Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I play with	ILS: 25.A.i.4,	Formative: N/A. Music	10-minute rehearsal	We will play various	may become
Sight-Re	accurate notes	26.A.h.2, 26.A.h.4,	reading assessments	warm-up process	book exercises	-
ading,	and	26.A.h.5, 26.A.h.6,	made on a daily basis	modeled after IHSA	(technical, tuning,	
Fundame	fingerings?	26.A.I.2, 26.A.i.4,	through rehearsal	guidelines, followed	facility, etc.) 3-8 times	The method of
ntal	2) Am I	26.A.i.5	techniques (part of daily	by performance	per quarter.	assessment for
Exercises	rhythmically		progress grade)	rehearsal of the		sight-reading
, and	precise?	National Standards:		piece.	Rhythm Panels 1, 2	has been
Rhythm	3) Can I keep a		Summative: N/A.			revised with
Panel	steady tempo?	CCSS: Anchor		Individual student	"Foundations for	input from the
Basics	4) Do I respond	Standard for		self reflection.	Superior Performance,"	students. The
	appropriately	Reading 10,			method book: pages 4-5	new evaluation
Quarter:	to the director?	SL9-10.1, SL9-10.4.		Student group work		rubric was
1	5) Do I play with			(in sections, student		based on
	good tone	CCRA.R.10: Read		leaders).	Pieces sight-read during	common core
Length:	quality?	and comprehend			Q1: TBD	assessment.
3-8 times	6) Do I play with	complex literary and		Director led full		
per	the appropriate	informational texts		ensemble		Director
quarter.	timbre/color?	independently and		feedback/discussion.		observation and
	7) Do I play with	proficiently.				feedback
Activity	good					received from
takes the	phrasing?	SL1. Initiate and				the students
entire	8) Am I able to	participate				indicate that
class	play	effectively in a				they are ready
period.	expressively?	range of				for music that is
	9) Do I play with	collaborative				technically and
	the correct	discussions				physically
	articulations?	(one-on-one, in				challenging.
	10) Do I play with	groups, and				
	the appropriate	teacher-led) with				CCSS:
	dynamics?	diverse partners on				Anchor
		grades 9–10				Standard for

11) Do I know how to appropriately interpret the exercises?	<i>topics, texts, and</i> <i>issues,</i> building on others' ideas and expressing their own clearly and persuasively. SL4. Present		Reading 10 aligned very well with the learning activities.
	information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style		
	are appropriate to purpose, audience, and task.		

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I	ILS: 26.A.h.2,	Formative:	Instrumental	School Stereo, and floor	Students have
Concert	understand	26.A.h.4, 26.A.h.5,	Weekly Assignments, 10	Warm-ups:	standing speakers	made
for the	how to count,	26.A.h.6, 26.A.h.7,	points	Scales, Rhythm		substantial
Hungry	clap, and play	26.A.I.2, 26.A.i.4,		Panels, Chorales	Miscellaneous	progress since
	in 4/4, 3/4,	26.A.i.5, 26.A.i.7,	Summative:		woodwind, brass, and	the beginning
	2/4, and	26.B.i, 1, 27.A.j.1	Rhythm Panel	Section and	percussion instruments	of the quarter.
Quarter:	cut-time?		Recording Projects,	Full-Ensemble	and accessory items	
1	2) Do I	National Standards:	10 points each	Rehearsal		Specifically, the
	understand				Laptop	students have
Length:	how to count,	CCSS: Anchor	Major/Minor Scale	Sectionals		learned to play
40 days	clap, and play	Standards for	Quiz, 30 points		iPad (used to play	with attention
	rhythmic	Reading: 2, 3, 5, 10.		Partner Activities	various mp3's for	to individual
	patterns at a		Concert for the Hungry/	(as needed)	counting/clapping	tone quality,
	variety of	RL9-10.9, RI9-10.2,	Self Reflection		exercises, 2nd screen,	improve their
	tempos,	RI9-10.3, SL9-10.1,	50 points	Critical	metronome, etc.)	section sounds,
	consisting of	SL9-10.4.	(see attached form)	Listening/Self		and listen for
	whole, half,			Assessment	Concert band repertoire	balance and
	quarter, eighth,	2. Determine central		(students listened to	(publishers vary):	blend within
	sixteenth, and	ideas or themes of a		and critiqued a high		their sections
	thirty-second	text and analyze		quality recording of	"Star Spangled	and as a full
	notes/rests?	their development;		themselves playing	Banner,"	band.
	3) Do I	summarize the key		the assigned	arr. Bill Moffit	x 1 1 11
	understand the	supporting details		repertoire)		Individually,
	relationship	and ideas.			"BHS Fight Song,"	students have
	between major				arr. Jason Hodac	made
	scales and	3. Analyze how and				improvements
	relative minor	why individuals,			Other pieces: TBD	in their
	scales in the	events, and ideas				knowledge and
	keys of	develop and interact				performance of
	Concert Bb,	over the course of a				major/minor scales. This
	Eb, and F?	text.				
						knowledge and

