriculum guide, including the incorporation of “We the People” and “Vision of the Graduate” throughout the updated guide. Ms. McNamee asked about the text books they used (*We the People* and *Center for Civic Education* text books). Ms. Boland also has a small library of books in her classroom. Ms. McNamee also inquired how they handle the last unit (#6) – both Ms. Boland and Ms. Intemann responded by saying that well-balanced opinions are required with no political leanings; students use historical documents and resources to look at the multiple sides of an issue. Dr. Iwanicki

thanked them both for their hard work. Mrs. Timpanelli congratulated Ms. Boland on all of her success with *We the People*. At the end of the meeting, Ms. McNamee motioned to approve the updated *US AP/UConn Government and Constitutional Studies/We the People, Grade 12* curriculum guide and bring it to the full Board for approval, Mrs. Nuland seconded. The motion passed unanimously.

B. Curriculum Guide Update – *US Government and Politics AP/UConn, Gr. 11-12*

Ms. Intemann and Ms. Boland reviewed the revisions which reflect the change in the AP exam since 2019, together with the addition of the *Vision of the Graduate* throughout. Mrs. Timpanelli asked which parts were UConn; Ms. Boland said that UConn is very flexible and they love Trumbull Public Schools! UConn only requests a syllabus. A discussion ensued, including whether or not the course should be full year or remain at one semester. Dr. Iwanicki inquired about the fostering of other teachers who could teacher this course. Ms. Boland said that at least one maybe two other teachers were ECE certified. At the end of the meeting, Ms. McNamee motioned to approve the updated *US Government and Politics AP/UConn, Gr. 11-12* curriculum guide, and bring to the full Board for approval, Mrs. Nuland seconded the motion. The motion passed unanimously.

C. Office of Teaching and Learning: AI committee – Approval of *Perspective of AI Student Survey*

Dr. Iwanicki indicated that more information was needed and asked to have this item tabled. Mrs. Nuland moved to table this item until a future date, Ms. McNamee seconded. The Motion passed unanimously.

D. Latin II ACP (Grades 10-12) and Latin III ACP (Grades 11-12)

World Language Department Chair, Susanna, Lavorgna-Lye, Amy Champagne (Latin Teacher), and Maria Kopstein (Latin Teacher) presented the revisions they made to both Latin II and Latin III ACP courses. The Latin curriculum guides were updated primarily to seamlessly embed the Vision of the Graduate requirements. It was noted that Latin III ACP places slightly less emphasis on reading comprehension compared to the honors level in order to best support student proficiency. A motion was made by Mrs. Nuland to approve the curriculum guide updates for Latin II ACP and Latin III ACP, and bring them to the full Board for approval. The motion was seconded by Ms. McNamee; the motion passed unanimously.

E. Italian IV ACP (Grade 12)

Department Chair, Mrs. Lavorgna-Lye presented the work completed by the department, led by Maria Colón. This course guide provides updated comprehensive cultural and grammatical instruction utilizing the *Immagina* textbook and language lab resources. It is currently run as a combined class with Italian IV Honors due to enrollment distribution, a model that has successfully fostered record numbers of students advancing to AP Italian. After thoughtful discussion, Mrs. Nuland motioned to bring the updated curriculum guide for Italian IV ACP to full Board for approval. The motion was seconded by Ms. McNamee; the motion passed unanimously.

F. Special June Meeting Date Discussion

The committee needs to schedule future meeting dates to review an extensive amount of upcoming wellness curriculum updates. Mrs. Nuland motioned to table the discussion of the June meetings. Ms. McNamee seconded motion was seconded. The motion passed unanimously.

The meeting adjourned at 10:46 a.m.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Self Defense and Personal Safety
Grade 11-12 Selective

2026

Curriculum Writing Team

Michelle Dankulich

Marcellino Petroccio

Vincent DiScala

Susan C. Iwanicki, Ed.D.

Wellness Teacher, Trumbull High School

Wellness Teacher, Trumbull High School

Wellness Department Chair

Assistant Superintendent

Self Defense & Personal Safety

Grade 11 & 12 Selective

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	9
Unit 1: Self Defense & Personal Safety	10
Course Credit	13
Prerequisites	13
Current References	13
Other Resources	13
Assured Student Performance Rubrics	14

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The “Self Defense and Personal Safety” class at Trumbull High School is designed to equip students with the skills and knowledge needed to make informed decisions that prioritize their physical, emotional and mental well-being. Through hands-on practice they will learn a variety of basic self-defense moves and how to effectively escape from various holds and threats. In an ever-changing world, where students face a wide array of challenges both in as well as outside of school, this course offers practical strategies and knowledge that are essential for personal growth and safety. The course emphasizes empowerment, building confidence and conflict resolution. The goal is not just to teach students how to protect themselves but to foster confidence, responsibility and the ability to respond to situations in a way that promotes their long-term health and security.

Self Defense & Personal Safety is a “selective” option for all 11th and 12th grade students. Students in grade 11 and 12 have the opportunity to choose from a number of “selectives” based on their own interests. This aligns with the 2024 national PE standards that emphasizes the goal of helping every student find their own path to a healthy and active lifestyle. Students are required to take one “selective” in both their junior and senior years. This will add to their credits already earned in previous years to meet the graduation requirements of the State of Connecticut and Board of Education.

COURSE GOALS

The Self Defense & Personal Safety course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	Alignment to Self Defense & Personal Safety Curriculum
Critical Thinking & Problem Solving	Students analyze potentially unsafe situations, evaluate risk, make informed decisions, and apply de-escalation and escape strategies. National Standard 3.12.7 specifically requires students to "think critically and solve problems in physical activity settings."
Collaboration	Students work with partners during skill practice, role play scenarios, peer assessments, and demonstrations. They encourage and support one another while providing feedback to improve performance.
Growth Mindset	Students establish goals, develop practice plans, reflect on growth using skills checklists, and persist through challenging physical and emotional situations. The course emphasizes that confidence and competence improve through continued practice.
Innovation	Students adapt self-defense strategies to varied scenarios, apply multiple approaches to conflict resolution, and use creative problem solving to respond appropriately to unpredictable situations.
Emotional Intelligence	Students demonstrate awareness of others' emotions and perspectives, regulate their own emotions in stressful situations, practice de-escalation techniques, and reflect on how emotions influence decision making.
Integrity	The curriculum emphasizes ethical decision making, respect for personal boundaries, responsible use of self-defense skills, sportsmanship, and understanding the legal and ethical considerations involved in protecting oneself and others.
Self-Efficacy	Building confidence and empowerment is a central goal of the course. Students learn to advocate for themselves, trust their judgment, communicate assertively, and believe in their ability to respond effectively to threats and challenges.
Communication	Students practice assertive verbal communication, refusal skills, help seeking behaviors, confident body language, conflict resolution techniques, and effective interactions during partner work and role play activities.

COURSE GOALS *(continued)*

Additional core Course Goals are further derived from the following 2024 National Physical Education Standards:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Developing self-defense and personal safety skills enhances their ability to make informed, confident decisions to protect their physical, emotional, and mental well-being.
- Self-defense is not just physical; it includes situational awareness, emotional regulation, and conflict resolution to safely navigate everyday challenges.
- Practicing self-defense techniques builds confidence, empowerment, and resilience in the face of potential threats.
- Responsible decision-making and personal boundaries contribute to their long-term safety and health.
- Conflict resolution and de-escalation are essential components of personal safety and can prevent violence before it occurs.
- You have the right to protect yourself in any unsafe situation.

COURSE ESSENTIAL QUESTIONS

- What does it mean to be safe in today's world?
- How can I use my voice, body language, and awareness to prevent or de-escalate a dangerous situation?
- What physical and mental strategies can help me protect myself effectively?
- How can I build the confidence to advocate for my personal boundaries and well-being?
- In what ways can conflict be resolved without violence?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - Basic self-defense techniques (strikes, blocks, escapes) to protect themselves in threatening situations.
 - How to maintain a strong, balanced stance to enhance safety and readiness.
 - How to identify and avoid potentially dangerous or high-risk situations.
 - The importance of situational awareness and how to use it to stay safe in different environments (school, home, public, online).
 - How to set and communicate personal boundaries clearly and respectfully.
 - How to use verbal de-escalation and refusal skills to prevent conflict or unwanted attention.
 - When and how to seek help from trusted adults or authorities.
 - The legal and ethical considerations of using physical self-defense.
 - How self-defense and safety strategies support long-term physical, emotional, and mental well-being.
 - That confidence, preparation, and calm decision-making reduce vulnerability in stressful situations.
- Students will be able to . . .
 - Demonstrate basic self-defense techniques for various holds, grabs, and personal threats.

- Analyze potentially unsafe situations and explain strategies for avoidance and escape.
- Apply decision-making and refusal skills to protect personal boundaries and resolve conflict.
- Demonstrate effective communication and assertiveness to reduce risk and seek help when necessary.
- Reflect on how self-confidence and situational awareness contribute to personal empowerment.

COURSE SYLLABUS

Course Name

Self Defense & Personal Safety

Level

11 & 12 grade students

Prerequisites

Successful completion of grades 9 & 10 Physical Education

General Description of the Course

The “Self Defense and Personal Safety” class at Trumbull High School is designed to equip students with the skills and knowledge needed to make informed decisions that prioritize their physical, emotional and mental well-being. Through hands-on practice they will learn a variety of basic self-defense moves and how to effectively escape from various holds and threats. In an ever-changing world, where students face a wide array of challenges both in as well as outside of school, this course offers practical strategies and knowledge that are essential for personal growth and safety. The course emphasizes empowerment, building confidence and conflict resolution. The goal is not just to teach students how to protect themselves but to foster confidence, responsibility and the ability to respond to situations in a way that promotes their long-term health and security.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- o Daily Physical Education Grading Rubric
- o Self Defense Skills Demonstration rubric
- o Self Defense & Personal Safety Skills Checklist
- o Exit slips
- o Self-reflections
- o Role play
- o Peer assessments

Summative Assessments:

Summative assessments can include, but are not limit to:

- o Written test
- o VOG rubrics

Supplemental Texts

- Youtube
[SAFE Violence Prevention & Self Defense](#)
- Kidpower Teen Safety Program
<https://www.kidpower.org>
- Legal rights on self defense
<https://www.cga.ct.gov/2002/rpt/2002-R-0847.htm>
- Local Police or School Resource Officers (SROs)
Bring in for sessions on legal rights, reporting safety concerns, or responding to threats.

UNIT 1
Self Defense & Personal Safety

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3	Encourages and supports others through their interactions in a physical activity setting.
3.12.4	Implements and provides feedback to improve performance without prompting from the teacher.
3.12.5	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.12.6	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
3.12.7	Evaluates the effectiveness of leadership skills when participating in a variety of physical settings.

Unit 1 Vocabulary:

- Situational awareness
 - Personal boundaries
 - Verbal commands
 - Body language
 - Conflict resolution
 - Refusal skills
 - Strikes and escapes
 - Grabs and holds
 - Risk reduction
 - Personal empowerment
 - Perceived exertion
 - Injury prevention
 - Unit Essential Questions
-
- What does it mean to be safe in today's world?
 - How can I use my voice, body language, and awareness to prevent or de-escalate a dangerous situation?
 - What physical and mental strategies can help me protect myself effectively?
 - How can I build the confidence to advocate for my personal boundaries and well-being?
 - In what ways can conflict be resolved without violence

Unit Scope and Sequence

- Introduction to Personal Safety
- Verbal & Non-Verbal Communication Skills
- Physical Self-Defense: Strikes & Escapes
- Escaping Grabs & Holds
- Conflict Resolution & Refusal Skills
- Safety in Public Spaces

- Personal Empowerment
- Assessment & Demonstration

Unit Assured Assessments

Formative Assessments:

Daily Physical Education Grading rubric

Self Defense Skills Demonstration rubric

Self Defense & Personal Safety Skills Checklist

The daily Physical Education grading rubric will assess students preparation, participation, application of knowledge and skills, sportsmanship and safety.

