

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Review/ cont. from 6th grade band</p> <p>Concert for the Hungry Prep.</p> <p>Quarter: 1</p> <p>Length (Days): 26/30 days (10 weeks)</p> <p>Mon/Wed/ Fri 11:54 PM – 12:22 PM</p>	<p>1) Can I properly assemble my instrument?</p> <p>2) Do I sit with correct posture?</p> <p>3) Do I hold my instrument properly?</p> <p>4) Can I warm up correctly? (instrument specific warm up)</p> <p>5) Can I identify, count/clap, and play whole notes, half notes, quarter notes, and eighth notes/rests?</p> <p>6) Can I identify, define, and physically respond to a repeat sign?</p> <p>7) Can I identify, define, and respond to a breath mark?</p> <p>8) Do I tongue my notes?</p>	<p>ILS: 25.A.f.1, 25.A.f.2, 25.A.f.3, 25.A.g.1, 26.A.f.2, 26.A.f.4, 26.A.f.5, 26.A.f.6, 26.A.f.8, 26.A.f.9, 26A.g.3, 26.A.g.5, 26.A.g.6, 26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2, 26.A.i.5, 26.A.i.6</p> <p>National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10.</p> <p>Reading Standards for Literature: 2, 3, 5, 6, 10.</p> <p>Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10.</p>	<p>Formative: 5 points, daily grade</p> <p>10 points, weekly grade (at-home practice)</p> <p>Summative: 10 points weekly (sectional progress)</p> <p>50 points, Concert for the Hungry/ Student Reflection Self-Assessment</p>	<p>Instrument specific warm up</p> <p>Check-Offs: Rhythm Panel 1 (count/clap/play)</p> <p>Rhythm Panel 2 (verbal)</p> <p>Rhythm Panel 2 (count/clap/play)</p> <p>Concert Bb say and play (scale/arpeggio/thirds)</p> <p>Book Songs #1-38</p> <p>Concert Eb scale (scale/arpeggio/thirds)</p> <p>Paradiddle</p> <p>Flam Tap</p> <p>Musical terms/definitions</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Check-off Charts</p> <p>“Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin</p> <p>Concert for the Hungry music:TBD</p> <p>Sound system/Stereo</p> <p>iPod</p> <p>Teacher-made supplements</p> <p>1) Band Handbooks</p> <p>2) Music Dept. Calendar</p> <p>3) Tree of Notes</p> <p>4) Sectional Schedule</p> <p>5) Practice Logs</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Student/Class progress can vary greatly based on the following factors:</p> <p>The child's own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of</p>

Course Name/Number: 7th/8th Grade (Intermediate) Band**Grade Level: 7-8 (2nd and 3rd year)****Curriculum Map**

9) Do I play with good tone quality? 10) Do I play with the correct fingerings/slide position/bar? 11) Can I identify and explain a 4/4 time signature? 12) Can I identify, define, and physically respond to a fermata? 13) Can I identify all the notes that are going to be presented in the Bb scale? 14) Can I identify and explain a tie? 15) Can I identify and explain what a dot after a note does? 16) Can I identify and explain a slur? 17) Can I identify and count and clap triplet eighth notes? 18) Can I identify in real time the	Anchor Standards for Writing: 1, 5, 9. Anchor Standards for Speaking and Listening: 1, 2, 4. Speaking and Listening Standards: 1a, 1b, 1c, 1d. Anchor Standards for Language: 1. Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.		Kan Will Honor Band (select students) ILMEA Junior Division Band Auditions (volunteer students)		required supplies to each rehearsal for full participation Essential questions can only be properly answered with some review of previously learned content. Many students participated in additional musical opportunities afforded to them, such as the Kan Will Honor Band and ILMEA Auditions. All students completed a post-concert self- reflection.