4) Do I understand how to play the previously	5. Analyze the structure of texts, including how specific sentences,		skill is needed for future music that has been selected.
mentioned major scales, and their relative minor scales in natural,	paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to		CCSS: There were multiple reading standards that
harmonic, and melodic minor form?	each other and the whole.		aligned extremely well to our learning
5) Do I understand and apply the composers' written indications/mu sical	comprehend complex literary and informational texts independently and proficiently. RL9. Analyze how		activities.
terminology? 6) Do I adequately prepare for public music performance?	an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a		
7) Do I understand how to use Online Voice Recorder to record my	theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
performance?	RI2. Determine a central idea of a text		

	· · · · ·	-	 	
8) Do I	and analyze its			
understand	development over			
how to use	the course			
Online	of the text, including			
metronome as	how it emerges and			
a tool during	is shaped and			
my project	refined by specific			
recordings?	details; provide an			
9) Do I know	objective summary			
how to use	of the text.			
Online tuner to				
appropriately	RI3. Analyze how			
intonate my	the author unfolds			
instrument>	an analysis or series			
	of ideas or events,			
	including the order			
	in which the points			
	are made, how they			
	are introduced and			
	developed, and the			
	connections that are			
	drawn between			
	them.			
	SL1. Initiate and			
	participate			
	effectively in a			
	range of			
	collaborative			
	discussions			
	(one-on-one, in			
	groups, and			
	teacher-led) with			

diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,
substance, and style are appropriate to purpose, audience, and task.

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I play with	ILS: 25.A.i.4,	Formative: N/A. Music	10-minute rehearsal	We will play a new	The
Sight-Rea	accurate notes	26.A.h.2, 26.A.h.4,	reading assessments	warm-up process	piece of music and	sight-reading
ding,	and	26.A.h.5, 26.A.h.6,	made on a daily basis	modeled after IHSA	various book exercises	and rehearsal
Fundame	fingerings?	26.A.I.2, 26.A.i.4,	through rehearsal	guidelines, followed	(technical, tuning,	activity has
ntal	2) Am I	26.A.i.5	techniques (part of daily	by performance	facility, etc.) 3-8 times	become
Exercises,	rhythmically		progress grade)	rehearsal of the	per quarter.	progressively
and	precise?	National Standards:		piece.		more
Rhythm	3) Can I keep a		Summative: N/A.		Rhythm Panels 1, 2, 3	challenging.
Panel	steady tempo?	CCSS: Anchor		Individual student		
Basics	4) Do I respond	Standard for	20 points, Student	self reflection.	"Foundations for	Some of the
(cont.)	appropriately	Reading 10,	Self-Evaluation Rubric		Superior Performance,"	pieces chosen
	to the	SL9-10.1, SL9-10.4.	and teacher observation	Student group work	method book: pages	for
Quarter: 2	director?		(see attached).	(in sections, student	4-6	sight-reading
	5) Do I play with	CCRA.R.10: Read		leaders).		may become
Length:	good tone	and comprehend			Pieces sight-read	programmed for
3-8 times	quality?	complex literary		Director led full	during Q2: TBD	future
per	6) Do I play with	and informational		ensemble		performances/
quarter.	the	texts independently		feedback/discussion.	"BHS Fight Song," arr.	recording
	appropriate	and proficiently.			Hodac	projects.
Formal	timbre/color?					
activity	7) Do I play with	CCSL9-10.1:			"Star Spangled	The method of
takes the	good	Initiate and			Banner," arr. Moffit	assessment for
entire	phrasing?	participate				sight-reading
class	8) Am I able to	effectively in a				has included the
period.	play	range of				new evaluation
	expressively?	collaborative				rubric and
Informal	9) Do I play with	discussions				informal
activity	the correct	(one-on-one, in				observation to
takes	articulations?	groups, and				save time during
15-20	10) Do I play with	teacher-led) with				a very busy
minutes	the	diverse partners on				performance
and is		grades 9–10				season.

