



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Beginning Band Curriculum

Course Description: Seventh Grade Beginning Band is the first full year in a six-year program designed to develop a student's musical abilities through a study of instrumental music. The Park Hill band program includes flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, baritone, tuba, and percussion. Students learn the fundamentals necessary to properly hold and produce a characteristic sound on a band instrument. Instrument care and proper rehearsal etiquette are taught and practiced. Students participate in one concert each semester.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Music Reading Skills	Topic 1: Notation
Ongoing	Music Technique Skills	Topic 1: Posture Topic 2: Tone Topic 3: Articulation Topic 4: Fingering/Note Accuracy
Ongoing	Music Performance Skills	Topic 1: Genres Topic 2: Ensemble Performance

Curriculum Revision Tracking

Spring, 2020

- Aligned the course to the new Fine Arts Missouri Learning Standards

Unit 1: Music Reading Skills

Subject: 7th Grade Beginning Band

Grade: 7

Name of Unit: Music Reading Skills

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music literacy skills. The student will transfer this understanding to their performances through correct notation and rhythmic accuracy.

Priority Standard for unit:

- MU:Pr4B.H5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation

Supporting Standard for unit:

- MU:Re8A.H5a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social) and (when appropriate) the setting of the text.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation	Identify	Apply	2

Essential Questions:

1. How is music represented in written form?

Enduring Understanding/Big Ideas:

1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles:</p> <p>march</p> <p>chorale</p> <p>overture</p> <p>programmatic</p> <p>classical</p> <p>scales</p> <p>arpeggios</p> <p>thirds</p> <p>instrumentation:</p> <p>flute</p> <p>clarinet</p> <p>alto Saxophone</p> <p>tenor Saxophone</p> <p>trumpet</p> <p>French Horn</p> <p>trombone</p> <p>euphonium</p> <p>tuba</p> <p>piano</p> <p>bells</p> <p>xylophone</p> <p>chimes</p> <p>vibes (vibraphone)</p> <p>Marimba</p> <p>auxiliary percussion</p> <p>timpani</p> <p>snare drum</p> <p>bass drum</p> <p>clef</p> <p>Treble clef</p> <p>Bass clef</p> <p>Staff</p> <p>Grand staff</p> <p>Double bar</p> <p>Bar line</p> <p>Ledger lines</p>

	<p>Time signature</p> <p>common time</p> <p>2/4, 3/4, 4/4, 6/8, cut time</p> <p>major</p> <p>minor</p> <p><i>p</i> for <i>piano</i></p> <p><i>f</i> for <i>forte</i></p> <p><i>mp</i> for <i>mezzo piano</i></p> <p><i>mf</i> for <i>mezzo forte</i></p> <p><i>pp</i> for <i>pianissimo</i></p> <p><i>ff</i> for <i>fortissimo</i></p> <p><i>cresc</i> or <i><</i> for <i>crescendo</i></p> <p><i>decres</i> or <i>></i> for <i>decrescendo</i></p> <p><i>dim</i> for <i>diminuendo</i></p> <p><i>accelerando</i></p> <p><i>ritardando</i></p> <p><i>Poco</i></p> <p><i>allegro</i></p> <p><i>moderato</i></p> <p><i>andante</i></p> <p><i>largo</i></p> <p><i>a tempo</i></p> <p><i>accent</i></p> <p><i>fermata</i></p> <p>ties</p> <p>slurs</p> <p>glissando (gliss)</p> <p>straight mute</p> <p>solo</p> <p>solì</p> <p>staccato</p> <p>marcato</p> <p>Legato</p> <p>accidental</p> <p>sharp</p> <p>flat</p> <p>natural sign</p> <p>rhythm</p> <p>whole note/rest</p> <p>quarter note/rest</p>
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	<p> half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord Divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture </p>
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Topic 1: Notation

Engaging Experience 1

Title: Notation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation

Supporting:

- MU:Re8A.H5a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social) and (when appropriate) the setting of the text.

Detailed Description/Instructions: Throughout the year students will learn to read a variety of symbols and signs and apply them to music performance.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Reading and performing rhythms

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation

Supporting:

- MU:Re8A.H5a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social) and (when appropriate) the setting of the text.

