

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Exploratory Chorus

CAC Approval Date: April 29, 2026 Board Approval Date: May 21, 2026	Course Length: 1 Semester
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 6, 7, 8	Subject Area: VAPA Elective Area (if applicable): Fine Arts
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: N/A	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

This course is designed to provide vocal instruction and general musicianship skills for all beginning choral students. Instruction will include beginning music literacy and music theory and will emphasize differences in music styles as they relate to the history of music and the interpretation of specific pieces. Emphasis will be placed on basic ensemble singing skills such as pitch matching, tone production, reading rhythms, listening and responding and ear training. Students will be required to attend one local performance during the year as audience members. Course requirements include at least 1 evening concert. Students will perform unison and two part songs.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Vocal Production	How does proper breath technique influence vocal sound? How does proper body alignment influence a good, natural vocal tone?	*Teacher observations *Daily performance assessment	*Demonstration of good vocal production through a warmup or simple round
Unit 1 Essential Standards 6.MU:Cr1 7.MU:Cr1 8.MU:Cr1			
2. Elements of a Choral Performance	What are the qualities of a choral performance?	*Teacher observations *Daily performance assessment	*Graded demonstration of skills *Performances
Unit 2 Essential Standards 6.MU:Cr2 7.MU:Cr2 8.MU:Cr2			
3. Music Reading and Vocabulary	What is a solfeggio for a major scale? What are the notes on the grand staff? How does understanding the structure and context of musical works inform performance? Formative quizzes, teacher observations, theory and ear training assignments, daily skills/ performance assessments	*Formative quizzes *Teacher observations *Theory and ear training assignments *Daily skills/ performance assessments	*Theory tests *Graded demonstrations of skills
Unit 3 Essential Standards 6.MU:Re9 7.MU:Re9 8.MU:Re9			
4. Listening and Responding to Choral Literature	How do we judge the quality of musical work(s) and performance(s)?	*Listening and responding to aural examples	*Project *Student presentations *Written reflections.

Unit 4 Essential Standards 6.MU:Re7.2 7.MU:Re7.2 8.MU:Re7.2			
5. Ear Training and Sight Singing	How does understanding the structure and context of musical works inform performance? How do musicians improve the quality of their performance?	*Formative quizzes *Teacher observations *Theory and ear training assignments *Daily skills/ performance assessments	*Ear training tests *Graded demonstration of skills
Unit 5 Essential Skills 6.MU:Cr1 7.MU:Cr1 8.MU:Cr1			
6. Music History	How does understanding the structure and context of musical works inform performance?	*Class discussions *Projects	*Projects *Student presentations *Written reflections
Unit 6 Essential Standards 6.MU:Cn11 7.MU:Cn11 8.MU:Cn11			
7. Aesthetic Valuing	How do performers interpret musical works? How do we discern musical creators' and performers' expressive intent? How do we judge the quality of musical works and performances?	*Class discussions *Projects	*Projects *Student presentations *Written reflections
Unit 7 Essential Standards 6.MU:Pr4.3 7.MU:Pr4.3 8.MU:Pr4.3			
8. Ensemble Performance	When is a performance judged ready to present? How does context and the manner in which musical work is presented influence audience response? How do we judge the	*Teacher observations *Daily skills/performance assessments *Dress rehearsals for performance	*Performances *Singing tests *Written reflections

	quality of musical works? How do musicians make meaningful connections to creating, performing, and responding?		
Unit 8 Essential Standards 6.MU:Pr4.2 7.MU:Pr4.2 8.MU:pr4.2			
9. Composition and/or Arranging	How do musicians generate creative ideas? How do musicians make creative decisions?	*Composition assignments *Informal assessments *Class discussions	*Written composition projects *Performances of student compositions
Unit 9 Essential Standards 6.MU:Cr1 7.MU:Cr1 8.MU:Cr.1			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://nafme.org/wp-content/uploads/2023/04/Core-Music-Standards-EUs-EQs-Definitions.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/vp/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://nafme.org/wp-content/uploads/2023/04/2014-Music-Standards-Ensemble-Strand.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	<i>N/A</i>			