

**COLUMBUS CITY SCHOOLS
CHORUS GRADE 7 SCOPE AND SEQUENCE/TIMELINE**



FIRST GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
<p>1. Singing, alone and with others, a varied repertoire of music</p>	<p>A: Sing, alone and in ensembles, demonstrating stylistic expression and musical accuracy.</p>	<p>___ GLI 1: Sings vocal exercises and short melodic phrases that strengthen diction, harmonization, breath support, articulation, and intonation.</p> <p>___ GLI 2: Sings a varied repertoire of music representing diverse genres and cultures with expression and musical accuracy.</p> <p>___ GLI 3: Sings, refines, and memorizes 10-12 choral pieces written for unison and 2 parts, incorporating the proper breath support, tone, and expression.</p> <p>___ GLI 4: Responds appropriately to the musical and expressive cues of a conductor.</p>	<p>Communication: Oral and Visual</p> <p>G: Give presentations using a variety of delivery methods, visual displays, and technology.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<p>A: Perform on at least one instrument, independently or in a group.</p>	<p>___ GLI 1: Performs 8-12 measures of a choral part in a song on a percussion instrument along with 1-2 other parts.</p> <p>___ GLI 3: Responds appropriately to the musical and expressive cues of a conductor.</p>	<p>Communication: Oral and Visual</p> <p>G: Give presentations using a variety of delivery methods, visual displays, and technology.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
<p>5. Reading and notating music</p>	<p>A: Identify and utilize the following: clef, key signature, time signature, tempo, dynamic markings, and note values.</p>	<p>___ GLI 1: Reads whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p> <p>___ GLI 2: Notates 4-8-measure rhythmic and melodic patterns that include whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p> <p>___ GLI 3: Reads choral parts in both treble and bass clef.</p>	<p>Writing Conventions</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization.</p> <p>C: Demonstrate understanding of the grammatical conventions of the</p>	

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		<p>___ GLI 4: Reviews and utilizes standard symbols contained in an octavo for dynamics, tempo, articulation, and expression.</p> <p>___ GLI 5: Demonstrates an understanding of musical signs and symbols contained in an octavo (e.g., repeat sign, coda, D.S. al fine, Dal segno).</p> <p>___ GLI 6: Identifies and recognizes the following major key signatures: C, F, and G.</p>	<p>English language.</p> <p>Acquisition of Vocabulary</p> <p>F: Use multiple resources to enhance comprehension of vocabulary.</p>	
<p>5. Reading and notating music</p>	<p>B: Sightread independently or with a group.</p>	<p>___ GLI 1: Sings arpeggios on each scale degree using solfa syllables, numbers, or letters.</p> <p>___ GLI 2: Sings excerpts on solfa syllables, numbers, or letters in unison.</p> <p>___ GLI 3: Sightreads a 4-8-measure unison excerpt.</p> <p>___ GLI 4: Sightreads an 8-12-measure excerpt written for 2-3 parts.</p>	<p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p> <p>A: Apply reading comprehension strategies to understand grade-appropriate text.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
<p>6. Listening to, analyzing, and describing music</p>	<p>A: Listen to a varied repertoire of music and evaluate selections using musical terminology.</p>	<p>___ GLI 1: Compares and contrasts a varied repertoire of choral music and applies music vocabulary for evaluation.</p> <p>___ GLI 2: Listens to and describes musical elements heard in choral music of various cultures, nationalities, and historical time periods (e.g., rhythmic organization, tonality).</p>	<p>Communication: Oral and Visual</p> <p>A: Use a variety of strategies to enhance listening comprehension.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p>	<p>People in Societies</p> <p>A: Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of values.</p> <p>B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p> <p>C: Explain how contact between different cultures impacts the diffusion</p>

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				of belief systems, art, science, technology, language and forms of government.
7. Evaluating music and music performance	A: Evaluate the quality of a music performance.	<p>___ GLI 1: Uses musical terminology to evaluate a choral performance (e.g., intonation, blend, balance, and musicality).</p> <p>___ GLI 2: Experiences and evaluates a variety of live music performances and activities.</p> <p>___ GLI 3: Practices audience etiquette in selected music settings.</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>Writing Convention</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization in written work.</p> <p>C: Use grammatical structures to effectively communicate ideas in writing.</p>	
7. Evaluating music and music performance	B: Evaluate the quality of choral literature.	<p>___ GLI 1: Uses musical terminology to evaluate choral selections (e.g., range, lyrics, arrangement).</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw</p>	

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			logical inferences from presentations and visual media.	
8. Understanding relationships between music, the other arts, and other disciplines outside the arts.	C: Demonstrate the relationship between music and other disciplines outside the arts.	_____ GLI 1: Uses technology to listen to, create, and perform music. _____ GLI 2: Identifies problem-solving and creative thinking skills used in music.	Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies C: Make meaning through asking and responding to a variety of questions related to text.	