Students will be assessed 3 times during the course demonstrating multiple self defense skills.

Students will use the Self Defense and Personal Safety Checklist to identify and reflect areas of growth.

Summative Assessments:

Written Test

VOG

Students will take a written test designed to evaluate knowledge of safety awareness, situational judgement, self defense skills, decision making, risk reduction and communication.

Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

- Youtube
[SAFE Violence Prevention & Self Defense](#)
- Kidpower Teen Safety Program
<https://www.kidpower.org>
- Legal rights on self defense
<https://www.cga.ct.gov/2002/rpt/2002-R-0847.htm>
- Local Police or School Resource Officers (SROs)
Bring in for sessions on legal rights, reporting safety concerns, or responding to threats.

Time Allotment

- Approximately 10 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- **Bodeeb, Julia.** “Teaching Self-Defense Techniques in Gym Class.” *BrightHub Education*, 15 Jan. 2015, brighthubeducation.com/parenting-teens/17331-should-your-school-teach-self-defense-techniques-in-gym-class/.
- **Van der Zande, Irene, et al.** *Teenpower/Fullpower Comprehensive Program Manual: Teaching Teens and Adults How to Use Their Power to Stay Safe from Bullying, Abuse, Sexual Assault, and Other Violence*. Kidpower Teenpower Fullpower Int’l, 2024

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric
- Self Defense Skills Demonstration rubric
- Self Defense & Personal Safety Skills Checklist

OTHER RESOURCES

- Assessments
- Google Classroom
- Youtube

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

___/
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	● Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies ● <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> ● Follow jewelry expectations ● Punctuality: Arrive to class by the required time ● Students who do not participate: will receive a 0/20 for daily grade. ● Skippping class: will result in a 0/20 daily grade and other possible consequences. ● Cell phones are locked up				

TOTAL : ____/20 POINTS

Self Defense & Personal Safety Skills Checklist

Student Skills Checklist

Use this checklist to track your progress throughout the course. Check off each skill as you practice and demonstrate it confidently.

Personal Safety & Awareness

- ☐ I can explain what situational awareness means and why it matters.
- ☐ I can identify potentially unsafe situations and know how to avoid them.
- ☐ I can recognize and respect personal boundaries—my own and others.
- ☐ I can describe strategies to avoid dangerous situations before they happen.

Communication & Conflict Resolution

- ☐ I can use assertive communication to say “no” or ask for help.
- ☐ I can work with a partner to role-play safe ways to handle pressure or threats.
- ☐ I can speak in an assertive—not aggressive—way when I feel unsafe.
- ☐ I can say “no” firmly and clearly when needed.
- ☐ I can use confident body language to protect myself.
- ☐ I can describe and demonstrate de-escalation strategies in tense situations.

Self-Defense Skills

- ☐ I can demonstrate a strong, balanced defensive stance.
- ☐ I can perform basic strikes (palm, knee, elbow) with control and purpose.
- ☐ I can escape common holds (wrist grabs, bear hugs, chokes) safely and effectively.
- ☐ I can explain when and demonstrate how to use physical self-defense appropriately.
- ☐ I can defend myself while standing and from the ground.

Decision-Making, Risk Reduction & Empowerment

- ☐ I can assess risky situations and make safe, informed choices.
- ☐ I can explain the difference between reacting emotionally and responding wisely.
- ☐ I can identify safe places, people, and actions in different settings
- ☐ I can describe how to create a personal safety plan.
- ☐ I can describe how self-defense builds my confidence and independence.
- ☐ I can reflect on my own safety habits and how I respond to threats or pressure.
- ☐ I can use positive self-talk to stay calm in difficult situations.
- ☐ I can advocate for myself and others when safety is at risk.

Self Defense Skills Demonstration Rubric

Criteria	4 - Exceeds	3 - Meets	2 - Approaching	1 - Beginning
Stance & Movement	Demonstrates strong stance, quick and fluid movement in all scenarios	Stance and movement are correct and consistent	Minor errors in stance or movement	Incorrect or hesitant movement
Escape Techniques	Uses correct form and escapes with confidence and control	Escapes most holds correctly	Needs assistance or minor corrections	Struggles to escape or shows lack of understanding
Striking Techniques	Powerful, accurate, and controlled strikes	Correct technique with good effort	Some hesitation or errors in form	Inconsistent or unsafe striking technique
Communication & Assertiveness	Assertive voice and confident body language in all scenarios	Uses voice/body effectively	Needs occasional prompting to be assertive	Avoids communication or lacks confidence

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Competitive Team Games
Grade 11 & 12 Selective

2026

(Last revision date: 2020)

Curriculum Writing Team

Michelle Dankulich

Vincent DiScala

Susan C. Iwanicki, Ed.D.

Wellness Teacher, Trumbull High School

Wellness Department Chair

Assistant Superintendent

Competitive Team Games Grade 11 & 12 Selective

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	3
Vision of the Graduate	4
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Competitive Team Games	10
Course Credit	14
Prerequisites	14
Current References	14
Assured Student Performance Rubrics	14
Other Resources	14

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Competitive Team Games is a one marking period class that can be taken by grade 11 or 12 students. In this course, students will have the ability to actively participate in a variety of competitive team sports in a safe and fun atmosphere. Teamwork, decision-making, sportsmanship, knowledge of rules and strategy are demonstrated through students' active participation. Students will also continue to develop their skills and fitness levels. Activities offered may include soccer, floor hockey, volleyball, basketball, ultimate football and other competitive team activities.

Competitive Team Games is a “selective” option for all 11th and 12th grade students. Students in grade 11 and 12 have the opportunity to choose from a number of “selectives” based on their own interests. This aligns with the 2024 national PE standards that emphasizes the goal of helping every student find their own path to a healthy and active lifestyle. Students are required to take one “selective” in both their junior and senior years. This will add to their credits already earned in previous years to meet the graduation requirements of the State of Connecticut and Board of Education.

This course is a revision of Competitive Recreational Games from 2020.

COURSE GOALS

The Competitive Team Games course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	Alignment to Competitive Team Games Curriculum
Critical Thinking & Problem Solving	Students apply offensive and defensive strategies, make quick decisions during gameplay, analyze team performance, and adjust tactics to improve outcomes. The curriculum explicitly requires students to think critically and solve problems in physical activity settings.
Collaboration	Collaboration is a foundational component of the course. Students work together to achieve team goals, communicate effectively, support teammates, provide feedback, and contribute to a positive team environment.
Growth Mindset	Students establish goals, develop practice plans, reflect on performance, persevere through challenges, and recognize that skill development occurs through effort, practice, and adaptation.
Innovation	Students adapt strategies to changing game situations, develop creative solutions to competitive challenges, and apply different approaches to maximize team success.
Emotional Intelligence	Students demonstrate awareness of others' emotions and perspectives, manage their own emotions during competition, handle adversity appropriately, and respond constructively to both success and setbacks.
Integrity	The curriculum emphasizes sportsmanship, respect, fair play, ethical behavior, adherence to rules, and creating a safe environment for all participants.
Self-Efficacy	Through repeated participation and reflection, students build confidence in their athletic abilities, leadership skills, decision making, and capacity to contribute meaningfully to a team.
Communication	Students use verbal and nonverbal communication to execute strategies, provide encouragement and feedback, resolve conflicts, and coordinate effectively during team activities.

Additional core Course Goals are further derived from the following [2024 SHAPE America National Physical Education Standards](#). The standards are for grades 9-12.

Standard 1**Develops a variety of motor skills.**

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2**Applies knowledge related to movement and fitness concepts.**

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3**Develops social skills through movement.**

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Teamwork, communication, collaboration, critical thinking and decision making are essential for success in competitive team games.
- Making quick and effective decisions improves both individual performance and overall team outcomes.
- Demonstrating sportsmanship, respect, and fair play creates a positive and safe environment for all participants.
- Knowing and applying the rules and strategies of a game leads to better participation and a deeper understanding of the activity.
- Actively participating in team games helps build and maintain physical fitness and supports a healthy lifestyle.
- Developing and refining skills over time leads to improved performance and greater enjoyment of the activity.

COURSE ESSENTIAL QUESTIONS

- How does effective teamwork and communication influence the outcome of a team game?
- What strategies and decision-making skills can students use during gameplay to support team success?
- What does it mean to show good sportsmanship? How can you demonstrate good sportsmanship?
- How does understanding the rules and strategies of a game improve your ability to play, enjoy the game and be successful?
- How does actively participating in team games contribute to your overall health and fitness?
- What role does practice and skill development play in becoming a better teammate and player?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to follow and apply the rules, positions, terms and objectives of various team games to participate safely and effectively.
 - How to apply game strategies and tactics during team play to improve their team's performance.
 - How to maintain and improve their fitness by actively participating in team games.
 - How to reflect on personal performance, manage emotions, use communication and critical thinking skills and set goals to grow as an individual and become a better teammate.
 - How to demonstrate good sportsmanship.
- Students will be able to . . .
 - Actively participate in a variety of team games.
 - Use rules, strategies and terminology in a variety of team games.
 - Effectively use their communication and collaboration skills to successfully be a part of a team.
 - Identify and demonstrate good sportsmanship.
 - Maintain or improve their skill and fitness levels.
 - Reflect on their performance and how it affects their success as a team mate as well as the overall health and wellness.

COURSE SYLLABUS

Course Name

Competitive Team Games

Level

11 & 12 “Selective”

Prerequisites

Successful completion of grades 9 & 10 Physical Education.

General Description of the Course

Competitive Team Games is a one marking period class that can be taken by grade 11 or 12 students. In this course, students will have the ability to actively participate in a variety of competitive team sports in a safe and fun atmosphere. Teamwork, decision-making, sportsmanship, knowledge of rules and strategy are demonstrated through students' active participation. Students will also continue to develop their skills and fitness levels. Activities offered may include soccer, floor hockey, volleyball, basketball, ultimate football and other competitive team activities.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Checklist
- Exit slips
- Reflections
- Peer assessments

Summative Assessments:

Summative assessments can include, but are not limited to:

- Written quiz
- VOG rubrics

Supplemental Texts

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 15 July 2025.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 15 July 2025.

UNIT 1

Competitive Team Games

Unit Goals

At the completion of this unit, students will:

- | | |
|---------------|--|
| 1.12.1 | Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. |
| 1.12.8 | Demonstrates appropriate technique in skill-related fitness training. |
| 2.12.1 | Demonstrates knowledge of tactics and strategies within lifetime sports & activities. |
| 2.12.6 | Establishes a goal and creates a practice plan to improve performance for a self-selected skill. |
| 2.12.7 | Applies the principles of exercise in a variety of self-selected lifetime physical activities. |
| 2.12.9 | Evaluates perceived exertion during physical activity and adjusts effort. |
| 2.12.13 | Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). |
| 3.12.1 | Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. |
| 3.12.2 | Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. |
| 3.12.3 | Encourages and supports others through their interactions in a physical activity setting. |
| 3.12.4 | Implements and provides feedback to improve performance without prompting from the teacher. |
| 3.12.6 | Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). |
| 3.12.7 | Thinks critically and solves problems in physical activity settings, both as an individual and in groups. |

- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Vocabulary

- Offensive strategy
- Defensive strategy
- Fast break
- Counterattack
- Man to man defense
- Zone defense
- Overload
- Switch
- Support play
- Tactical decision making

Unit Essential Questions

- How does effective teamwork and communication influence the outcome of a team game?
- What strategies and decision-making skills can students use during gameplay to support team success?
- What does it mean to show good sportsmanship? How can you demonstrate good sportsmanship?
- How does understanding the rules and strategies of a game improve your ability to play, enjoy the game and be successful?
- How does actively participating in team games contribute to your overall health and fitness?
- What role does practice and skill development play in becoming a better teammate and player?