				[
followed	appropriate	topics, texts, and			
by	dynamics?	issues, building on			CCSS:
rehearsal	11) Do I know	others' ideas and			SL9-10.1
of the	how to	expressing their			aligned very
piece.	appropriately	own clearly and			well with the
-	interpret the	persuasively.			learning
	piece?				activities. It
	1	CCSL9-10.4:			became very
		Present information.			clear this
		findings, and			quarter that
		supporting evidence			students don't
		clearly, concisely,			always agree on
		and logically such			what makes
		that listeners can			music "good."
		follow the line of			Some students
		reasoning and the			have developed
		organization,			a preference for
		development,			music that
		substance, and style			contains
		are appropriate to			syncopation and
		purpose,			faster tempos,
		audience, and task.			while others
					prefer music
					that demands
					more expressive
					attention and
					focus on tone
					quality. In all
					cases, the
					students needed
					to present their
					positions to one
					another and the
					director in a
		1			

			clear, supported, and non-opinionated way. This activity has been very helpful in selecting performance repertoire for our upcoming concerts.

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I	ILS: 26.A.h.2,	Formative:	Instrumental	School Stereo, and	Students have
Winter	understand	26.A.h.4, 26.A.h.5,	Weekly Assignments, 10	Warm-ups:	floor standing speakers	successfully
Concert	how to count,	26.A.h.6, 26.A.h.7,	points	Scales, Rhythm		applied their
	clap, and play	26.A.I.2, 26.A.i.4,		Panels, Chorales	Miscellaneous	understanding
Festival	in 4/4, 3/4,	26.A.i.5, 26.A.i.7,	Summative:		woodwind, brass, and	of scales learned
of Lights	2/4, 6/8, and	26.B.i, 1, 27.A.j.1	Rhythm Panel	Section and	percussion instruments	during quarter 1
Performa	cut-time?		Recording Projects,	Full-Ensemble	and accessory items	into the learning
nce	2) Do I	National Standards:	10 points each	Rehearsal		activities of
	understand				Laptop	quarter 2.
Misc. Pep	how to count,	CCSS: Anchor	Winter Concert/	Sectionals		
Band	clap, and play	Standards for	Self Reflection		iPad (used to play	They are able to
Performa	rhythmic	Reading: 2, 3, 5, 10.	50 points	Partner Activities	various mp3's for	play the melody
nces	patterns at a			(as needed)	counting/clapping	of "Go Cats
	variety of	RL9-10.9, RI9-10.2,	Festival of Lights		exercises, 2nd screen,	Go!" in 2
Pep	tempos,	RI9-10.3, SL9-10.1,	Performance/Self	Critical	metronome, etc.)	different keys
Assembli	consisting of	SL9-10.4.	Reflection	Listening/Self		from memory
es	whole, half,		50 points	Assessment	Concert/pep band	using applied
	quarter,	CCRA.R.2:		(students listened to	repertoire (publishers	learning.
Quarter: 2	eighth,	Determine central	Pep Band Performances	and critiqued a high	vary): TBD	
	sixteenth, and	ideas or themes of a	(3)	quality recording of		CCSS:
Length:	thirty-second	text and analyze	10 points each	themselves playing	"Best In Class	There were
40 days	notes/rests?	their development;		the assigned	Christmas," Bruce	multiple reading
	3) Can I perform	summarize the key	Pep Assembly	repertoire)	Pearson	standards that
	the following	supporting details	Performances (2)			aligned
	scales from	and ideas.	25 points each		Pep band repertoire	extremely well
	memory in 2				(publishers vary): TBD	to our learning
	octaves:	CCRA.R.3: Analyze	Semester Exam:			activities.
	Concert Bb,	how and why	Escapada Final		"Go Cats Go!" in the	
	Eb, Ab, and	individuals, events,	Recording Project		keys of Bb and Eb	RL.9 was
	F?	and ideas develop	60 points			interesting
	4) Can I apply	and interact over the				because there
	my knowledge	course of a text.				were many