**COLUMBUS CITY SCHOOLS
CHORUS GRADE 7 SCOPE AND SEQUENCE/TIMELINE**



SECOND GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1. Singing, alone and with others, a varied repertoire of music	A: Sing, alone and in ensembles, demonstrating stylistic expression and musical accuracy.	<p>___ GLI 1: Sings vocal exercises and short melodic phrases that strengthen diction, harmonization, breath support, articulation, and intonation.</p> <p>___ GLI 2: Sings a varied repertoire of music representing diverse genres and cultures with expression and musical accuracy.</p> <p>___ GLI 3: Sings, refines, and memorizes 10-12 choral pieces written for unison and 2 parts, incorporating the proper breath support, tone, and expression.</p> <p>___ GLI 4: Responds appropriately to the musical and expressive cues of a conductor.</p>		<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
2. Performing on instruments, alone and with others, a varied repertoire of music	A: Perform on at least one instrument, independently or in a group.	<p>___ GLI 2: Performs 8-12 measures of a choral part in a song on a percussion instrument along with 1-2 other parts.</p> <p>___ GLI 3: Responds appropriately to the musical and expressive cues of a conductor.</p>	<p>Communication: Oral and Visual</p> <p>G: Give presentations using a variety of delivery methods, visual displays, and technology.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
5. Reading and notating music	A: Identify and utilize the following: clef, key signature, time signature, tempo, dynamic markings, and note values.	<p>___ GLI 1: Reads whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p> <p>___ GLI 2: Notates 4-8-measure rhythmic and melodic patterns that include whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time</p>	<p>Writing Conventions</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization.</p> <p>C: Demonstrate understanding of the</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		<p>signatures.</p> <p>____ GLI 3: Reads choral parts in both treble and bass clef.</p> <p>____ GLI 4: Reviews and utilizes standard symbols contained in an octavo for dynamics, tempo, articulation, and expression.</p> <p>____ GLI 5: Demonstrates an understanding of musical signs and symbols contained in an octavo (e.g., repeat sign, coda, D.S. al fine, Dal segno).</p> <p>____ GLI 6: Identifies and recognizes the following major key signatures: C, F, and G.</p>	<p>grammatical conventions of the English language.</p> <p>Acquisition of Vocabulary</p> <p>F: Use multiple resources to enhance comprehension of vocabulary.</p>	
<p>5. Reading and notating music</p>	<p>B: Sightread independently or with a group.</p>	<p>____ GLI 1: Sings arpeggios on each scale degree using solfa syllables, numbers, or letters.</p> <p>____ GLI 2: Sings excerpts on solfa syllables, numbers, or letters in unison.</p> <p>____ GLI 3: Sightreads a 4-8-measure unison excerpt.</p> <p>____ GLI 4: Sightreads an 8-12-measure excerpt written for 2-3 parts.</p>	<p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p> <p>A: Apply reading comprehension strategies to understand grade-appropriate text.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
<p>6. Listening to, analyzing, and describing music</p>	<p>A: Listen to a varied repertoire of music and evaluate selections using musical terminology.</p>	<p>____ GLI 1: Compares and contrasts a varied repertoire of choral music and applies music vocabulary for evaluation.</p> <p>____ GLI 2: Listens to and describes musical elements heard in choral music of various cultures, nationalities, and historical time periods (e.g., rhythmic organization, tonality).</p>	<p>Communication: Oral and Visual</p> <p>A: Use a variety of strategies to enhance listening comprehension.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p>	<p>People in Societies</p> <p>A: Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of values.</p> <p>B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p> <p>C: Explain how</p>