Unit Scope and Sequence

- Safety and game etiquette
 - Personal safety
 - Equipment use
 - Sportsmanship
 - Communication
 - Spatial awareness
- Fitness and skill development
- Game strategies
 - Offensive strategies
 - Defensive strategies
 - Situational concepts
- Team sports

- o Basketball
- o Ultimate football/frisbee
- o Flag football
- o Volleyball
- o Hockey
- o Soccer
- o Floor hockey
- o Invasive games
- o Modified rugby
- o Other competitive team activities.

Unit Assured Assessments

Formative Assessments:

Daily Physical Education Grading rubric

The daily Physical Education grading rubric will assess students preparation, participation, application of knowledge and skills, sportsmanship and safety.

Summative Assessments:

Written Test

VOG

Students will/may take a written test designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 15 July 2025.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 15 July 2025.

Time Allotment

- Approximately 10 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 15 July 2025.
- **“Tactical Games Model in Physical Education: A Systematic Review.”** *PMC*, PubMed Central, published 8 months ago (2024), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC11548843/>.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric

OTHER RESOURCES

- Assessments
- Google Classroom
- YouTube

TPS Vision of the Graduate Rubric

Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve	

			the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

___/
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward	Areas of Growth
	● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	• Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies • <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> • Follow jewelry expectations • Punctuality: Arrive to class by the required time • Students who do not participate: will receive a 0/20 for daily grade. • Skippping class: will result in a 0/20 daily grade and other possible consequences. • Cell phones are locked up				

TOTAL:

20 POINTS

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut



**PHYSICAL EDUCATION
MINDFUL FITNESS & DANCE
CURRICULUM**
Grades 11-12

2026

(Revised from Physical Education curriculum 2020)

Curriculum Writing Team
Melynda Mikool
Pamela Nitsche
Vincent DiScala
Susan C. Iwanicki, Ed.D.

Wellness Teacher
Wellness Teacher
Wellness Teacher, Department Chair
Assistant Superintendent

Table of Contents

Core Values and Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understandings	4
Course Essential Questions	4
Course Knowledge & Skills	4
Course Syllabus	5
Unit 1: Mindful Fitness	6
Unit 2: Dance	9
Course Credit	11
Prerequisites	11
Current References	11
Student Performance & PE Rubrics	12
Vision of the Graduate	15
Resources	17

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION and PHILOSOPHY

Mindful Fitness and Dance is a “selective” option for all 11th and 12th grade students. Movement is not just physical—it's emotional, mental, and social. Dance is for everyone, regardless of experience, body type, or ability. Through movement and dance, students will explore their own bodies and minds, learning how to listen inward, move with intention, and build a lifelong relationship that supports a physically active lifestyle. Whether stretching, actively participating in specific fitness practice, or dancing, students are encouraged to stay present, observe without judgment, and honor their individual experiences. Students will be given the opportunity to move creatively, work collaboratively, and discover the joy of expression. *This course is a revision of the Physical Education Curriculum from 2020.*

COURSE GOALS

The Mindful Fitness and Dance course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

Vision of the Graduate Skill / Disposition	How the Course Develops the Skill	Examples from the Curriculum
Communication	Students communicate ideas through both verbal instruction and physical expression. They explain movements, provide peer feedback, and express meaning through dance and mindful movement.	Teaching peers a dance sequence, peer assessment feedback, explaining movement techniques, expressing emotions through choreography.
Self-Efficacy	Students build confidence in their ability to learn new physical skills, perform movement sequences, and create choreography. They monitor their physical progress and recognize personal improvement.	Choreographing movement sequences, completing a dance sequence, reflecting on growth.
Critical Thinking	Students analyze movement patterns, evaluate fitness strategies, and consider how different activities affect the body and overall well-being.	Evaluating perceived exertion during activity, applying heart-rate concepts, analyzing the physical benefits of different forms of movement.
Problem Solving	Students solve movement challenges by adjusting choreography, adapting fitness routines, and collaborating with peers to improve performance.	Modifying dance routines, adjusting effort levels for safety, working through group choreography challenges.

Vision of the Graduate Skill / Disposition	How the Course Develops the Skill	Examples from the Curriculum
Communication	Students communicate ideas through both verbal instruction and physical expression. They explain movements, provide peer feedback, and express meaning through dance and mindful movement.	Teaching peers a dance sequence, peer assessment feedback, explaining movement techniques, expressing emotions through choreography.
Collaboration	Students work with peers to create and perform dance sequences, offer constructive feedback, and support group learning in physical activity settings.	Group dance creation, peer teaching of cultural dances, collaborative performances, feedback discussions.
Growth Mindset	Students develop resilience by practicing skills, learning from mistakes, and setting personal movement goals. They reflect on progress and continuously improve performance.	Skill practice in dance and fitness routines, reflection activities, peer feedback used to refine choreography or technique.
Integrity	Students demonstrate ethical behavior, respect rules, and show sportsmanship in all physical activities. They follow safety guidelines and act responsibly in shared spaces.	Following class safety rules, respectful participation, fair play during activities, proper use of equipment.
Emotional Intelligence	Students develop awareness of their own emotions and those of others while engaging in movement activities. Mindfulness practices help regulate stress and promote empathy.	Mindful breathing exercises, reflection activities, recognizing peer perspectives during group activities, managing emotions through movement.

Additional core Course Goals are further derived from the 2024 SHAPE America National Physical Education Standards. The standards are for grades 9-12.

Standard 1: Develops a variety of motor skills

Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.

1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2: Applies knowledge related to movement and fitness concepts

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.

- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.
- 2.12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.

Standard 3: Develops social skills through movement

Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

- 4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.

- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Engaging in safe, efficient, and effective movement contributes to a healthy, active lifestyle.
- Movement offers opportunities for creativity, self-discovery, and expression, often through improvisation and composition.
- Movement can foster connections with other art forms and disciplines, promoting broader understanding and learning.
- Movement can be a powerful form of expression used to embody and reflect cultural values, beliefs, and traditions.

COURSE ESSENTIAL QUESTIONS

- How do different types of movement and dance deepen our understanding of ourselves, our bodies, and the world around us?
- How do different types of movement and dance contribute to physical fitness and overall well-being?
- How do different types of movement and dance engage various muscle groups, and what are their specific physical benefits (cardiovascular health, strength, flexibility, etc.)?
- How can improvisation and composition enhance creativity and personal expression in movement and dance?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Key vocabulary for each unit
- Connect cultural relevance for each unit

Students will be able to . . .

- Apply safety and proper technique to a variety of fitness activities
- Teach and perform a cultural dance with peers.

COURSE SYLLABUS

Course Name

Mindful Fitness & Dance

Level

11 & 12 grade students

Prerequisites

Successful completion of grades 9 & 10 Physical Education

General Description of the Course

Mindful Fitness & Dance is a wellness “selective” that combines physical movement with mindfulness practices to promote overall well-being. This course encourages students to explore various forms of dance and fitness routines while fostering self-awareness and emotional regulation. Students will learn techniques such as yoga, tai chi, and expressive dance, focusing on body awareness, breath control, and stress relief. Through creative expression and mindful movement, participants will enhance their physical fitness, develop coordination, and cultivate a positive body image. This class emphasizes the importance of mental health alongside physical health, empowering students to make mindful choices that contribute to a balanced lifestyle. The “Mindful Fitness & Dance” class at Trumbull High School is designed to equip students with the skills and knowledge needed to participate in a variety of fitness and dance movements. Through hands-on practice they will learn a variety of basic lifestyle fitness activities and multi-cultural dance forms and techniques.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- o Daily Physical Education Grading Rubric
- o Demonstration rubric
- o Exit slips
- o Self-reflections
- o Peer assessments

Summative Assessments:

Summative assessments can include, but are not limited to:

- o Final Dance Project/ Presentation
- o VOG rubrics

Unit 1: Mindful Movement

Unit Goals

At the completion of this unit, students will:

Standard 1: Develops a variety of motor skills

1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.

1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2: Applies knowledge related to movement and fitness concepts

2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.

2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.

2.12.10 Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes.

2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.

2.12.12 Applies knowledge of rest when planning regular physical activity.

2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

2.12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.

Standard 3: Develops social skills through movement

3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.

3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.

3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

4.12.2 Selects and participates in physical activities that meet the need for social interaction.

4.12.3 Identifies and participates in physical activity that positively affects health.

4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.6 Sets and develops movement goals related to personal interests.

4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).

4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit Essential Questions

- How do different types of movement deepen our understanding of ourselves, our bodies, and the world around us?
- How do different types of movement contribute to physical fitness and overall well-being?
- How do different types of movement engage various muscle groups, and what are their specific physical benefits (cardiovascular health, strength, flexibility, etc.)?
- How can improvisation and composition enhance creativity and personal expression in movement?

Key Vocabulary

- March
- Toe tap
- Side to side
- Lunge
- Hamstring curl
- Grapevine
- Pivot

Unit Scope and Sequence

- Safety

- o Personal safety
 - o Equipment use
 - o Communication
 - o Spatial awareness
- Fitness and skill development
 - o Cardiovascular Endurance
 - o Balance and Stability
 - o Flexibility
- Element of Dance Components(BASTE)
 - o Body/Action- Locomotor/Non-Locomotor Movements
 - o Space-Level, Direction, Place, Orientation, Pathway, Size, and Relationship
 - o Time-Clock Time, Timing Relationships, Metered time, and Free Rhythm
 - o Energy-Attack, Weight, Flow, Quality
- Rhythm & Flow with Movement and Breath Integration
 - o Aerobics
 - o Kickboxing
 - o Yoga
 - o Tai Chi
 - o Pilates

Unit Assured Assessments

Daily PE Rubric

Mindful Movement and Dance Rubric

Resources include but are not limited to:

[20 Minute Beginner Stretch Routine V5! \(FOLLOW ALONG\)](#)

[15 Min. Full Body Stretch | Daily Routine for Flexibility, Mobility & Relaxation | DAY 7](#)

[Top 10 Tai Chi Moves for Beginners](#)

[10 Minute Balance Exercises - To Do Everyday for Improved Balance!](#)

[Gentle Pilates - 15 Minute Pilates for Beginners Workout!](#)

[30-Minute No-Equipment Cardio Kickboxing Workout](#)

[30-Minute Standing Cardio Workout](#)

National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

Time Allotment

Approximately 5 weeks

Unit 2: Dance

Unit Goals

At the completion of this unit, students will:

Standard 1: Develops a variety of motor skills

1.12.4 Demonstrates and creates movement sequences based on one or more forms of dance.

Standard 2: Applies knowledge related to movement and fitness concepts

2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.

2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.

2.12.14 Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

Standard 3: Develops social skills through movement

3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.

3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.

3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

4.12.1 Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression.

4.12.2 Selects and participates in physical activities that meet the need for social interaction.

4.12.3 Identifies and participates in physical activity that positively affects health.

4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.6 Sets and develops movement goals related to personal interests.

4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).

4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit Essential Questions

- How do different types of dance deepen our understanding of ourselves, our bodies, and the world around us?
- How do different types of dance contribute to physical fitness and overall well-being?
- How do different types of dance engage various muscle groups, and what are their specific physical benefits (cardiovascular health, strength, flexibility, etc.)?
- How can improvisation and composition enhance creativity and personal expression in dance?