Detailed Description/Instructions: Throughout the year students will be learning how to read various rhythms and applying them in music performance.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to rhythm and note accuracy.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Notation	Notation	Throughout the year students will learn to read a variety of symbols and signs and apply them to music performance.	Ongoing
Notation	Rhythm and performing rhythms	Throughout the year students will be learning how to read various rhythms and applying them in music performance.	Ongoing

Unit 2: Music Technique Skills

Subject: 7th Grade Band

Grade: 7

Name of Unit: Music Technique Skills

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music technique skills. The student will transfer this understanding to their performances through correct posture, tone, articulation, and note accuracy.

Priority Standards for unit:

- MU:Pr4B.H.5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
- MU:Pr4C.H.5a: Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.
- MU:Pr5A.H.5a: Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected performance, and apply practice strategies to address performance challenges and refine the performances.
- MU:Cn10A.H.5a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Supporting Standards for unit:

- MU:Re8A.H.5a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.
- MU:Re9A.H.5a: Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify	Apply	2

and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	Demonstrate	Apply	2
teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected performance, and apply practice strategies to address performance challenges and refine the performances.	Apply	Apply	2
how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate	Apply	2

Essential Questions:

1. Why is proper posture essential for successful musical performance?
2. Why are breathing and proper tone production essential for a successful musical performance?
3. Why is correct articulation essential for successful musical performance?
4. Why are correct fingering and note accuracy essential for successful musical performance?

Enduring Understanding/Big Ideas:

1. Proper posture facilitates correct hand position and breathing necessary to create technical fluency and a characteristic tone.
2. Correct breathing and proper tone production are necessary to achieve the specific timbre required by the genre of music.
3. Correct articulation is necessary to achieve the desired effect for the genre of music being performed.
4. Correct fingering and note accuracy are necessary to achieve the desired effect of the music being performed.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles: march chorale overture</p>

	<p> programmatic classical scales arpeggios thirds instrumentation: flute clarinet alto Saxophone tenor Saxophone trumpet French Horn trombone euphonium tuba piano bells xylophone chimes vibes (vibraphone) Marimba auxiliary percussion timpani snare drum bass drum clef Treble clef Bass clef Staff Grand staff Double bar Bar line Ledger lines Time signature common time 2/4, 3/4, 4/4, 6/8, cut time major minor <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or < for <i>crescendo</i> <i>decres</i> or > for <i>decrescendo</i> </p>
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	<p> <i>dim</i> for <i>diminuendo</i> <i>accelerando</i> <i>ritardando</i> <i>Poco</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> ties slurs glissando (gliss) straight mute solo soli staccato marcato Legato accidental sharp flat natural sign rhythm whole note/rest quarter note/rest half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord Divisi </p>
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	unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Posture

Engaging Experience 1

Title: Correct Posture

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU.Pr5A.H.5a: Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected performance, and apply practice strategies to address performance challenges and refine the performances.

Supporting:

- MU.Re9A.H.5a: Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Detailed Description/Instructions: Through supported breath, healthy body alignment/posture, proper instrument placement, and hand position, a student will perform with acceptable instrumental performance technique. Students will video record themselves playing and will be evaluated on their posture. Feedback will be provided about proper posture.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Tone

Engaging Experience 1

Title: Breathing/Tone

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU: Pr5A.H.5a: Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

Supporting:

- MU:Re9A.H.5a: Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

Detailed Description/Instructions: Throughout the year students will learn a variety of techniques to produce a characteristic tone for their individual instrument. Students will video record themselves playing and will be evaluated on their tone. Feedback will be provided about proper tone.

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: Articulation

Engaging Experience 1

Title: Correct Articulation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H.5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
- MU:Pr4C.H.5a: Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.
- MU:Cn10A.H.5a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Supporting:

- MU:Re8A.H.5a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Detailed Description/Instructions: Throughout the year students will learn a variety of techniques to produce characteristic articulations for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their articulation. Feedback will be provided about proper articulation.