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				contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.
7. Evaluating music and music performance	A: Evaluate the quality of a music performance.	<p>___ GLI 1: Uses musical terminology to evaluate a choral performance (e.g., intonation, blend, balance, and musicality).</p> <p>___ GLI 2: Experiences and evaluates a variety of live music performances and activities.</p> <p>___ GLI 3: Practices audience etiquette in selected music settings.</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>Writing Convention</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization in written work.</p> <p>C: Use grammatical structures to effectively communicate ideas in writing.</p>	
7. Evaluating music and music performance	B: Evaluate the quality of choral literature.	___ GLI 1: Uses musical terminology to evaluate choral selections (e.g., range, lyrics, arrangement).	<p>Communication: Oral and Visual</p> <p>A: Use effective</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.	
<p>8. Understanding relationships between music, the other arts, and other disciplines outside the arts.</p>	<p>C: Demonstrate the relationship between music and other disciplines outside the arts.</p>	<p>____ GLI 1: Uses technology to listen to, create, and perform music.</p> <p>____ GLI 2: Identifies problem-solving and creative thinking skills used in music.</p>	<p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p> <p>C: Make meaning through asking and responding to a variety of questions related to text.</p>	
<p>9. Understanding music in relation to history and culture</p>	<p>A: Compare and contrast choral music from the United States and diverse cultures.</p>	<p>____ GLI 1: Compares and contrasts choral music from the United States and diverse cultures by examining the text, form, and style.</p> <p>____ GLI 2: Identifies and discusses the historical background of a choral piece.</p>	<p>Literary Text</p> <p>D: Identify similar recurring themes across different works.</p> <p>E: Analyze the use of a genre to express a theme or topic.</p> <p>F: Identify and analyze how an author uses figurative language, sound devices, and literary techniques to shape plot, set meaning, and develop tone.</p> <p>G: Explain techniques used by authors to develop style.</p>	<p>People in Societies</p> <p>A: Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of values.</p> <p>B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p> <p>C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p> <p>History</p>

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				<p>A: Interpret relationships between events shown on multiple-tier time lines.</p> <p>Social Studies Skills and Methods</p> <p>B: Organize historical information in text or graphic format and analyze the information in order to draw conclusions.</p>
<p>9. Understanding music in relation to history and culture</p>	<p>B: Analyze how events during various historical periods have influenced the development of choral music today.</p>	<p>____ GLI 1: Discusses and classifies events that occurred throughout United States history and makes a connection between historical events and popular music.</p>	<p>Literary Text</p> <p>F: Identify and analyze how an author uses figurative language, sound devices, and literary techniques to shape plot, set meaning, and develop tone.</p>	<p>People in Societies</p> <p>A: Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of values.</p> <p>C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p> <p>History</p> <p>B: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.</p> <p>C: Describe the characteristics of feudal societies and the transition to the</p>

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				<p>Renaissance and Reformation in Europe.</p> <p>D: Describe the effects of interactions among civilizations during the 14th through the 18th centuries.</p> <p>E: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p> <p>F: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.</p> <p>G: Analyze the causes and consequences of the American Civil War.</p>