Key Vocabulary

- 32 count
- Rhythm
- Four wall
- Orientation
- Flow
- Breath integration

Unit Scope and Sequence

- Line Dance
- Zumba/ Latin Dance
- Multi-cultural
- Hip-hop

Unit Assured Assessments

Daily PE Rubric

Mindful Movement and Dance Rubric

Resources include but are not limited to:

[18 MIN 80s HITS DANCE WORKOUT with MOM • Low Impact Cardio • Keoni Tamayo • Workout #213](#)

[15 MIN HAPPY DANCE CARDIO WORKOUT | All-Standing Workout | FH#075](#)

[Zumba Walking Workout | EASY Zumba Workout Dance](#)

[Zumba® Latin Easy-To-Follow Basic Steps Tutorial for Beginners](#)

[HIP HOP Dance Choreography Tutorial for Intermediates - Free Dance Class at Home](#)
[15 MIN HYPE DANCE WORKOUT - Follow Along/No Equipment](#)
[Country Line Dance - Good Time - Alan Jackson](#)
[15-MINUTE DANCE PARTY - featuring Cupid Shuffle, Wobble, Cha Cha Slide | Easy & great for beginners!](#)

The Kennedy Center <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/five-ish-minute-dance-lessons/fiveish-minute-dance-lessons/>

National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

Time Allotment

Approximately 5 week

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- National Dance Education Resource (NDEO). 2025. <https://www.ndeo.org>
- The Kennedy Center. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>
- National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

ASSURED STUDENT PERFORMANCE RUBRICS

- Daily Physical Education Grading rubric
- Mindful Movement and Dance Rubric
- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric

OTHER RESOURCES

- Assessments/Rubrics
- Google Classroom
- Youtube

APPENDIX A
Evaluation/ Assessment Methods / Rubrics

Teachers of Physical Education will evaluate students using a variety of techniques in order to accommodate and recognize different learning styles. Assessments will include a combination of both traditional and alternative forms of assessment.

TOOL	DESCRIPTION	EXAMPLE
Self assessment	Student assesses her/himself based on goals or teacher-set criteria.	Students use checklists and rubrics to evaluate individual skills and performance.
Peer assessment	Peers observe each other's performances & offer feedback based on teacher-set criteria.	Students observe each other and complete a criteria task sheet to evaluate peer skills and performance.
Reflection	Students think about the learning process to improve his/her performance & attitude.	Students list three specific ways he/she can improve his/her performance in a specific activity.
Observation	Teacher observes and records physical and affective information.	Teacher monitors student performance, rating his/her observations on a criteria task sheet.

Mindful Movement and Dance Rubric

	4	3	2	1
BODY/ACTION	Applied actions & movements effectively with a variety of parts of the body.	Applied actions and movements with a variety of parts of the body.	Applied actions and movements with some of the parts of the body.	Applied actions and movements with a few of the parts of the body.
SPACE	Included traveling around space; effectively used the most of the space.	Included traveling around in some space; used some space given.	Very little traveling around space; space not used effectively.	No traveling in space. Very little movement within space.
TIME	Consistently matches the beat and timing of the music.	Usually matches the beat and timing of the music.	Somewhat matches the beat and timing of the music.	Poorly matches the beat and timing of the music.
ENERGY	Excellent level of enthusiasm and energy while teaching movement to the group.	Good level of enthusiasm and energy while teaching movement to the group.	Some level of enthusiasm and energy while teaching movement to the group.	Poor level of enthusiasm or energy while teaching movement to a group.
RELATIONSHIP	Demonstrated excellent relationship with peers and music.	Demonstrated good relationship with peers and music	Demonstrated some relationship with peers and music.	Demonstrated little relationship with peers and music.

Appendix B

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrate respect for equipment. -Student follow rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	• Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies • <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> • Follow jewelry expectations • Punctuality: Arrive to class by the required time • Students who do not participate: will receive a 0/20 for daily grade. • Skiping class: will result in a 0/20 daily grade and other possible consequences. • Cell phones are locked up				

APPENDIX C

TPS Vision of the Graduate Rubric Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may be revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

___ /
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

RESOURCES

Connecticut's Common Core of Learning - Physical Education. www.sde.ct.gov

Greater Good in Education. *Mindful Movement for Teens*. <https://ggie.berkeley.edu/practice/mindful-movement-for-teens/>

Healthy and Balanced Living Curriculum Framework for Physical Education (2021). [Healthy and Balanced Living Curriculum Framework | Connecticut State Department of Education](#)

National Association For Sport and Physical Education (NASPE). www.shapeamerica.org

National Dance Education Resource (NDEO). 2025. <https://www.ndeo.org>

PE Central. www.pecentral.org

Physical Education - A Guide to K-12 Program Development. www.sde.ct.gov

The Kennedy Center. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/dance/do-you-wanna-dance/>

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Intermediate Ceramics
Grades 9-12

2026

Curriculum Writing Team

Lisa Edwards

Trevor Youngberg

Vincent DiScala

Susan C. Iwanicki, Ed.D.

Fine Arts Teacher, Trumbull High School

Fine Arts Teacher, Trumbull High School

Wellness and Fine Arts, Department Chair

Assistant Superintendent

Intermediate Ceramics

Grades 9-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	8
Course Essential Questions	9
Course Knowledge & Skills	9
Course Syllabus	10
Unit 1:	11
Unit 2:	13
Unit 3:	15
Course Credit	18
Prerequisites	18
Current References	18
Assured Student Performance Rubrics	19
Other Resources	21

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

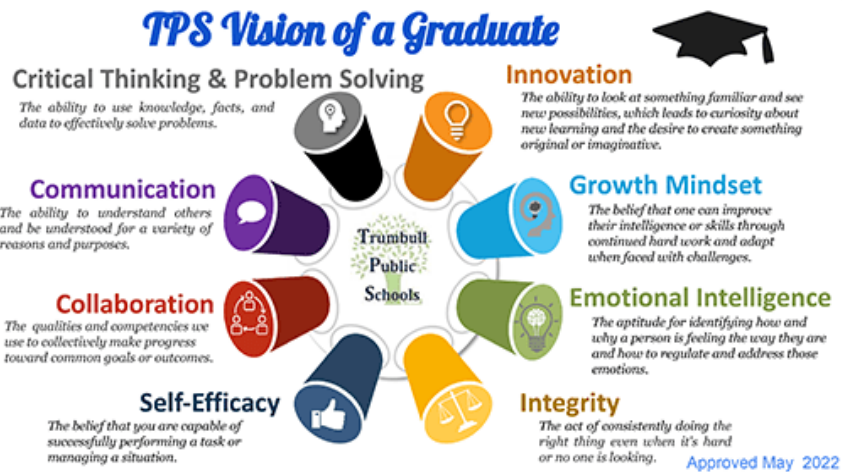
Intermediate ceramics is designed for artistically inquisitive students who like to work with their hands and are interested in further developing skills on the potter's wheel. Intermediate Ceramics is intended to build upon previous knowledge and experiences from the Beginning Ceramics course, and prepare the intermediate Pottery student for the rigor of Advanced Pottery. Trumbull High School's ceramics courses provide a comprehensive understanding of the process of making with clay. They provide a culture of learning and creative discovery, where students will arrive on an ability to convey non-verbal ideas and emotions through their clay work. Ultimately students will be able to gain an appreciation of ceramics as a critical connection between art and life.

It is generally accepted that art education is a fundamental component of a sound, well-rounded education. Trumbull Public Schools acknowledges the importance of a solid program of art education and the value of making and communicating through art. The visual arts program promotes critical and divergent thinking through problem solving and encourages innovative approaches to the creative process. The visual arts teacher broadens and develops the students' appreciation of art through the exploration and study of art history, world cultures, art production, art criticism, and aesthetics. All are valuable components of a well-designed art program, integral to the education of the total student as a life-long learner.

Art can meet the needs of a diverse group of students and can adapt to accommodate the needs of all students, encouraging diversity, individuality, creativity, critical thinking, and problem solving. The K-12 school years are a time of great physical and emotional growth and, as such, a crucial time for self-expression and self-confidence. According to Erikson's eight stages of personality development, a child's school years are crucial for a child's sense of identity. The Trumbull Public Schools' vertically aligned art program can provide a forum for this, and assure a positive art experience. Furthermore, the Trumbull Public School's visual arts curriculums are naturally in alignment with the TPS Vision of the graduate skills and dispositions.

In short, the Trumbull school art experience: nurtures creative thinking and self-confidence, promises cognitive and emotional development, continuously improves fine and gross motor skill development, develops collaboration and teamwork skills, strengthens the connection between visual arts and daily life, develops communication skills, supports and stimulates individual aesthetic and empathetic awareness, improves reading and math scores in students exposed to sequential-embedded visual arts projects, and supports emotional growth by allowing students to express emotions.

COURSE GOALS



Intermediate Ceramics Vision of a Graduate Chart

Skill Area	What It Looks Like in Ceramics Class
Critical Thinking & Problem Solving	Plans ceramic projects carefully, experiments with techniques, and solves problems like cracks, balance issues, or glazing mistakes.
Communication	Clearly explains ideas, participates in critiques, and gives constructive feedback about ceramic work.
Collaboration	Works respectfully with classmates, shares tools and materials, and contributes to a positive studio environment.
Self-Efficacy	Shows confidence in learning new techniques (wheel throwing, hand-building, glazing) and believes improvement is possible with practice.
Trustful Public Schools / Responsibility	Follows studio safety rules, cleans workspace, and respects school materials and equipment.

Growth Mindset	Accepts mistakes as part of the creative process and keeps improving techniques through practice and feedback.
Emotional Intelligence	Handles critique maturely, respects different artistic styles, and supports peers in the studio.
Integrity	Creates original work, completes projects honestly, and takes responsibility for effort and craftsmanship.

The following course goals derive from the 2014 National Core Arts Standards for Visual Arts. <https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

1. Creating

VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on the student's existing artwork.
VA:Cr1.2.IIa	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Organize and develop artistic ideas and work.
VA:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Refine and complete artistic work.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues. Select, analyze, and interpret artistic work for presentation.
VA:Cr3.1.IIa	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. Develop and refine artistic techniques and work for presentation.

2. Presenting

VA:Pr4.1.IIa	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.IIa	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. Perceive and analyze artistic work.

VA:Pr6.1.IIa	Make, explain, and justify connections between artists or artwork and social, cultural, and political history. Interpret intent and meaning in artistic work.
--------------	---

3. Responding

VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Apply criteria to evaluate artistic work.
---------------	---

VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
---------------	---

VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
--------------	--

VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
--------------	--

4. Connecting

VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. Synthesize and relate knowledge and personal experiences to make art
---------------	--

VA:Cn.11	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
----------	---

The following course goals derive from the 2016 Connecticut Common Core Visual Arts Standards: GRADE 9-12
https://portal.ct.gov/-/media/sde/arts/ccl_visual_arts_standards.pdf

1. Media	Students will understand, select and apply media, techniques and processes.
-----------------	--

CCS.VA.9-12.1	Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.
----------------------	---

CCS.VA.9-12.1.b	Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.
-----------------	---

CCS.VA.9-12.1.c	Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.
-----------------	---

2. Elements and Principles CCS.VA.9-12.2	Students will understand and apply elements and organizational principles of art.
CCS.VA.9-12.2.a	Judge the effectiveness of different ways of using visual characteristics in conveying ideas.
CCS.VA.9-12.2.b	Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.
3. Content CCS.VA.9-12.3	Students will consider, select and apply a range of subject matter, symbols and ideas.
CCS.VA.9-12.3.a	Use, record and develop ideas for content over time.
CCS.VA.9-12.3.b	Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning
4. History and Culture CCS.VA.9-12.4	Students will understand the visual arts in relation to history and cultures.
CCS.VA.9-12.4.a	Analyze and interpret artworks in terms of form, cultural and historical context, and purpose.
CCS.VA.9-12.4.b	Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.
CCS.VA.9-12.4.c	Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.
5. Analysis, Interpretation and Evaluation CCS.VA.9-12.5	Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
CCS.VA.9-12.5.a	Research and analyze historic meaning and purpose in varied works of art.
CCS.VA.9-12.5.b	Reflect critically on various interpretations to better understand specific works of art.
CCS.VA.9-12.5.c	Defend personal interpretations using reasoned arguments.

