

COLUMBUS CITY SCHOOLS
CHORUS GRADE 6 SCOPE AND SEQUENCE/TIMELINE



FIRST 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 1: Performs 4-8 measures of a choral part in a song on a percussion instrument.</p> <p>___ GLI 3: 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>
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</p>	<p>Research</p> <p>C: Organize information in a systematic way.</p> <p>Acquisition of Vocabulary</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		<p>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>	meanings of unknown words.	
<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>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 effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p>	
<p>7. Evaluating music and music performance</p>	<p>A: Evaluate the quality of a music performance.</p>	<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>Writing Convention</p> <p>A: Use correct spelling.</p> <p>B: Use conventions</p>	

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			<p>of punctuation and capitalization in written work.</p> <p>C: Use grammatical structures to effectively communicate ideas in writing.</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>7. Evaluating music and music performance</p>	<p>B: Evaluate the quality of choral literature.</p>	<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 and visual media.</p>	
<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>	

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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 4-8 measures of a choral part in a song on a melodic instrument.</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</p>	<p>Research</p> <p>C: Organize information in a systematic way.</p> <p>Acquisition of Vocabulary</p> <p>D: Use knowledge of</p>	

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		<p>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, 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>symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.</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>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 effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p>	
<p>7. Evaluating music and music performance</p>	<p>A: Evaluate the quality of a music performance.</p>	<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</p>	<p>Communication: Oral and Visual</p> <p>A: Use effective listening strategies, summarize major ideas, and draw logical inferences</p>	

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		selected music settings.	<p>from presentations and visual media.</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> <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>7: Evaluating music and music performance</p>	<p>B: Evaluate the quality of choral literature.</p>	<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 and visual media.</p>	
<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</p>	

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			through asking and responding to a variety of questions related to text.	
9: Understanding music in relation to history and culture	A: Compare and contrast choral music from the United States and diverse cultures.	<p>____ GLI 1: Compares and contrasts the text, form, and style of choral music from the United States and diverse cultures.</p> <p>____ GLI 2: Identifies and discusses the historical background of a choral piece.</p>	<p>Literary Text</p> <p>F: Identify similarities and differences of various literary forms and genres.</p> <p>G: Explain how figurative language expresses ideas and conveys mood.</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>
9: Understanding music in relation to history and culture	B: Describe how events during various historical periods have influenced the development of choral music today.	<p>____ GLI 1: Recognizes and describes how historical, political, and cultural events have influenced choral music.</p>	<p>Literary Text</p> <p>F: Identify similarities and differences of various literary forms and genres.</p> <p>G: Explain how figurative language expresses ideas and conveys mood.</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</p>

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				<p>explain the factors that contribute to cooperation and conflict.</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 Renaissance and Reformation in Europe.</p> <p>D: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.</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</p>

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				<p>resulted in the adoption of the U.S. Constitution.</p> <p>G: Analyze the causes and consequences of the American Civil War.</p>

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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.	___ GLI 3: Responds appropriately to the musical and expressive cues of a conductor.		
4. Composing and arranging music within specified guidelines	A: Create, notate, and perform rhythm patterns in varied time signatures.	___ GLI 1: Creates, notates, and performs rhythm patterns in varied time signatures including 2/4, 3/4, and 4/4.	<p>Research</p> <p>C: Organize information in a systematic way.</p>	
4. Composing and arranging music within specified guidelines	B: Create, notate, and perform a melodic composition with standard notation in treble and/or bass clef.	___ GLI 1: Creates, notates, and performs a 4-8-measure melody using 2/4, 3/4, and 4/4 time signatures alone and/or with others.	<p>Research</p> <p>C: Organize information in a systematic way.</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>
4. Composing and arranging music within	C: Arrange a melody for voice.	___ GLI 1: Arranges 4-8 measures of a choral part by altering articulation,	<p>Research</p>	

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specified guidelines		dynamics, and/or tempo.	C: Organize information in a systematic way.	
4. Composing and arranging music within specified guidelines	D: Apply technology in creating, arranging, and notating music.	___ GLI 1: Integrates technology while creating, arranging, and notating music.		
5. Reading and notating music	A: Identify and utilize the following: clef, key signature, time signature, tempo, dynamic markings, and note values.	___ GLI 1: Reads whole, half, quarter, eighth, sixteenth, dotted notes, and rests in 2/4, 3/4, 4/4, and 6/8 time signatures. ___ 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. ___ GLI 3: Reads choral parts in both treble and bass clef. ___ GLI 4: Reviews and utilizes standard symbols contained in an octavo for dynamics, tempo, articulation, and expression. ___ 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). ___ GLI 6: Identifies and recognizes the following major key signatures: C, F, and G.	Research C: Organize information in a systematic way. Acquisition of Vocabulary D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.	
5. Reading and notating music	B: Sightread independently or with a group.	___ GLI 1: Sings arpeggios on each scale degree using solfa syllables, numbers, or letters. ___ GLI 2: Sings excerpts on solfa syllables, numbers, or letters in unison. ___ GLI 3: Sightreads a 4-8-measure unison excerpt.		Social Studies Skills and Methods D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of unknown words.
6. Listening to, analyzing, and describing music	A: Listen to a varied repertoire of music and evaluate selections using	___ GLI 1: Compares and contrasts a varied repertoire of choral music and applies music vocabulary for evaluation.	Communication: Oral and Visual A: Use effective listening strategies,	

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	musical terminology.	<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>	summarize major ideas, and draw logical inferences from presentations and visual media.	
<p>7. Evaluating music and music performance</p>	<p>A: Evaluate the quality of a music performance.</p>	<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>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> <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>7. Evaluating music and music performance</p>
<p>7. Evaluating music and music performance</p>	<p>B: Evaluate the quality of choral literature.</p>	<p>____ GLI 1: Uses musical terminology to evaluate choral selections (e.g., range, lyrics, arrangement).</p>	<p>Communication: Oral and Visual</p>	<p>7. Evaluating music and music</p>

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			A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.	performance
8: Understanding relationships between music, the other arts, and other disciplines outside the arts.	A: Discuss and describe the similarities and differences between choral and instrumental performing groups (e.g., show choir, concert choir, jazz band, orchestra).	____ GLI 1: Classifies choral and instrumental groups by their size and type.		
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
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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 1-2-part vocal ostinato on a given melody.</p> <p>___ GLI 2: Examines a solo work and embellishes the rhythmic elements.</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</p>	<p>Research</p> <p>C: Organize information in a systematic way.</p> <p>Acquisition of Vocabulary</p> <p>D: Use knowledge of symbols, acronyms, word origins, and derivations to determine the meanings of</p>	

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		<p>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>	unknown words.	
<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>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 effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.</p>	
<p>7. Evaluating music and music performance</p>	<p>A: Evaluate the quality of a music performance.</p>	<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>Writing Convention</p> <p>A: Use correct</p>	<p>7. Evaluating music and music performance</p>

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			spelling. B: Use conventions of punctuation and capitalization in written work. C: Use grammatical structures to effectively communicate ideas in writing. Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies C: Make meaning through asking and responding to a variety of questions related to text.	
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).	Communication: Oral and Visual A: Use effective listening strategies, summarize major ideas, and draw logical inferences from presentations and visual media.	7. Evaluating music and music performance
8: Understanding relationships between music, the other arts, and other disciplines outside the arts.	B: Demonstrate the relationship between music and the other arts.	____ GLI 1: Demonstrates how visual arts, theater, and dance relate to vocal music.		
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	

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			through asking and responding to a variety of questions related to text.	
9: Understanding music in relation to history and culture	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.		