COLUMBUS CITY SCHOOLS
CHORUS GRADE 7 SCOPE AND SEQUENCE/TIMELINE



THIRD GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1. Singing, alone and with others, a varied repertoire of music	A: Sing, alone and in ensembles, demonstrating stylistic expression and musical accuracy.	<p>___ GLI 1: Sings vocal exercises and short melodic phrases that strengthen diction, harmonization, breath support, articulation, and intonation.</p> <p>___ GLI 2: Sings a varied repertoire of music representing diverse genres and cultures with expression and musical accuracy.</p> <p>___ GLI 3: Sings, refines, and memorizes 10-12 choral pieces written for unison and 2 parts, incorporating the proper breath support, tone, and expression.</p> <p>___ GLI 4: Responds appropriately to the musical and expressive cues of a conductor.</p>		<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
2. Performing on instruments, alone and with others, a varied repertoire of music	A: Perform on at least one instrument, independently or in a group.	<p>___ GLI 3: Responds appropriately to the musical and expressive cues of a conductor.</p>		
5. Reading and notating music	A: Identify and utilize the following: clef, key signature, time signature, tempo, dynamic markings, and note values.	<p>___ GLI 1: Reads whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p> <p>___ GLI 2: Notates 4-8-measure rhythmic and melodic patterns that include whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p> <p>___ GLI 3: Reads choral parts in both treble and bass clef.</p> <p>___ GLI 4: Reviews and utilizes standard symbols contained in an octavo for dynamics, tempo, articulation,</p>	<p>Writing Conventions</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization.</p> <p>C: Demonstrate understanding of the grammatical conventions of the English language.</p> <p>Acquisition of Vocabulary</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		<p>and expression.</p> <p>____ GLI 5: Demonstrates an understanding of musical signs and symbols contained in an octavo (e.g., repeat sign, coda, D.S. al fine, Dal segno).</p> <p>____ GLI 6: Identifies and recognizes the following major key signatures: C, F, and G.</p>	F: Use multiple resources to enhance comprehension of vocabulary.	
<p>5. Reading and notating music</p>	<p>B: Sightread independently or with a group.</p>	<p>____ GLI 1: Sings arpeggios on each scale degree using solfa syllables, numbers, or letters.</p> <p>____ GLI 2: Sings excerpts on solfa syllables, numbers, or letters in unison.</p> <p>____ GLI 3: Sightreads a 4-8-measure unison excerpt.</p> <p>____ GLI 4: Sightreads an 8-12-measure excerpt written for 2-3 parts.</p>	<p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p> <p>A: Apply reading comprehension strategies to understand grade-appropriate text.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
<p>6. Listening to, analyzing, and describing music</p>	<p>A: Listen to a varied repertoire of music and evaluate selections using musical terminology.</p>	<p>____ GLI 1: Compares and contrasts a varied repertoire of choral music and applies music vocabulary for evaluation.</p> <p>____ GLI 2: Listens to and describes musical elements heard in choral music of various cultures, nationalities, and historical time periods (e.g., rhythmic organization, tonality).</p>	<p>Communication: Oral and Visual</p> <p>A: Use a variety of strategies to enhance listening comprehension.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p>	<p>People in Societies</p> <p>A: Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of values.</p> <p>B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p> <p>C: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of</p>

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
7. Evaluating music and music performance	A: Evaluate the quality of a music performance.	<p>____ GLI 1: Uses musical terminology to evaluate a choral performance (e.g., intonation, blend, balance, and musicality).</p> <p>____ GLI 2: Experiences and evaluates a variety of live music performances and activities.</p> <p>____ GLI 3: Practices audience etiquette in selected music settings.</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>Writing Convention</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization in written work.</p> <p>C: Use grammatical structures to effectively communicate ideas in writing.</p>	government.
7. Evaluating music and music performance	B: Evaluate the quality of choral literature.	<p>____ GLI 1: Uses musical terminology to evaluate choral selections (e.g., range, lyrics, arrangement).</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
8: Understanding relationships between music, the other arts, and other disciplines outside the arts.	C: Demonstrate the relationship between music and other disciplines outside the arts.	____ GLI 1: Uses technology to listen to, create, and perform music. ____ GLI 2: Identifies problem-solving and creative thinking skills used in music.	and visual media. Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies C: Make meaning through asking and responding to a variety of questions related to text.	