CCS.VA.9-12.5.d Apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content).

6. Connections
CCS.VA.9-12.6 **Students will make connections between the visual arts, other disciplines and daily life.**

CCS.VA.9-12.6.a Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style.

CCS.VA.9-12.6.b Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.

CCS.VA.9-12.6.c Create and solve interdisciplinary problems using multimedia.

CCS.VA.9-12.6.d Apply visual arts knowledge and skills to solve problems relevant to a variety of careers.

COURSE ENDURING UNDERSTANDINGS

The following course enduring understandings derive from the 2014 National Core Arts Standards for Visual Arts.

Students will understand that...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COURSE ESSENTIAL QUESTIONS

The following course essential questions derive from the 2014 National Core Arts Standards for Visual Arts.

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining, and developing work?

- How do life experiences influence the way you relate to art?
- What can we learn from our responses to art?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - The essential artistic vocabulary and the elements and principles of art which aid in the act of visualization and implementation of their own ceramic work.
 - The stages of clay, the stages of throwing on the wheel and an intermediate level of ceramic vocabulary.
 - The wheel-throwing processes by which ceramic artists create/express themselves through sculpture and vessels.
 - How to implement the techniques involved in the design and implementation of ceramic artifacts, including 3-D rendering, glazing, surface work and firing.
 - How to clearly articulate and analyze ceramic artworks and develop an ability to criticize works of their own and those of other artists.
 - How to identify the similarities and differences between historical and contemporary ceramic artifacts.
 - How to identify the ethnic and cultural diversity in ceramic form and process world-wide.
- Students will be able to . . .
 - Form an appreciation of ceramics as a critical connection between art and life.
 - Form an appreciation of historical and contemporary wheel-thrown ceramics within the interconnected traditions of folk art, fine craft and fine art.
 - Demonstrate an increased familiarity with professional clay studio practices.
 - Apply an intermediate working knowledge of ceramic form and decoration involving wheel-thrown ceramic works.
 - Apply their knowledge of the elements and organizational principles of art to the clay making process.
 - Form an increased confidence in creative visualization, self-expression and personal artistic style in a visual art.
 - Create multiple wheel-thrown clay artifacts that visually convey the student's unique artistic style and expression.
 - Critique theirs and other's clay work, while being able to maturely take constructive criticism.

COURSE SYLLABUS

Course Name

Intermediate Ceramics

Level

Intermediate

Prerequisites

Successful completion of Beginning Ceramics

General Description of the Course

Beginning Ceramics is a .5 credit, half year course. Intermediate ceramics is designed for artistically inquisitive students who like to work with their hands and are interested in further developing skills on the potter's wheel. Students work primarily with lowfire white earthenware clay. Intermediate Ceramics is intended to build upon previous knowledge and experiences from the Beginning Ceramics course, and prepare the intermediate Pottery student for the rigor of Advanced Pottery. Ceramics classes are designed to provide a culture of learning and creative discovery for all students. The primary emphasis is intermediate-level competence in hands-on studio work. Initially, students will build upon previous knowledge while investigating several different throwing techniques increasing in complexity of technique. Students will delve into the aesthetics of the potter's wheel. Intermediate Pottery students will not be limited to the mechanical movement and precision of the wheel. Students will have the opportunity to break out of the round, symmetrical cylinder in a loosening of process through (but not limited to) impressing, paddling, and faceting.

Technical and creative skills are honed as the semester progresses. Students will learn to consciously design original and innovative clay pieces, keeping in mind practical utility versus expressive qualities. Students will continue to enhance their ability to convey non-verbal ideas and emotions through their clay work, forming a conversation with those who interact with the artist and artifact. Intermediate Ceramics will continue to explore cultural, historic and contemporary wheel-thrown forms as they relate to specific assignments.

Students can expect to acquire the ability to create an array of functional and decorative forms. Teapots, Casseroles, Birdbaths and pitchers are a few of the forms, which will be addressed.

Assured Assessments

Formative Assessments:

- Observation of student techniques involved in the act of wheel- throwing.
- Question student work offering verbal feedback and constructive criticism.
- Provide one-on-one instruction offering guidance and suggestions.

Summative Assessments:

-
- Rubric for the assessment of implementation of intermediate wheel techniques.
- Trumbull High School Pottery Rubric

Criteria	4 - Exceeds Expectations	3 - Meets Expectations	2 - Approaching Expectations	1 - Needs Improvement
1. Technical Skill & Construction	Excellent understanding of wheel techniques; structurally sound & well-executed.	Good technique; form is stable and construction is mostly solid.	Some technical flaws; piece may have minor instability or imperfections.	Poor technique; structurally unsound or incomplete.
2. Craftsmanship	Very clean, well-finished, smooth edges, consistent thickness.	Mostly neat, some rough spots or inconsistencies.	Noticeable flaws in surface treatment or construction.	Sloppy or rushed appearance; lacks attention to detail.
3. Creativity & Originality	Highly creative and unique; shows strong personal voice or innovative approach.	Original idea; demonstrates effort to be creative.	Some creativity, but relies heavily on common ideas or templates.	Lacks originality; copied, uninspired, or unfinished concept.
4. Surface Treatment & Glazing	Glaze applied skillfully; enhances form; no glazing errors.	Good glaze application; minor flaws that don't distract.	Uneven, patchy, or poorly matched glaze colors.	Glaze is missing, chipped, or distracts from the form.
5. Functionality (if applicable)	Fully functional (if required); well-designed and usable.	Functional with minor usability concerns.	Some functional issues; design not fully considered.	Not functional or poorly planned (e.g., cup doesn't hold liquid).
6. Effort & Work Ethic	Consistent use of class time; went above and beyond project expectations.	Used time well; completed project thoroughly.	Occasional off-task behavior; could've put in more effort.	Did not use time effectively; minimal effort shown.

UNIT 1

Warm Up and Begin Creating Original Forms

Standards

At the completion of this unit, students will:

VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

VA:Cr2.2.Ia Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

Unit Goals

At the completion of this unit, students will familiarize themselves with the creation of original forms which are inspired by personal interests and experiences.

Unit Essential Questions

How does the revisiting/re-learning of throwing technique help me to express myself more effectively? How do ceramic artists become creatively original, able to design, create, and convey visual personal ideas?

What is a well-designed and created ceramic vessel and what importance does it play in conveying the idea of the maker? How do the components of the design translate from idea to object? How does one create a distilled and resolved vessel? How do I use clay and equipment to actualize my idea? By understanding the techniques of throwing and glazing, how do I use those skills to create an effectual piece?

Key Vocabulary:

- Centering
- Opening
- Pulling
- Incising
- Faceting
- Carving
- Safety
- Maintenance

Unit Scope and Sequence

Intermediate wheel-throwing techniques.

Clay-state management and appendage function considerations.

Formal and functional relationships within a given piece.

Glaze application, pattern usage and firing techniques.

Creating pieces that continue to develop personal ideas as they relate to clay.

Unit 1 Assured Assessments

On a daily basis, students interact in a group. Students are given daily individual feedback on their progress in learning. Students are given hands-on class activities, homework, and written assignments. Students keep a current clay notebook consisting of the unit's vocabulary, and performance tasks are tracked for each student.

Instructional Strategies:

Teaching through a combination of shared artifacts from an array of time periods

Demonstrations of ceramics-making techniques.

Videos of various cultures and individual makers.

Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

Students will create original works as a means of personal or group expression.

Students will use models and simulations to explore complex systems and issues.

Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources.

Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to analyze solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship Assured Learner Experiences and Suggested Learner Activities. Each student produces a series increasing in complexity of technique, from revisiting familiar ideas to exploring new ones.

UNIT 2

Exploring Creating original forms

Standards at the completion of this unit, students will:

- VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.1a Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Cr2.3.1a Collaboratively develops a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.**
- VA:Pr5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.
- VA:Re7.2.1a Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.

Vocabulary:

- Reflection
- Discovery
- Development
- Execution
- Imagery
- Form
- Technique

Unit 2 Goals

Students will investigate their own interpretations of various complex forms and surfaces. Repetition and practice will inform the development of their style and technique on the wheel.

Unit 2 Essential Questions

How does proper technique aid in the making of original wheel thrown forms?

What role does my understanding of the ability to manipulate clay on the potter's wheel play in my confidence that I will be able to create forms of my own design?

How is possessing an ability to unconsciously manipulate clay to its desired form critical to the ability to be creative in the making process?

How does one evaluate a well-crafted form?

What is the purpose of continuity of form?

How do your chosen influences relate to one another?

Unit 2 Scope and Sequence

Learning to comfortably manipulate clay and allow creativity and discovery to reside in one's work.

Identifying the subtleties in how various parts of a vessel (foot, belly, body, shoulder, and lip) relate.

Observing and creating original forms and understanding the relationships that define the particular work.

Developing mastery with the process of throwing clay on the potter's wheel

Instructional Strategies: Through technology in the form of computer searches, video presentations, image slideshows, and sound recordings, students will differentiate among techniques and styles of various time periods, cultures, and artists. Through looking at and touching artifacts, students will gain an understanding of the aesthetic qualities of kinesthetic/functional features of ceramic vessels.

Through experience, students will hone their skill and appreciation for the art of pottery making. Guide students through the process of enhancing their skills and developing their ideas. Students will confidently pursue unique functional forms.

Unit 2 Assured Assessments

On a daily basis, students interact in a group. Students are given daily individual feedback on their progress in learning. Students are given hands-on class activities, homework, and written assignments. Students keep a current clay notebook consisting of the unit's vocabulary, and performance tasks are tracked for each student.

Technology Competency Standards

1. Creativity and Innovation –

Students:

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students will create original works as a means of personal or group expression.

Students will use models and simulations to explore complex systems and issues.

Critical Thinking, Problem Solving, and Decision Making–

Students use critical thinking skills to plan and conduct research, manage products, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

Time Allotment 5 weeks

UNIT 3: Original Design/Implementation

Unit 3 Goals

Students will develop a personal style of the vessel, including an array of 12 or more forms; from birdbath to planter, teapot to pitcher.

Unit 3 Essential Questions

Why is a balance between idea, form and function so important to functional pottery?

What are the major visual tools used by potters?

What does a unique artwork involve?

How does an understanding of the relationship of form and proportion affect the voice of a piece?

What is the effect of the artwork's meaning when considering form, surface, and color on a completed piece?

Unit 3 Assured Assessments

On a regular basis, teachers will give one-on-one feedback and instruction to students. Class activities, written quizzes, and performance tasks for each vessel of study in this unit.

Students will complete a cumulative final exam for all three units.

Time Allotment/Pacing Guide 10 weeks

Unit 3 Scope and Sequence

The execution of original visual variable choices within multiple series of vessels. Students will focus on creating their own visual artistic language throughout their semester-long exploration.

Performance Standards

At the completion of this unit, students will:

VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.

VA:Re7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Vocabulary:

- Critique
- Presentation
- Theme
- Variation
- Connections

Assured Learner Experiences and Suggested Learner Activities:

Each student responds to demonstrations, artifacts, videos, and articles to design and create original ceramics products, demonstrating artistic voice within the ceramics world.

Time Allotment: 10 Weeks

CREDIT

.5 half credit

PREREQUISITES

.5 credits

Grades 9, 10, and 11 English

CURRENT REFERENCES**Texts**

- *Contemporary Studio Porcelain*. Peter Lane. Philadelphia: U of PA Press, 2003.
- *A Potter's Book*, Bernard Leach. London: Faber, 1988.
- *Wood-Fired Stoneware and Porcelain*. Jack Troy. Southborough, MA: Chilton, 1995.
- *New Ceramic Design*. Edmund De Wall. Madison, WI: Guild Publishing, 1997.
- Tourtillott, Suzanne J. *500 Cups, Ceramic Explorations of Utility & Grace*. Asheville, NC: Lark Books, 2005.
- *The Unknown Craftsman*. Soetsu Yanagi. Kodansha International. Tokyo, Japan.