of scales to			different
determine	CCRA.R.5: Analyze		arrangements of
how to play	the structure of		traditional
simple	texts, including how		Christmas
melodies in	specific sentences,		melodies that
different	paragraphs, and		were played.
keys?	larger portions of		All of the
5) Do I	the text		composers had
understand	(e.g., a section,		unique
and apply the			treatments of
composers'	stanza) relate to		the same
written	each other and the		melodies. This
indications/m			really pushed
usical			our students to
terminology?	CCRA.R.10: Read		interpret the
6) Do I	and comprehend		music and try to
adequately	complex literary		understand the
prepare for	and informational		intentions of the
public music			composer.
performance	1 1 2		composer.
performance	and pronoionity.		CCRA.R.10
	RL.9: Analyze how		was a real
	an author draws on		challenge to our
	and transforms		students,
	source material in a		particularly the
	specific		9 th and 10 th
	work (e.g., how		grade students.
	Shakespeare treats a		There is a lot of
	theme or topic from		music learned
	Ovid or the Bible or		during this time
	how a later author		of year.
	draws on a play by		01 y 0 41.
	Shakespeare).		

		1	1	
RI.9-1				
Deter	mine a central			
idea o	of a text and			
analyz	ze its			
	opment over			
the co				
of the				
	ding how it			
	ges and is			
	ed and refined			
by spe				
	s; provide an			
	tive summary			
of the				
of the				
RIQ_1	10.3: Analyze			
	he author			
	ds an analysis ies of ideas or			
events				
	ling the order			
	ich the points			
	ade, how they			
	troduced and			
develo	oped, and the			
	ections that are			
	n between			
them.				
	Initiate and			
partic				
	tively in a			
range	of			

	collaborative
	discussions
	(one-on-one, in
	groups, and
	teacher-led) with
	diverse partners on
	grades 9–10
	topics, texts, and
	<i>issues</i> , building on
	others' ideas and
	expressing their
	own
	clearly and
	persuasively.
	SL.4: Present
	information,
	findings, and
	supporting evidence
	clearly, concisely,
	and logically such
	that listeners can
	follow the line of
	reasoning and the
	organization,
	development,
	substance, and style
	are appropriate to
	purpose,
	audience, and task.
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Unit Essential Questions Standards & Skills Common Assessments Learning Activities Resources/Technology Unit Reflection