Bloom's Levels: Create

Webb's DOK: 2

Topic 4: Fingering/Note Accuracy

Engaging Experience 1

Title: Fingerings and Note Accuracy

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU.Pr5A.H.5a: Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected performance, and apply practice strategies to address performance challenges and refine the performances.

Supporting:

- MU.Re8A.H.5a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

Detailed Description/Instructions: Throughout the year, students will learn a variety of techniques to produce correct fingerings and note accuracy for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their note accuracy. Feedback will be provided about proper fingering and note accuracy.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Posture	Correct Posture	Through supported breath, healthy body alignment/posture, proper instrument placement, and hand position, a student will perform with acceptable instrumental performance technique.	Ongoing
Tone	Breathing/ Tone	Throughout the year students will learn a variety of techniques to produce a characteristic tone for their individual instrument.	Ongoing
Articulation	Correct Articulation	Throughout the year students will learn a variety of techniques to produce characteristic articulations for their individual instrument and apply them to multiple genres of music.	Ongoing
Fingering/ Note Accuracy	Fingerings and Note Accuracy	Throughout the year, students will learn a variety of techniques to produce correct fingerings and note accuracy for their individual instrument and apply them to multiple genres of music.	Ongoing

Unit 3: Music Performance Skills

Subject: 7th Grade Beginning Band

Grade: 7

Name of Unit: Music Performance Skills

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music performance skills. The student will transfer this understanding to their performances through a variety of genres and ensemble performance skills.

Priority Standards for unit:

- MU:Pr4B.H.5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
- MU:Pr6A.H.5a: Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
- MU:Re9A.H.5a: Identify and describe how interest, experiences, and contexts (personal and social) effect the evaluation of music.

Supporting Standards for unit:

- MU:Cn10A.H.5a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify	Understand	1
and describe how interest, experiences, and contexts (personal and social) effect the evaluation of music.	Identify	Understand	1
with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	Perform	Create	4

Essential Questions:

1. Why does performance change in each unique band genre?
2. How are the roles of the individual musicians varied?

Enduring Understanding/Big Ideas:

1. Given the historical understanding of the many and varied genres, a performer must adapt their performance to fit the style, tone, articulation, and timing of the composition.
2. The roles of the individual musician vary in ensemble performance according to the instrumentation needs and the style or genre of a piece.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles:</p> <p>march</p> <p>chorale</p> <p>overture</p> <p>programmatic</p> <p>classical</p> <p>scales</p> <p>arpeggios</p> <p>thirds</p> <p>instrumentation:</p> <p>flute</p>

	<p> clarinet alto Saxophone tenor Saxophone trumpet French Horn trombone euphonium tuba piano bells xylophone chimes vibes (vibraphone) Marimba auxiliary percussion timpani snare drum bass drum clef Treble clef Bass clef Staff Grand staff Double bar Bar line Ledger lines Time signature common time 2/4, 3/4, 4/4, 6/8, cut time major minor <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or <i><</i> for <i>crescendo</i> <i>decres</i> or <i>></i> for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> </p>
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	<i>accelerando</i> <i>ritardando</i> <i>Poco</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> ties slurs glissando (gliss) straight mute solo soli staccato marcato Legato accidental sharp flat natural sign rhythm whole note/rest quarter note/rest half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i>
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	<i>DS al coda/Fine</i> balance blend chord Divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Genres

Engaging Experience 1

Title: Performing music of varied band genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H.5a: Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
- MU:Pr6A.H.5a: Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
- MU:Re9A.H.5a: Identify and describe how interest, experiences, and contexts (personal and social) effect the evaluation of music.

Supporting:

- MU:Cn10A.H.5a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. Genres may include but are not limited to: marches, ballades/chorales, overtures, and programmatic works.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Ensemble Performance

Engaging Experience 1

Title: Learning to Perform as an Ensemble

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr6A.H.5a: Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Supporting:

- MU:Cn10A.H.5a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation with regards to musical performance skills.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genres	Performing music of varied band genres	Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. Genres may include but are not limited to: marches, ballades/chorales, overtures, and programmatic works.	Ongoing
Ensemble Performance	Learning to Perform as an Ensemble	Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.