TPS Vision of the Graduate Rubric

Skill Rubric: **Communication Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may be revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	/ 12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may be revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

OTHER RESOURCES

Texts

Contemporary Studio Porcelain. Peter Lane. Philadelphia: U of PA Press, 2003. A Potter's Book, Bernard Leach. London: Faber, 1988. Wood-Fired Stoneware and Porcelain. Jack Troy. Southborough, MA: Chilton, 1995. New Ceramic Design. Edmund De Wall. Madison, WI: Guild Publishing, 1997. 500 Cups. Tom Coleman. Lark Books. New York, NY. The Unknown Craftsman. Soetsu Yanagi. Kodansha International. Tokyo, Japan.

Units

Consider, as you're progressing through the Units, that ultimately all Course Goals, Course Enduring Understandings, Course Essential Questions, and Course Knowledge & Skills should be encompassed by the time all Units have elapsed.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Piano 2 Curriculum
Grades 9-12

2026

Curriculum Writing Team

Joshua Murphy

Vincent DiScala

Susan C. Iwanicki, Ed.D.

K-12 Music Team Leader, Trumbull High School

Wellness and Fine Arts Department Chair

Assistant Superintendent

Piano 2
Grades 9-12
Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	7
Course Essential Questions	7
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: Intermediate Music Literacy and Skill Review	10
Unit 2: Intermediate/Advanced Playing and Performance	13
Course Credit	16
Prerequisites	16
Current References	16
Assured Student Performance Rubrics	17
Vision of the Graduate Rubrics	20

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.
- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.
- Music is a pillar of cultural heritage and a means for interdisciplinary learning.
- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.
- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.
- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Piano 2 provides students with individualized training in intermediate to advanced piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn advanced levels of note reading and performance technique.. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students should have completed Introduction to Piano, prior piano experience, or have been granted instructor approval to enroll.

Mastering an instrument cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The music program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

Vision of the Graduate:

The Piano 2 course purposefully integrates the core competencies in the Trumbull Public Schools' Vision of the Graduate (VOG). These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate through piano playing, problem solving, and critical thinking.

VOG Competency	How It Is Embedded in the Course
Communication	Students communicate through attention to notation and serves as a starting point for a dialogue for how to best leverage expressive intent.
Self-Efficacy	Students are tasked with preparing musical pieces and works independently, a performance based assessment dependent on self-discipline and work ethic. Students are also encouraged to advocate to perform and assess with music that is relevant to their interests
Critical Thinking & Problem Solving	Comparing and contrasting performances. Students are asked to discuss and provide evidence for the technical, artistic, and cultural relevancies that informed each performance.
Collaboration	Music is a collaborative artform by nature. Students engage in this daily. Collaboration always occurs between composer, arranger, and performer as well as peer collaboration when relevant.
Growth Mindset	Musicians set a goal to perform and achieve qualities of a musical work, and work to move towards those goals each day.
Innovation	Students are tasked with creating new and unique arrangements of musical pieces and embellishing works within their repertoire.
Emotional Intelligence	Students will reflect on how elements of the artform convey or solicit emotional responses and how those connections are formed.
Integrity	Students are tasked with preparing musical pieces and works independently, a performance based assessment dependent on self-discipline and work ethic.

Additionally, the following course goals are further derived from the 2014 National Core Arts Standards - Music.

MU:Pr4.1.H.IIa	Performing/Select: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr6.1.H.Ia	Perform/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU:Pr4.2.H.IIa	Performing/Analyze: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles
MU:Pr4.3.H.IIa	Performing/Interpret: Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr5.1.H.IIa	Performing/Rehearse, Evaluate, and Refine: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.IIa	Performing/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
MU:Re7.1.H.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.2.H.IIa	Responding/Analyze: Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response..
MU:Re8.1.H.IIa	Responding/Interpret: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.H.IIa	Responding/Evaluate: Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening
MU:Cn10.0.H.IIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of creative work is the culmination of a process of creation and communication
- Performer's interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

COURSE ESSENTIAL QUESTIONS

- How do we judge the quality of Musical Performances?
- When is creative work ready to share?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play the piano.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context.
 - Essentials of music literacy including note identification, time signature identification, and rhythm reading.
 - How to demonstrate musical citizenship within an ensemble, the school, the greater community, and throughout life.
- Students will be able to . . .
 - Practice, rehearse, and perform music, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for continued performance and enjoyment of music making after high school.
 - Develop aural skills and music theory concepts within the context of music from a variety of cultures and styles.
 - Appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Perform a wide variety of historically and culturally significant repertoire of multiple styles.
 - Improve technical skills such as posture, articulation, rhythm, phrasing, expression, scales, and essentials of good musicianship.

COURSE SYLLABUS

Course Name

Piano 2

Level

ACP

Prerequisites

Completion of Piano 1, Prior piano experience, or instructor approval.

General Description of the Course

Piano 2 provides students with individualized training in intermediate piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students should have completed Introduction to Piano, have prior playing experience, or be granted instructor approval to enroll.

Assured Assessments

Formative Assessments:

- Playing Assessments
- Class Participation
- Performance Reflections
- Professional Musician Review
- Music Theory Worksheets

Summative Assessments:

- Class Performances
- Playing Assessments
- Final Examination

Supplemental Texts

- Piano Sheet music
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Piano Technique supplements as necessary

UNIT 1

Intermediate Music Literacy and Piano Skill Review

Unit Goals

At the completion of this unit, students will:

MU:Pr4.1.H.IIa	Performing/Select: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr6.1.H.Ia	Perform/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
MU:Pr4.2.H.IIa	Performing/Analyze: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles
MU:Pr4.3.H.IIa	Performing/Interpret: Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
MU:Pr5.1.H.IIa	Performing/Rehearse, Evaluate, and Refine: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
MU:Pr6.1.H.IIa	Performing/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

MU:Re7.1.H.IIa

Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.2.H.IIa

Responding/Analyze: Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response..

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- When is creative work ready to share?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Note Reading
- Rhythm Reading
- Time Signature Identification
- Key Signature Identification
- Intermediate Harmonic Progressions
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Personal Reflection
- Major, Minor, and Dominant Chord Structures
- Major Scale Hand Positions
- Moving across Multiple Octaves on the Piano
- Practice expectations and etiquette, procedures, practice habits

Key Vocabulary:

- Major and Minor Scales

- Major and Minor Triads
- Accompaniment
- Hand Position/Grips
- Octave
- Key Signature

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance-based class, they will be required to bring their sheet music, and folder to class each day. They will also be required to follow practice etiquette and provide feedback and reflection on their performance.

Students will also be required to fill out weekly performance and practice reflections to track their progress throughout the semester. They will also set weekly goals for themselves which they will have to reflect on throughout the class period.

Students will be required to complete basic music theory assessments to monitor their growth in the areas of basic note and rhythm reading, thus enabling them to be successful in this course.

Summative Assessments:

Students will perform a Piano Recital for the entire class on an acoustic piano once each month. They will be assessed on the appropriate piece selection as well as their personal progress.

Resources

Core

- Music Theory Worksheets
- Sheet Music
- Piano Hand Position Diagrams

Supplemental

- Rhythm supplements
- Basic Piano Warmups
- Scale Supplements
- Piano Technique Supplements

Time Allotment

- Approximately 4-6 Weeks and ongoing throughout the semester

UNIT 2

Intermediate/Advanced Playing and Performance

Unit Goals

At the completion of this unit, students will:

- MU:Pr4.1.H.IIa** **Performing/Select: Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.**
- MU:Pr6.1.H.Ia** **Perform/Present:** Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU:Pr4.2.H.IIa** **Performing/Analyze:** Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles
- MU:Pr4.3.H.IIa** **Performing/Interpret:** Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- MU:Pr5.1.H.IIa** **Performing/Rehearse, Evaluate, and Refine:** Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6.1.H.IIa** **Performing/Present: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).**

- MU:Re7.1.H.IIa **Responding/Select:** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- MU:Re7.2.H.IIa **Responding/Analyze:** Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response..

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- When is creative work ready to share?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Intermediate Harmonic Progressions and accompaniment
- 12-Bar Blues Form
- Practicing music appropriate to the individual
- Listening to model recordings and related works
- Solo and Duet works for Piano of various genres
- Personal Reflection
- Major, Minor, Diminished, Dominant, and Augmented Triad and Chord Structures
- Practice expectations and etiquette, procedures, and habits
- Listening to model recordings and related works
- Practice expectations and etiquette
- Various Styles and Melodies from different stylistic and cultural backgrounds
- Expressive Dynamics ranging from piano to forte
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.

Key Vocabulary:

- Musical Form
- Stylistic Expression
- Major, Minor, Diminished, Dominant, Augmented Triads
- Duet
- Harmonic Progression

Unit Assured Assessments**Formative Assessments:**

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement.

Students will also be required to fill out weekly performance and practice reflections to track their progress throughout the semester. They will also set weekly goals for themselves which they will have to reflect on throughout the class period.

Students will also be required to listen to several recordings of professional piano players and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance-based class, they will be required to bring their sheet music, and folder to class each day. They will also be required to follow practice etiquette and provide feedback and reflection on their performance.

Summative Assessments:

Students will perform a Piano Recital for the entire class on an acoustic piano once each month. They will be assessed on the appropriate piece selection as well as their personal progress.

ResourcesCore

- Piano Sheet Music

Supplemental

- Rhythm supplements
- Hanon Technique Exercises
- Major Scale Sheets
- Piano Positioning Diagrams
- Chord Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One half credit in the Arts
One period for one semester

PREREQUISITES

Completion of Introduction to Piano, Prior piano experience, or instructor approval.

CURRENT REFERENCES

- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Piano 2 Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Trumbull Schools Vision of the Graduate Rubric

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	- Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	- Establishes a purpose - Demonstrates an awareness of audience and task	- Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

Piano 2 Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently throughout class period
- Offers insightful during personal reflections and one to one instruction
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently for 80% of class period
- Sometimes offers feedback during personal reflections and one to one instruction
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class and practices no more than 60% of the time.
- Rarely responds to feedback during personal reflections and one to one instruction
- Sometimes distracted or inattentive

2

- Fails to participate in practice for 80% of class period
- Does not respond to other students' ideas
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Does not participate in class
- Disruptive during class discussions
- Disrespectful to others

VISION OF A GRADUATE - GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

___ / 12

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

UConn ECE Popular Music & Diversity in American Society Grades 10-12

2026

Curriculum Writing Team

Joshua Murphy

Vincent DiScala

Susan C. Iwanicki, Ed.D.

K-12 Music Team Leader, Trumbull High School

Wellness and Fine Arts Department Chair

Assistant Superintendent

UConn ECE Popular Music & Diversity in American Society

Grades 10-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	6
Course Essential Questions	7
Course Knowledge & Skills	7
Course Syllabus	8
Unit 1: Introduction and Music from 1900-1959	9
Unit 2: Music from 1960-1979	11
Unit 3: Music from 1980-1999	14
Unit 4: Music from 2000 – Today	17
Course Credit	19
Prerequisites	19
Current References	19
Assured Student Performance Rubrics	19
Vision of the Graduate Rubrics	21

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

We believe:

- Music is an inextricable part of the human experience, and every individual is inherently musical.
- Every student should be assured a high-quality course of music instruction, taught by qualified music educators.
- Music is a pillar of cultural heritage and a means for interdisciplinary learning.
- Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.
- Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.
- All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Piano 2 provides students with individualized training in intermediate to advanced piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn advanced levels of note reading and performance technique.. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students should have completed Introduction to Piano, prior piano experience, or have been granted instructor approval to enroll.