News	1) De Leur de meterre d		To man a time of	T.,	Salaa 1 Stanaa an 1	<u>Ct. 1</u>
Name: 3 rd	1) Do I understand	ILS: 26.A.h.2,	Formative:	Instrumental	School Stereo, and	Students have
15	how to count, clap,	26.A.h.4, 26.A.h.5,		Warm-ups:	floor standing speakers	successfully
Quarter	and play in 4/4, 3/4,	26.A.h.6, 26.A.h.7,	Daily Grades (progress)	Scales, Rhythm		applied their
	2/4, 6/8, and cut-time?	26.A.I.2, 26.A.i.4,	5 points each	Panels, Chorales	Miscellaneous	understanding of
Length:	2) Do I understand	26.A.i.5, 26.A.i.7,			woodwind, brass, and	scales learned
41 days	how to count, clap,	26.B.i, 1, 27.A.j.1	Summative:	Section and	percussion instruments	during quarter 1
	and play rhythmic		Major/Chromatic Scale	Full-Ensemble	and accessory items	and 2 into the
Spring	patterns at a variety of	National Standards:	Written Assessment, 20	Rehearsals		learning
Concert	tempos, consisting of		points		Solo/Ensemble Contest	activities of
Prep	whole, half, quarter,	CCSS: Anchor		Sectionals (before	Selections:	quarter 3. They
	eighth, sixteenth, and	Standards for	Pep Band Performances	school)	Pieces chosen	are able to play
District	thirty-second	Reading: 2, 3, 5, 10.	(6)		specifically for	the melody of
Solo/Ens	notes/rests?		10 points each	RVC Band	individual student	"Go Cats Go!"
emble	3) Can I perform the	RL9-10.9, RI9-10.2,		Rehearsals (Study	growth. Titles of	from memory
Contest	following scales from	RI9-10.3, SL9-10.1,		Hall)	solo/ensemble	using applied
	memory in 2 octaves:	SL9-10.4.			selections are available	learning.
Misc.	Concert Bb, Eb, Ab,			Partner Activities (as	upon request.	_
Pep	Db, F, C, and G?	CCRA.R.2:		needed)		CCSS:
Band	4) Can I play my	Determine central			Concert band repertoire	There were
Performa	chromatic scale in two	ideas or themes of a			(publishers vary): TBD	multiple reading
nces	octaves?	text and analyze			u sv	standards that
	5) Can I apply my	their development;			Pep band repertoire	aligned
RVC	knowledge of scales	summarize the key			(publishers vary): TBD	extremely well
Music	to determine how to	supporting details			u S/	to our learning
Festival	play simple melodies	and ideas.			"Go Cats Go!" in the	activities.
	in different keys?				keys of Bb	
VIRTUA	6) Do I understand	CCRA.R.3: Analyze			5	CCRA.R.10 was
L	and apply the	how and why			"Gonna Fly Now	a real challenge
CONCE	composers' written	individuals, events,			(Theme From Rocky),"	to our students,
RT	indications/musical	and ideas develop			Bill Conti, arr. Mike	particularly the
PREP	terminology?	and interact over the			Story	9 th and 10 th
	7) Do I adequately	course of a text.			·-·	grade students.
	prepare for public	course of a text.			"Beecher Fight Song,"	There is a lot of
	music performance?				arr. Jason Hodac	music learned
14	indere performance:	1		1		indicio icultica

CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.RL.9: Analyze how an author draws on and transforms source material in a specific		"Louie, Louie," Richard Berry, arr. Johnny Vinson "How Far We've Come," Rob Thomson, arr. Paul Murtha "Thriller," Rod Temperton, arr. Johnnie Vinson RVC Honor Band repertoire (publishers vary): TBD	during this time of year.
RL.9: Analyze how an author draws on and transforms source material in a			

RI.9-10.2:	
Determine a central	
idea of a text and	
analyze its	
development over	
the course	
of the text, including	
how it emerges and	
is shaped and	
refined by specific	
details; provide an	
objective summary	
of the text.	
RI.9-10.3: Analyze	
how the author	
unfolds an analysis	
or series of ideas or	
events,	
including the order	
in which the points	
are made, how they	
are introduced and	
developed, and the	
connections that are	
drawn between	
them.	
SL.1: Initiate and	
participate	
effectively in a	
range of	
collaborative	
discussions	