COLUMBUS CITY SCHOOLS
CHORUS GRADE 7 SCOPE AND SEQUENCE/TIMELINE



FOURTH GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1. Singing, alone and with others, a varied repertoire of music	A: Sing, alone and in ensembles, demonstrating stylistic expression and musical accuracy.	<p>___ GLI 1: Sings vocal exercises and short melodic phrases that strengthen diction, harmonization, breath support, articulation, and intonation.</p> <p>___ GLI 2: Sings a varied repertoire of music representing diverse genres and cultures with expression and musical accuracy.</p> <p>___ GLI 3: Sings, refines, and memorizes 10-12 choral pieces written for unison and 2 parts, incorporating the proper breath support, tone, and expression.</p> <p>___ GLI 4: Responds appropriately to the musical and expressive cues of a conductor.</p>		<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
2. Performing on instruments, alone and with others, a varied repertoire of music	A: Perform on at least one instrument, independently or in a group.	<p>___ GLI 3: Responds appropriately to the musical and expressive cues of a conductor.</p>		
3. Improvising melodies, variations, and accompaniments	A: Improvise on a melody.	<p>___ GLI 1: Improvises a 2-3-part vocal ostinato on a given melody.</p> <p>___ GLI 2: Examines and embellishes the rhythmic and melodic elements contained in a solo.</p>		
5. Reading and notating music	A: Identify and utilize the following: clef, key signature, time signature, tempo, dynamic markings, and note values.	<p>___ GLI 1: Reads whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p> <p>___ GLI 2: Notates 4-8-measure rhythmic and melodic patterns that include whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.</p>	<p>Writing Conventions</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization.</p> <p>C: Demonstrate understanding of the grammatical</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		<p>____ GLI 3: Reads choral parts in both treble and bass clef.</p> <p>____ GLI 4: Reviews and utilizes standard symbols contained in an octavo for dynamics, tempo, articulation, and expression.</p> <p>____ GLI 5: Demonstrates an understanding of musical signs and symbols contained in an octavo (e.g., repeat sign, coda, D.S. al fine, Dal segno).</p> <p>____ GLI 6: Identifies and recognizes the following major key signatures: C, F, and G.</p>	<p>conventions of the English language.</p> <p>Acquisition of Vocabulary</p> <p>F: Use multiple resources to enhance comprehension of vocabulary.</p>	
<p>5. Reading and notating music</p>	<p>B: Sightread independently or with a group.</p>	<p>____ GLI 1: Sings arpeggios on each scale degree using solfa syllables, numbers, or letters.</p> <p>____ GLI 2: Sings excerpts on solfa syllables, numbers, or letters in unison.</p> <p>____ GLI 3: Sightreads a 4-8-measure unison excerpt.</p> <p>____ GLI 4: Sightreads an 8-12-measure excerpt written for 2-3 parts.</p>	<p>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p> <p>A: Apply reading comprehension strategies to understand grade-appropriate text.</p>	<p>Social Studies Skills and Methods</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</p>
<p>6. Listening to, analyzing, and describing music</p>	<p>A: Listen to a varied repertoire of music and evaluate selections using musical terminology.</p>	<p>____ GLI 1: Compares and contrasts a varied repertoire of choral music and applies music vocabulary for evaluation.</p> <p>____ GLI 2: Listens to and describes musical elements heard in choral music of various cultures, nationalities, and historical time periods (e.g., rhythmic organization, tonality).</p>	<p>Communication: Oral and Visual</p> <p>A: Use a variety of strategies to enhance listening comprehension.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p>	<p>People in Societies</p> <p>A: Compare cultural practices, products, and perspectives of past civilizations in order to understand commonality and diversity of values.</p> <p>B: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p> <p>C: Explain how contact between</p>

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
				different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.
7. Evaluating music and music performance	A: Evaluate the quality of a music performance.	<p>___ GLI 1: Uses musical terminology to evaluate a choral performance (e.g., intonation, blend, balance, and musicality).</p> <p>___ GLI 2: Experiences and evaluates a variety of live music performances and activities.</p> <p>___ GLI 3: Practices audience etiquette in selected music settings.</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p> <p>C: Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.</p> <p>Writing Convention</p> <p>A: Use correct spelling.</p> <p>B: Use conventions of punctuation and capitalization in written work.</p> <p>C: Use grammatical structures to effectively communicate ideas in writing.</p>	
7. Evaluating music and music performance	B: Evaluate the quality of choral literature.	___ GLI 1: Uses musical terminology to evaluate choral selections (e.g., range, lyrics, arrangement).	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies,</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
			summarize major ideas, and draw logical inferences from presentations and visual media.	
8. Understanding relationships between music, the other arts, and other disciplines outside the arts.	B: Compare and contrast the similarities and differences between various choral performance groups.	____ GLI 1: Compares and contrasts the similarities and differences between concert choirs, show choirs and gospel choirs.		
8. Understanding relationships between music, the other arts, and other disciplines outside the arts.	C: Demonstrate the relationship between music, the other arts, and other disciplines outside the arts.	____ GLI 1: Demonstrates and identifies how music, visual art, theater, and dance interact in musical theater, opera, and other vocal performances. ____ GLI 2: Identifies problem-solving and creative thinking skills used in music.	Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies B: Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative, and synthesizing).	
9. Understanding music in relation to history and	A: Compare and contrast choral music from the United States and diverse cultures.	____ GLI 3: Identifies and discusses the composer and/or arranger of a choral piece.		