Mastering an instrument cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The music program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music

COURSE GOALS

The UConn ECE Popular Music & Diversity in American Society course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	How It Is Embedded in the Course
Communication	Students regularly articulate ideas through one-page reaction papers, written assessments, short analyses of musical listenings, class discussions, and participation. They use appropriate musical vocabulary to discuss styles, contexts, and meanings. The culminating projects (annotated playlists or podcasts) require students to clearly explain song significance, historical/cultural context, and personal relevance in written and/or spoken form.
Self-Efficacy	Built through independent work on reflections, analyses, and culminating projects where students connect course content to their own lives and identities. Students develop confidence by mastering musical vocabulary, listening skills, and interpretive abilities. The emphasis on personal choice in music selection, lifelong learning, and creating personal playlists/podcasts reinforces belief in their own musical and cultural voice.
Critical Thinking & Problem Solving	Central to the entire course. Students analyze musical structures, evaluate works using research and criteria, interpret expressive intent, and connect popular music to broader social, political, historical, and cultural contexts. Unit tests, listening analyses, reaction papers, and discussions require critical evaluation of how music reflects and influences American society, race, gender, class, and politics.
Collaboration	Supported through daily class discussions, respectful listening to peers (as outlined in the ECE Pop Music Participation Rubric), and collaborative development of evaluation criteria. Group dialogue around readings, listenings, and shared interpretations fosters teamwork. While projects are often individual, the classroom culture emphasizes collective exploration of ideas.
Growth Mindset	Embedded in the enduring understandings: openness to new ideas, persistence, refining work through feedback, and embracing new musical/cultural contexts. Students engage in ongoing reflections on readings and listenings, respond to instructor feedback, and explore evolving music history across decades, encouraging adaptability and continuous learning.

VOG Competency	How It Is Embedded in the Course
Innovation	Encouraged through creative culminating projects: students design annotated playlists or podcasts that synthesize historical knowledge with personal or protest-oriented musical choices. They make original connections between past and present music, multiple identities, and contemporary issues, demonstrating creative synthesis and innovative expression.
Emotional Intelligence	Deeply integrated via the study of music as a symbol of identity (race, ethnicity, gender, class, generation). Students explore emotional and expressive intent in music, examine diversity and cultural heritage, and develop empathy by understanding varied American traditions (African American, European American, Latin American) and their social/political contexts.
Integrity	Reflected in the emphasis on ethical conduct, honest analysis of sources, respectful dialogue, and accurate representation of historical and cultural contexts (including racial politics). The participation rubric rewards respectful listening and appropriate behavior, while the course promotes responsible engagement with diverse perspectives and truthful interpretation of music's role in society.

Additional core Course Goals are further derived from the following the 2014 National Core Arts Standards - Music:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

MU:Cn10.0.H.IIa

Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.T.IIa

Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Performer's interest in and knowledge of musical works, understanding of their own
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

COURSE ESSENTIAL QUESTIONS

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

COURSE KNOWLEDGE & SKILLS

- Students will be able to . . .
 - Discuss popular music using appropriate musical vocabulary
 - Identify major styles of popular music by ear
 - Situate specific trends within the larger context of American popular music
 - Connect the sound and style of popular music to American Culture and politics
 - Discuss the impact of social, political, and technological changes on popular music

COURSE SYLLABUS

Course Name

Uconn ECE Popular Music and Diversity in American Society

Level

Honors

Prerequisites

None

General Description of the Course

This course examines American popular music within its historical and social context, primarily throughout the 20th century. It will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course: the role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation, etc.) The interaction of European American, African American, and Latin American traditions the influence of mass media and technology (printing, recording, radio, video, internet)

Assured Assessments

Formative Assessments:

- Written Assessments
- Class Participation
- Performance Reflections
- Reading Reflections
- Professional Musician Review

Summative Assessments:

- Written Assignments
- Annotated Playlist or Podcast Project
- Midterm Exam
- Final Exam

Supplemental Texts

Larry Starr & Christopher Waterman, *American Popular Music: From Minstrelsy to MP3*, 5th ed. (Oxford University Press, 2017). ISBN 9780190632991.

UNIT 1

Introduction and Popular Music from 1900-1959

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 1 Vocabulary:

- Elements of music
- Musical identity
- Diversity in music
- Blues

- Hillbilly music
- Jazz
- Swing
- Rock 'n' roll
- Cultural context
- Expressive intent
- Racial Politics

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Introduction: Music, identity, and diversity
- The elements of music
- 19th Century and early 20th Century roots (Starr & Waterman Chaps. 1-3)
- Popular song genres c. 1920-1945 (Starr & Waterman Chap. 4)
- Blues and hillbilly music in the 1920s (Starr & Waterman Chap. 5)
- *Racial politics and the rise of jazz* (Starr & Waterman Chap. 6)
- *The post-war decade 1946-1954* (Starr-Waterman Chap. 7)
- The rock 'n' roll explosion 1954-1959 (Starr-Waterman Chap. 8)

Unit Assured Assessments

Formative Assessments:

Students will write several one-page reaction papers on the readings and listenings.
 Students will prepare a short analysis on two to three listenings we do across the unit.
 Students will actively participate in discussions each day in class.
 Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit.
 This will consist of listening and written portions.

Resources

Core

- Textbook
- Access to Husky CT
- Music Streaming service

Time Allotment

Approximately 4 weeks

UNIT 2

Music from 1960-1979

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:Re8.1.E.IIa

Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 2 Vocabulary:

- British Invasion
- Soul music
- Folk music
- Disco
- Punk
- Counterculture
- Protest music
- Genre fusion
- Social movements

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- American Pop & the 'British Invasion' (Starr & Waterman Chap. 9) Soundtrack for a Revolution Film
- Country, Soul, and Folk in the 1960s (Starr & Waterman Chap. 10)
- Rock and Disco c. 1967-1978 (Starr & Waterman Chaps. 10-11)
- 'Outsider' genres in the 1970s: outlaws & punks (Starr & Waterman Chap. 12)

Unit Assured Assessments

Formative Assessments:

Students will write several one-page reaction papers on the readings and listenings

Students will prepare a short analysis on two to three listenings we do across the unit.

Students will actively participate in discussions each day in class.

Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit. This will consist of listening and written portions.

Resources

Core

- Textbook
- Access to Husky CT
- Music Streaming service.

Time Allotment

- Approximately 4 weeks

UNIT 3
Music from 1980-1999

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 3 Vocabulary:

- Hip-hop
- Alternative music
- Pop mainstream
- Gender and race in music
- Music video culture
- Commercialization
- Sampling
- Identity politics

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Gender, race, and the pop mainstream in the 1980s (Starr & Waterman Chap. 13)
- The 1990s: The rise of Hip-hop (Starr & Waterman Chap. 14)
- The 1990s cont.: 'Alternative' musics (Starr & Waterman Chap. 14)

Unit Assured Assessments**Formative Assessments:**

Students will write several one-page reaction papers on the readings and listenings

Students will prepare a short analysis on two to three listenings we do across the unit.

Students will actively participate in discussions each day in class.

Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit. This will consist of listening and written portions.

Students will prepare a culminating project where students will interview their parents or guardians and create a podcast or annotated playlist of music that was important to them growing up. This includes a discussion of the songs and their significance in their lives.

ResourcesCore

- Textbook
- Access to Husky CT
- Music Streaming service.

Time Allotment

- Approximately 4 weeks

UNIT 4

Music from 2000 - Today

Unit Goals

At the completion of this unit, students will:

MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
MU:Re9.1.E.IIa	Respond/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU:Cn10.0.H.IIa	Connecting (Synthesis): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.T.IIa	Connecting (Relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7.1.E.IIa	Respond/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Respond/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Respond/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music,

contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re9.1.E.IIa

Respond/Evaluate: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 4 Vocabulary:

- Multiple identities
- Globalization of music
- Protest music
- Digital streaming
- Contemporary genres
- Personal soundtrack
- Cultural appropriation
- Music and activism

Unit Essential Questions

- How do we judge the quality of Musical Performances?
- How do individuals choose music to experience?
- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

Unit Scope and Sequence

- Who are you/we now? Music and multiple identities from the local to the global (Starr & Waterman Chap. 15)
- Music of today

Unit Assured Assessments

Formative Assessments:

Students will write several one-page reaction papers on the readings and listenings

Students will prepare a short analysis on two to three listenings we do across the unit.

Students will actively participate in discussions each day in class.

Students will be assessed using sporadic quizzes throughout the unit.

Summative Assessments:

Students will take a unit test comprising all the information that has been discussed in this unit. This will consist of listening and written portions.

Students will prepare a culminating project where students create a podcast or annotated playlist of protest music that matters to them. This includes a discussion of the songs and their significance.

Resources

Core

- Textbook
- Access to Husky CT
- Music Streaming service.

Time Allotment

- Approximately 4 Weeks

CREDIT

One half credit in the Arts
One period for one semester

PREREQUISITES

No prior experience needed

CURRENT REFERENCES

- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Larry Starr & Christopher Waterman, *American Popular Music: From Minstrelsy to MP3*, 5th ed. (Oxford University Press, 2017). ISBN 9780190632991.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Piano 2 Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Trumbull Schools Vision of the Graduate Rubric

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	Student work: - Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	Student work: - Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	Student work: - Establishes a purpose - Demonstrates an awareness of audience and task	Student work: - Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

ECE Pop Music Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and practices diligently throughout class period
- Offers insight feedback during personal reflections and one to one instruction
- Respects and actively listens while others are speaking

4

- Arrives prepared to class with all materials
- Sometimes class guidelines
- Sometimes offers feedback during personal reflections and one to one instruction
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class.
- Rarely responds to feedback during personal reflections and one to one instruction
- Sometimes distracted or inattentive

2

- Fails to participate in class
- Does not respond to other students' ideas
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Does not participate in class
- Disruptive during class discussions
- Disrespectful to others

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE **- GRADES 9-12**

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	<u> </u> / 12

(Note: VOG Rubrics may revised by the district committee as needed)

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Honors Wind Ensemble Curriculum
Grades 10-12

2026

Curriculum Writing Team

Joshua Murphy

Vincent DiScala

Susan C. Iwanicki, Ed.D.

K-12 Music Team Leader, Trumbull High School

Wellness and Fine Arts Department Chair

Assistant Superintendent

Honors Wind Ensemble

Grades 10-12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	7
Course Essential Questions	8
Course Knowledge & Skills	8
Course Syllabus	9
Unit 1: CMEA Western Region Audition and Winter Concert Preparation	10
Unit 2: CMEA Western Region Audition and Winter Concert Performance	13
Unit 3: Spring Concert Preparation	16
Unit 4: Spring Concert and Student Recital Preparation	19
Course Credit	22
Prerequisites	22
Current References	22
Assured Student Performance Rubrics	22
Vision of the Graduate Rubrics	26

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

We believe:

Music is an inextricable part of the human experience, and every individual is inherently musical.

Every student should be assured a high-quality course of music instruction, taught by qualified music educators.

Music is a pillar of cultural heritage and a means for interdisciplinary learning.

Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.

Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.

All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Honors Wind Ensemble is an elective course offered by the Trumbull Public Schools Music Department. This is a full year course and could be a half year course depending on student schedule and need. Concert band meets three out of four days of the Trumbull High School class rotation. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, music festivals/adjudication and other community performances.