		(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			Decourses/Technology	
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I play with accurate notes	ILS: 25.A.i.4, 26.A.h.2, 26.A.h.4,	Formative: N/A. Music reading assessments	10-minute rehearsal process modeled	We will play a new piece of music 3-8	The sight-reading

Sight-Re		nd	26.A.h.5, 26.A.h.6,	made on a daily basis	after IHSA	times per quarter.	activity has
ading		ingerings?	26.A.I.2, 26.A.i.4,	through rehearsal	guidelines, followed	Publishers vary.	become
(cont.)	2) A		26.A.i.5	techniques (part of	by the performance		progressively
		hythmically		daily progress grade)	of the piece.	Pieces sight-read	more
Quarter:	pi	recise?	National Standards:			during Q3: TBD	challenging.
3	3) C	Can I keep a		Summative: 20 points,	Individual student		
	st	teady tempo?	CCSS: Anchor	Student Self-Evaluation	self-reflection/assess	We have decided to	Some of the
Length:	4) D	Do I respond	Standard for	Rubric and teacher	ment.	order a bunch of NEW	pieces chosen
3-8 times	ap	ppropriately	Reading 10,	observation (see		Pep Band Music and	for sight-reading
per	to	the director?	SL9-10.1, SL9-10.4.	attached).	Student group work	treat it as our	may become
quarter.	5) D	Oo I play with			(in sections, student	sight-reading for Q3.	programmed for
-	g	ood tone	CCRA.R.10: Read		leaders).		future
Formal	q	uality?	and comprehend			"Take on Me," arr. Tim	performances.
activity	6) D	Do I play with	complex literary and		Director led full	Waters	1
takes the	th	ne appropriate	informational texts		ensemble discussion.		The method of
entire	ti	mbre/color?	independently and			"7 Nation Army," arr.	assessment for
class	7) D	Oo I play with	proficiently.			Jay Dawson	sight-reading
period.	/	ood	1 5			5	has included the
	-	hrasing?	CCSL9-10.1:			"Livin' on a Prayer,"	new evaluation
Informal	-	m I able to	Initiate and			arr. Paul Murtha	rubric and
activity	/	lay	participate				informal
takes	1	xpressively?	effectively in a				observation to
15-20		Do I play with	range of				save time during
minutes	/	ne correct	collaborative				a very busy
and is		rticulations?	discussions				performance
followed		Do I play with	(one-on-one, in				season.
by		ne appropriate	groups, and				Souboll.
rehearsal		ynamics?	teacher-led) with				CCSS:
of the	-	Do I know	diverse partners on				SL9-10.1
piece.	/	ow to	grades 9–10				aligned very
		ppropriately	topics, texts, and				well with the
		nterpret the	<i>issues</i> , building on				learning
		iece?	others' ideas and				activities. We
	P1		expressing their own				further explored
			expressing then 0wil				Turmer explored

clearly and persuasively. CCSL9-10.4: Present information, findings, and supporting evidence clearly, concisely,	which musical elements are needed to make music "good." Some students have developed a preference for music that
and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	contains syncopation and faster tempos, while others prefer music that demands more expressive attention and focus on tone quality. We have explored many different styles of music this quarter. This activity has
	been very helpful in selecting performance repertoire for our upcoming concerts.

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Cint			Common 1155c55menes	Licui ming i icui vititos	itesources, itemiology	

Name:	1) Do I understand	ILS: 26.A.h.2,	Formative:	Instrumental	School Stereo, and	Students have
4 th	how to count, clap,	26.A.h.4, 26.A.h.5,	Daily Grades (progress)	Warm-ups:	floor standing speakers	successfully
Quarter	and play in 4/4, 3/4,	26.A.h.6, 26.A.h.7,	5 points each	Scales, Rhythm		applied their
	2/4, 6/8, 8/8, 9/8, and	26.A.I.2, 26.A.i.4,		Panels, Chorales	Miscellaneous	understanding
Length:	cut-time?	26.A.i.5, 26.A.i.7,	Summative:		woodwind, brass, and	of scales learned
42 days	2) Do I understand	26.B.i, 1, 27.A.j.1	Spring Concert, 50	Section and	percussion instruments	during quarter
	how to count, clap,		points	Full-Ensemble	and accessory items	1, 2, and 3 into
Spring	and play rhythmic	National Standards:		Rehearsals		the learning
Concert	patterns at a variety of		HS Graduation, 50		Concert band repertoire	activities of
	tempos, consisting of	CCSS: Anchor	points	Partner Activities	(publishers vary): TBD	quarter 4.
HS	whole, half, quarter,	Standards for		(as needed)		
Graduati	eighth, sixteenth, and	Reading: 2, 3, 5, 10.	Memorial Day		"Marches of the Armed	CCSS:
on prep	thirty-second		Ceremony, 50 points		Forces," arr. Michael	There were
	notes/rests?	RL9-10.9, RI9-10.2,			Sweeny	multiple reading
Memoria	3) Can I perform the	RI9-10.3, SL9-10.1,				standards that
1 Day	following scales from	SL9-10.4,			"When You Wish Upon	aligned
Performa	memory in 2 octaves:	ELA.RI.9-10,			A Star," arr. C. Paul	extremely well
nce	Concert Bb, Eb, Ab,	ELA.RI.11-12.			Herfurth	to our learning
	Db, F, C, and G?					activities.
	4) Can I play my	CCRA.R.2:			"Pomp and	
	chromatic scale in	Determine central			Circumstance," Edward	CCRA.R.10
	two octaves?	ideas or themes of a			Elgar, arr. Clare	was a real
	5) Can I apply my	text and analyze			Grundman	challenge to our
	knowledge of scales	their development;				students,
	to determine how to	summarize the key				particularly the
	play simple melodies	supporting details				9^{th} and 10^{th}
	in different keys?	and ideas.				grade students.
	6) Do I understand					There is a lot of
	and apply the	CCRA.R.3: Analyze				music learned
	composers' written	how and why				during this time
	indications/musical	individuals, events,				of year.
	terminology?	and ideas develop				
	and apply the composers' written indications/musical	how and why individuals, events,				music learned during this time

7) Do I adequately prepare for public music performance? 8) Am I able to listen for and focus on tone quality as I play? 9) Can I play my part while listening across the band for balance and blend?	and interact over the course of a text. CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently. RL.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or				CCSS. ELA.RI.9-10 and CCSS. ELA.RI.11-12 aligned well to the curriculum. The students are sight-reading, rehearsing, and performing band literature at a higher grade than they were at the beginning of the year.
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how a later author	
draws on a play by Shakespeare).	
RI.9-10.2:	
Determine a central idea of a text and	
analyze its	
development over the course	
of the text,	
including how it	
emerges and is shaped and refined	
by specific	
details; provide an objective summary	
of the text.	
RI.9-10.3: Analyze how the author	
unfolds an analysis	
or series of ideas or events,	
including the order	
in which the points	
are made, how they are introduced and	
developed, and the	
connections that are drawn between	
them.	

SL.	1: Initiate and		
part	ticipate		
effe	ectively in a		
	ge of		
	aborative		
	cussions		
	e-on-one, in		
	ups, and		
	cher-led) with		
	erse partners on		
	des 9–10		
	ics, texts, and		
	ues, building on		
	ers' ideas and		
	ressing their		
own			
clea	arly and		
pers	suasively.		
SL.4	4: Present		
info	ormation,		
	lings, and		
	porting evidence		
	urly, concisely,		
	logically such		
that	listeners can		
	ow the line of		
	soning and the		
	anization,		
	elopment,		
	stance, and style		
	appropriate to		
	pose,		
audi	ience, and task.		