The Honors Wind Ensemble is a traditional performing ensemble that is an important part of the school culture and community. Students working cooperatively to perform with woodwind, brass, and percussion instruments can play a wide range of music in concerts, music festivals and other school and community events. Mastering an instrument and participating in a band program cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The band program gives

students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

The Honors Wind Ensemble course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

VOG Competency	How It Is Embedded in the Course
Communication	Students communicate musically through expressive performance, dynamic contrast, articulation, phrasing, and non-verbal cues with the conductor and ensemble. They provide feedback during rehearsals, participate in class discussions, complete written performance/concert reflections, and use musical terminology in reflections and assessments. Written concert reviews and performance reflections further develop articulate expression of musical ideas.
Self-Efficacy	Developed through individual practice requirements, personalized goals, playing assessments, and independent preparation for auditions (e.g., CMEA Western Region). Students take ownership of their musical role, record and self-assess performances, reflect on personal growth, and build confidence by mastering challenging repertoire, scales, and technical skills across the year.
Critical Thinking & Problem Solving	Central to rehearsal and performance processes. Students analyze musical structures, style, genre, and context; make interpretive decisions; evaluate and refine their playing based on criteria; solve ensemble challenges (balance, blend, intonation, timing); and apply theoretical knowledge to improve technique and expression. Reflections and concert reviews require critical analysis of performances.
Collaboration	Strongly emphasized as a core element of the ensemble experience. Students work cooperatively in rehearsals and performances, listen respectfully to others (per Participation Rubric), offer and receive feedback, adjust their playing to achieve ensemble goals (balance, blend, intonation), and contribute to the success of concerts, festivals, and recitals.
Growth Mindset	Embedded throughout the course through continuous rehearsal, evaluation, and refinement of performances. Students embrace openness to feedback, persist through challenging repertoire, set personal goals, reflect on areas for improvement after concerts and auditions, and progressively tackle more advanced technical and musical demands across the four units.

VOG Competency	How It Is Embedded in the Course
Innovation	Supported through creative interpretation of repertoire, improvisational elements where applicable, and student-led recital preparation. Students make artistic choices in phrasing, expression, and dynamics to connect with audiences, while synthesizing historical/cultural context with personal musical expression.
Emotional Intelligence	Developed by performing music with expressive intent, understanding emotional content in varied styles and cultures, and connecting personally with repertoire. Ensemble playing builds empathy and awareness of others' contributions, while reflections encourage recognition of emotional impact on self and audience.
Integrity	Reflected in the emphasis on ethical conduct, personal responsibility (bringing materials, consistent practice, full effort in rehearsals), respectful behavior toward peers and the ensemble (Participation Rubric), honest self-assessment in reflections, and commitment to high-quality, accurate performances.

Additional core Course Goals are further derived from the following 2014 National Core Arts Standards - Music:

MU:Cr1.1.E.IIIa	Creating/Imagine: Compose and improvise musical ideas for a variety of purposes and contexts
ME:Cr2.1.E.8a	Creating/Plan and Make: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or text(s) studied in rehearsal.
MU:Cr.w.1.E.IIb	Creating/Plan and Make: Preserve draft compositions and improvisations through standard notation, audio or video recording.
MU:Cr3.1.E.Ia	Creating/Evaluate and Refine: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU:Cr3.2.E.Ia	Creating/Present: Share personally developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes..
MU.Pr4.1.E.IIa	Performing/Select: 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.

MU.Pr4.2.E.Ia

Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU.Pr4.3.E.IIa

Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU.Pr5.1.E.IIIa

Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music

MU.Pr6.1.E.IIIa

Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

MU.Pr6.1.E.IIIb

Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.

MU.Re7.1.E.IIa

Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:Re8.1.E.IIa

Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

MU:Cn10.0.H.IIIa

Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians presentation of creative work is the culmination of a process of creation and communication
- Performer's interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

COURSE ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- What does sound look like in music?
- What does silence look like in music?
- How can musicians look at a piece of music and know how to interpret it?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play an instrument.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context
- Students will be able to . . .
 - Practice, rehearse, and perform music, alone or with others, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for participation in college and community bands after high school.
 - Take ownership of their musical role within the group and appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Improve technical skills such as posture, tone quality, articulation, rhythm, breathing, phrasing, expression, scales, rudiments, and essentials of good musicianship.
 - Demonstrate a characteristic tone on their instrument

COURSE SYLLABUS

Course Name

Wind Ensemble

Level

Honors

Prerequisites

This course is intended for students in grades 10-12 with prior elementary and/or middle school experience on a traditional band instrument, including instruments such as: flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, baritone horn, tuba, keyboard/mallet instruments, or percussion.

General Description of the Course

Wind Ensemble is a continuation of the Concert and Marching/Symphonic band classes designed to give advanced students an opportunity to rehearse and perform in a higher-level group. Music will be more challenging and expectations for practice and performance. Prime emphasis will be on improving individual musicianship and advanced ensemble techniques. Performance opportunities will be plentiful and varied. This course will be open to students who have passed a placement audition, or have been granted instructor approval.

Assured Assessments

Formative Assessments:

- Playing Assessments
- Class Participation
- Performance Reflections
- Professional Musician Review
- Concert Review
- Music Theory Worksheets

Summative Assessments:

- Performances
- Playing Assessments
- CMEA Western Region Festival Audition
- Final Examination

Supplemental Texts

- Wind Ensemble music
- King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Instrumental technique supplements as necessary

UNIT 1

CMEA Western Region Audition and Winter Concert Preparation

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIIa	Performing/Select: Develop and apply criteria to select varied programs 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.
MU.Pr4.2.E.IIa	Performing/Analyze: 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.
MU.Pr4.3.E.IIIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIIa	Responding/Analyze: Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

MU:RE9.1.E.IIa

Responding/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 1 Vocabulary:

- Tone quality
- Intonation
- Articulation
- Balance and blend
- Ensemble timing
- Sight-reading
- Rehearsal etiquette
- Dynamics (pianissimo to fortissimo)
- Major and chromatic scales
- Phrasing
- Expressive playing

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation
- Sight reading appropriate sheet music, grade 2.5 – 3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales, Chromatic Scale
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up and including to 16th notes and rests.
- Reading and demonstrating understanding of 4/4, 5/4, 3/4, 2/4, and 6/8 time signatures

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will be required to prepare and audition for the CMEA Western Region Festival. Auditions take place in mid-November. They will be assessed by the instructor on their preparation as it relates to pitch and rhythmic accuracy. Students are expected to work independently on this preparation with guidance from the instructor.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Students will also be required to fill out performance reflections following each concert to reflect on the performance of themselves as well as their peers in relation to our rehearsals and seek areas for improvement.

Summative Assessments:

Students will be required to record all their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concert.

Resources

Core

- Foundations for Superior Performance
- Concert Music
- CMEA Western Region Audition Repertoire

Supplemental

- Rhythm supplements
- Full Band Warmups
- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

CMEA Western Region Audition and Winter Concert Performance

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIIa	Performing/Select: Develop and apply criteria to select varied programs 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.
MU.Pr4.2.E.IIa	Performing/Analyze: 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.
MU.Pr4.3.E.IIIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.
MU:Re7.2.E.IIIa	Responding/Analyze: Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

MU:RE9.1.E.IIa

Responding/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 2 Vocabulary

- Expressive dynamics
- Triplets
- Natural minor scales
- Interpretive decisions
- Model recordings
- Rhythmic accuracy
- Audience connection
- Performance reflection

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of music grades 4-4.5
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales, Natural Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.
- Reading and demonstrating understanding of simple meter and basic time signatures.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also be required to listen to several recordings of professionals who play the same instrument as them and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Summative Assessments:

Students will perform at the Winter Concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will audition for the CMEA Western Region Festival. This will serve as the summation of their preparation of the material. Students will be required to perform their prepared piece, major and chromatic scales, as well as sight-read at an appropriate level. An independent adjudicator will assess their performance and give a numerical score to determine acceptance to the festival. Student's grade will be based on their participation and performance of the material to the teacher prior to this audition.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Foundations for Superior Performance
- Concert Music
- CMEA Western Region Audition Repertoire

Supplemental

- Rhythm supplements
- Scale Supplements
- Full Band Warmups
- Instrumental Technique Supplements

Time Allotment

Approximately 8-10 Weeks

UNIT 3

Spring Concert Preparation

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------|--|
| MU.Pr4.1.E.IIIa | Performing/Select: Develop and apply criteria to select varied programs 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. |
| MU.Pr4.2.E.IIa | Performing/Analyze: 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. |
| MU.Pr4.3.E.IIIa | Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience. |
| MU.Pr5.1.E.IIIa | Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music |
| MU.Pr6.1.E.IIIa | Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles. |
| MU.Pr6.1.E.IIIb | Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. |
| MU:Re7.2.E.IIIa | Responding/Analyze: Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. |
| MU:RE9.1.E.IIa | Responding/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context. |

- MU:Cn10.0.H.IIIa **Connecting (synthesis; personal/individual):** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- MU:Cn11.0.T.IIIa **Connecting (relating):** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 3 Vocabulary

- Melodic minor scales
- Odd time signatures
- Stylistic interpretation
- Ensemble challenges
- Concert review
- Technical demands
- Rehearsal strategies

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of music grades 3-4.5
- Sight reading appropriate sheet music, grade 2.5-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major, Natural Minor, Melodic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes and rests
- Reading and demonstrating understanding of odd time signatures

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Students will be required to attend a concert and write a review of the concert. This review should include connections to their studies in this course as well as draw as their outside experience in music.

Summative Assessments:

Students will perform at the Spring concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Foundations for Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Week

UNIT 4

Spring Concert and Student Recital Preparation

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------|--|
| MU.Pr4.1.E.IIIa | Performing/Select: Develop and apply criteria to select varied programs 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. |
| MU.Pr4.2.E.IIa | Performing/Analyze: 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. |
| MU.Pr4.3.E.IIIa | Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience. |
| MU.Pr5.1.E.IIIa | Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music |
| MU.Pr6.1.E.IIIa | Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles. |
| MU.Pr6.1.E.IIIb | Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. |
| MU:Re7.2.E.IIIa | Responding/Analyze: Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. |

MU:RE9.1.E.IIa

Responding/Evaluate: Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Unit 4 Vocabulary:

- Harmonic minor scales
- Compound time signatures
- Student recital
- Expressive qualities
- Solo performance
- Performance refinement
- Self-assessment

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of sheet music grades 3.5-5
- Sight reading appropriate sheet music, grade 2.5-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures
- Major, Natural Minor, Melodic Minor, Harmonic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.
- Reading and Demonstrating understanding of compound and odd time signatures.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will fill out a concert reflection form. This will allow them to reflect on their work, as well as that of the ensemble, and discover areas for improvement.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Summative Assessments:

Students will perform their student recital pieces for the class. This performance will serve as the summation of their work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Foundations of Superior Performance
- Concert Music
- Student Recital Repertoire

Supplemental

- Rhythm supplements
- Scale Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One honors credit in the Arts
One class period for three of four days in the schedule rotation for a full year

PREREQUISITES

This course is intended for advanced students who have completed at least three years of previous playing experience on a traditional band instrument. Instructor approval is required. These include Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Baritone Horn, Trombone, Tuba, or Percussion.

CURRENT REFERENCES

- King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985
- JW Pepper Music Company Website - www.jwpepper.com
- Miles, R. and Blocher, L. *Teaching Music Through Performance in Band*. G.I.A. Publications: 1997

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Concert Band Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Final Examination Grading Criteria
- Trumbull Schools Vision of the Graduate Rubric

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X _____	Student work: - Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	Student work: - Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	Student work: - Establishes a purpose - Demonstrates an awareness of audience and task	Student work: - Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X _____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X _____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X _____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Trumbull High School/School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

Honors Wind Ensemble Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Offers insightful feedback to the ensemble
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials

- Follows class guidelines and participates in the flow of rehearsal
- Sometimes offers feedback to the ensemble
- Respects and listens to others' ideas/opinions

3

- Rarely participates in rehearsal, but will perform when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

2

- Fails to participate rehearsal, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 **GOAL**

Exceeds: 10 - 12

 /
12