FLA.R1.9-10: By the end of grade 9, rcad and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. FLA.R1.11-12: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I play with	ILS: 25.A.i.4,	Formative: N/A. Music	10-minute rehearsal	We will play a new	The
Sight-Re	accurate notes	26.A.h.2, 26.A.h.4,	reading assessments	process modeled	piece of music 3-8	sight-reading
ading	and	26.A.h.5, 26.A.h.6,	made on a daily basis	after IHSA	times per quarter.	activity has
(cont.)	fingerings?	26.A.I.2, 26.A.i.4,	through rehearsal	guidelines, followed	Publishers vary.	become
	2) Am I	26.A.i.5	techniques (part of daily	by the performance		progressively
Quarter:	rhythmically		progress grade)	of the piece.	Pieces sight-read	more
4	precise?	National Standards:			during Q4: TBD	challenging.
	3) Can I keep a		Summative: 20 points,	Individual student		
Length:	steady tempo?	CCSS: Anchor	Student Self-Evaluation	self-reflection/assess		Some of the
3-8 times	4) Do I respond	Standard for	Rubric and teacher	ment.	"Marches of the Armed	pieces chosen
per	appropriately	Reading 10,	observation (see		Forces," Michael	for
quarter.	to the	SL9-10.1, SL9-10.4.	attached).	Student group work	Sweeny	sight-reading
	director?			(in sections, student		may become
Formal	5) Do I play with	CCRA.R.10: Read		leaders).	"Pomp and	programmed for
activity	good tone	and comprehend			Circumstance," Edward	future
takes the	quality?	complex literary and		Director led full	Elgar, arr. Clare	performances.
entire	6) Do I play with	informational texts		ensemble	Grundman	
class	the	independently and		discussion.		The method of
period.	appropriate	proficiently.				assessment for
	timbre/color?					sight-reading
Informal	7) Do I play with	CCSL9-10.1:				has included the
activity	good	Initiate and				new evaluation
takes	phrasing?	participate				rubric and
15-20	8) Am I able to	effectively in a				informal observation to
minutes and is	play expressively?	range of collaborative				
followed	1 5	discussions				save time during
by	9) Do I play with the correct	(one-on-one, in				a very busy performance
rehearsal	articulations?	groups, and				season.
of the	10) Do I play with	teacher-led) with				50a5011.
piece.	the	diverse partners on				CCSS:
piece.	uic	grades 9–10				
		<u><u> </u></u>	I	I	1	

Cont. of	· · · · · · · · · · · · · · · · · · ·	tenien tenta un 1	SL9-10.1
	appropriate dynamics?	topics, texts, and	
sight-rea	2	<i>issues</i> , building on	aligned very
ding of	11) Do I know	others' ideas and	well with the
pep band	how to	expressing their	learning
songs.	appropriately	own clearly and	activities. We
	interpret the	persuasively.	continued to
	piece?		explore many
		CCSL9-10.4:	different styles
		Present information,	of music this
		findings, and	quarter. This
		supporting evidence	activity has
		clearly, concisely,	been very
		and logically such	helpful in
		that listeners can	selecting
		follow the line of	performance
		reasoning and the	repertoire for
		organization,	our upcoming
		development,	concerts.
		substance, and style	
		are appropriate to	CCSS.
		purpose,	ELA.RI.9-10
		audience, and task.	and CCSS.
		,	ELA.RI.11-12
			aligned well to
		ELA.RI.9-10: By	the curriculum.
		the end of grade 9,	The students are
		read and	sight-reading,
		comprehend literary	rehearsing, and
		nonfiction in the	performing
		grades 9-10 text	band literature
		complexity band	at a higher
		proficiently, with	grade than they
		scaffolding as	were at the
		sourrorung as	wore at the

ELA.RI.11-12: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high	needed at the high end of the range.		beginning of the year.
end of the range.	the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high		