<p>notes of the scale, arpeggio, and thirds of the Bb scale exercise?</p> <p>19) Can I play the scale, arpeggio, and thirds of the Bb scale exercise?</p> <p>20) Can I play the scale, arpeggio, and thirds of the Concert Eb scale exercise?</p> <p>21) Can I identify, explain, and execute a paradiddle?</p> <p>22) Can I identify, explain, and execute a flam tap?</p> <p>23) Can I identify explain, and execute a 9 stroke roll?</p> <p>24) Can I verbally define and physically play in legato, marcato, and staccato style?</p>					
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<p>25) Can I identify and play notes that are marked divisi?</p> <p>26) Can I identify, verbally define, and play accidentals?</p> <p>27) Can I identify and physically respond to 1st and 2nd endings?</p> <p>28) Can I identify and explain a 3/4 time signature?</p>					
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Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Winter Concert Prep/ Review and cont. from Quarter 1</p> <p>Quarter: 2nd</p> <p>Length (Days): 19/30 days (10 weeks)</p> <p>Mon/Wed/Fri 11:54 PM – 12:22 PM</p>	<p>1) Can I identify and explain a 3/4 time signature?</p> <p>2) Can I identify and count/clap sixteenth notes/rests?</p> <p>3) Do I understand the proper technique when playing crash cymbals? (percussion)</p> <p>4) Do I understand the proper technique when playing the suspended cymbal? (percussion)</p> <p>5) Do I understand the process of tuning timpani? (percussion)</p> <p>6) Do I understand the proper technique when playing timpani? (percussion)</p> <p>7) Do I understand the proper</p>	<p>ILS: 25.A.f.1, 25.A.f.2 25.A.f.3, 25.A.g.1 26.A.f.2, 26.A.f.4 26.A.f.5, 26.A.f.6 26.A.f.8, 26.A.f.9 26A.g.3, 26.A.g.5 26.A.g.6, 26.A.g.8 26.A.g.9, 26.A.h.2 26.A.h.4, 26.A.h.5 26.A.h.7, 26.A.h.8 26.A.i.2, 26.A.i.5 26.A.i.6</p> <p>National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10.</p> <p>Reading Standards for Literature: 2, 3, 5, 6, 10.</p> <p>Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10.</p>	<p>Formative: 5 points, daily grade</p> <p>10 points, weekly grade (at-home practice)</p> <p>Summative: 10 points weekly (sectional progress)</p> <p>50 points, Winter Concert/ Student Reflection Self- Assessment</p>	<p>Instrument specific warm-ups</p> <p>Group warm-ups</p> <p>Check-Offs: 1) Rhythm Panel 1 (count/clap/play) 2) Rhythm Panel 2 (verbal) 3) Rhythm Panel 2 (count/clap/play) 4) START Rhythm Panel 3 (count/clap) 5) Cut time Rhythm Sheet (count/clap) 6) Concert Bb say and play (scale/arpeggio/thirds) 7) Concert Eb scale (scale/arpeggio/thirds) 8) START Concert F scale</p>	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Check-off Charts</p> <p>Sound system/Stereo</p> <p>iPod</p> <p>Recording of winter concert</p> <p>“Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin</p> <p>Warm-Ups: 1) David Morrison “Chord Warm-Up” 2) “5 Minutes a Day Chorale”</p> <p>Winter Concert Literature: TBD</p> <p>Teacher-made supplements: 1) Band Handbooks</p>	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Student/Class progress can vary greatly based on the following factors: The child's own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of</p>

Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map

<p>technique when playing sleigh bells? (percussion)</p> <p>8) Can I identify, define, and demonstrate the following dynamics: “pp, p, mp, mf, f, ff”?</p> <p>9) Can I identify, define, and demonstrate a “crescendo” and “decrescendo”?</p> <p>10) Can I identify, define, and demonstrate “rit.”?</p> <p>11) Can I identify, define, and demonstrate “A Tempo”?</p> <p>12) Can I identify, define, and demonstrate the following tempos: “Andante, Moderato, and Allegro”?</p> <p>13) Can I identify and perform a piece of music that</p>	<p>Anchor Standards for Writing: 1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>		<p>(scale/arpeggio/thirds)</p> <p>9) START chord warm-up</p> <p>Book Songs #39-77 (cont).</p> <p>Sight Reading Activity</p> <p>Percussion:</p> <p>1) Paradiddle</p> <p>2) Flam Tap</p> <p>Musical terms/definitions:</p> <p>1) Allegro</p> <p>2) Andante</p> <p>3) Slur</p> <p>4) Tie</p> <p>5) Accidental</p> <p>6) Grand Pause</p> <p>7) Accent</p> <p>8) Dotted-half note</p> <p>Concert reflection/Self Assessment</p> <p>Solo/Ensemble Contest Registration</p>	<p>2) Music Dept. Calendar</p> <p>3) Tree of Notes</p> <p>4) Sectional Schedule</p> <p>5) Practice Logs</p>	<p>required supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>All Essential Questions and Learning Activities from the first quarter are applicable to the second quarter. We continue to review and build these skills.</p> <p>I found many examples of the CCSS in BJHS band curriculum.</p>
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	modulates into another key? 14) Can I identify and perform a <i>subito p</i> ? 15) Do I understand how to actively participate in sight-reading? 16) Do I understand the terms “staccato” and “legato”? 17) Do I understand the terms “piu mosso” and “andante sostenuto”? 18) What is an “accent”? 19) Can I identify and explain a cut time (2/2) time signature? 20) Can I count and clap/play whole, half, quarter, and eighth notes/rests that exist in a cut time rhythm sheet?				
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Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Spring Concert Prep/ Review and cont. from Quarter 2</p> <p>Quarter: 3rd</p> <p>Length (Days): 14/23 days (8 weeks)</p> <p>** See unit reflection</p> <p>Mon/Wed/ Fri 11:54 PM – 12:22 PM</p>	<p>1) Can I play the concert F scale, arpeggio, and thirds?</p> <p>2) Am I able to identify, describe, and play a 5 stroke roll?</p> <p>3) Am I able to describe and demonstrate the style of a march?</p> <p>4) Am I able to perform a piece of music in cut time?</p> <p>5) Am I beginning to understand that there is more to music than what is printed on the page?</p> <p>6) Am I able to retain all the essential questions from the second quarter?</p> <p>7) Am I able to prepare a solo for the IESA</p>	<p>ILS: 25.A.f.1, 25.A.f.2 25.A.f.3, 25.A.g.1 26.A.f.2, 26.A.f.4 26.A.f.5, 26.A.f.6 26.A.f.8, 26.A.f.9 26A.g.3, 26.A.g.5 26.A.g.6, 26.A.g.8 26.A.g.9, 26.A.h.2 26.A.h.4, 26.A.h.5 26.A.h.7, 26.A.h.8 26.A.i.2, 26.A.i.5 26.A.i.6</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10.</p> <p>Reading Standards for Literature: 2, 3, 5, 6, 10.</p> <p>Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10.</p> <p>Anchor Standards for Writing:</p>	<p>Formative: 5 points, daily grade</p> <p>10 points, weekly grade (at-home practice)</p> <p>Summative: 10 points weekly (sectional progress)</p>	<p>Instrument specific warm-ups</p> <p>Group warm-ups</p> <p>Check-Offs:</p> <ol style="list-style-type: none"> 1) Rhythm Panel 1 (count/clap/play) 2) Rhythm Panel 2 (verbal) 3) Rhythm Panel 2 (count/clap/play) 4) Rhythm Panel 3 (count/clap/play) 5) Cut time Rhythm Sheet (count/clap/play) 6) Advanced Rhythm Sheet (count/clap) 7) Concert Bb say and play (scale/arpeggio/thirds) 8) Concert Eb scale (scale/arpeggio/thirds) 	<p>Board/dry erase accessories</p> <p>Pencils</p> <p>Check-off Charts</p> <p>Sound system/Stereo</p> <p>iPod</p> <p>“Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin</p> <p>Warm-Ups:</p> <ol style="list-style-type: none"> 1) David Morrison “Chord Warm-Up” 2) “5 Minutes a Day Chorale” 3) Red book songs in cut-time (all percussion on practice pads) <p>Spring Concert Literature:TBD</p> <p>Teacher-made supplements:</p> <ol style="list-style-type: none"> 1) Band Handbooks 	<p>I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program.</p> <p>Student/Class progress can vary greatly based on the following factors:</p> <p>The child's own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of required</p>

Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map

	<p>solo/ensemble contest?</p> <p>8) Am I able to prepare an ensemble piece for the IESA solo/ensemble contest?</p> <p>9) Am I able to prepare multiple pieces for the IESA solo/ensemble contest?</p> <p>10) Can I identify and explain a cut time (2/2) time signature?</p> <p>11) Can I count and clap/play whole, half, quarter, and eighth notes/rests that exist in a cut time rhythm sheet?</p> <p>12) Do I understand the process of tuning timpani? (percussion)</p> <p>13) Do I understand the proper technique when playing timpani? (percussion)</p>	<p>1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>	<p>9) Concert F scale (scale/arpeggio/thirds)</p> <p>10) Concert Ab scale (scale/arpeggio/thirds)</p> <p>11) Chord Warm-up parts A/B/C</p> <p>12) 5 minute chorale (tonguing/slurring)</p> <p>Book Songs #77-116 (cont).</p> <p>Sight Reading Activity</p> <p>Percussion:</p> <ol style="list-style-type: none"> 1) Paradiddle 2) Flam Tap 3) 9 stroke roll 4) 5 stroke roll <p>Musical terms/definitions:</p> <ol style="list-style-type: none"> 1) Allegotto 2) Staccato 3) Slur (review) 4) Tie (review) 5) Accidental (review) 	<p>2) Music Dept. Calendar</p> <p>3) Tree of Notes</p> <p>4) Sectional Schedule</p> <p>5) Practice Logs</p>	<p>supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>I have been meeting with students after school to help prepare them for contest.</p> <p>** We continue to be hit hard this quarter by holidays, early releases, and snow days. Under the circumstances, I am very pleased with what the students were able to accomplish.</p>
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			<p>6) "Hairpin" crescendo/ decrescendo 7) Fine 8) D.S. al fine 9) Grand Pause (review) 10) Accent (review) 11) Ritardando 12) 3/4 time (review) 13) Dotted-half note (review) 14) Diminuendo 15) Marcato style</p> <p>Solo/Ensemble Contest Preparation (volunteering students)</p>	<p>All Essential Questions and Learning Activities from the first quarter and second quarter are applicable to the third quarter. We continue to review and build these skills.</p> <p>I found many examples of the CCSS in BJHS band curriculum.</p>
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Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Spring Concert Prep (cont.)	1) Can I play the concert F scale, arpeggio, and thirds? 2) Am I able to identify, describe, and play a 5 stroke roll? 3) Am I able to describe and demonstrate the style of a march? 4) Am I able to perform a piece of music in cut time? 5) Am I beginning to understand that there is more to music than what is printed on the page? 6) Am I able to retain all the essential questions from the second quarter? 7) Am I able to prepare a solo for the IESA	ILS: 25.A.f.1, 25.A.f.2 25.A.f.3, 25.A.g.1 26.A.f.2, 26.A.f.4 26.A.f.5, 26.A.f.6 26.A.f.8, 26.A.f.9 26A.g.3, 26.A.g.5 26.A.g.6, 26.A.g.8 26.A.g.9, 26.A.h.2 26.A.h.4, 26.A.h.5 26.A.h.7, 26.A.h.8 26.A.i.2, 26.A.i.5 26.A.i.6 National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10. Reading Standards for Literature: 2, 3, 5, 6, 10. Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10. Anchor Standards for Writing:	Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points weekly (sectional progress) 50 points, Spring Concert/Self-Reflection 50 points, Organizational Contest 50 points, Graduation Performance	Instrument specific warm-ups Group warm-ups Check-Offs: 1) Rhythm Panel 1 (count/clap/play) 2) Rhythm Panel 2 (verbal) 3) Rhythm Panel 2 (count/clap/play) 4) Rhythm Panel 3 (count/clap/play) 5) Cut time Rhythm Sheet (count/clap/play) 6) Advanced Rhythm Sheet (count/clap) 7) Concert Bb say and play (scale/arpeggio/thirds) 8) Concert Eb scale (scale/arpeggio/thirds)	Board/dry erase accessories Pencils Check-off Charts Sound system/Stereo iPod “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin Warm-Ups: 1) David Morrison “Chord Warm-Up” 2) “5 Minutes a Day Chorale” 3) Red book songs in cut-time (all percussion on practice pads) Spring Concert Literature:TBD 6 th /7 th Grade/BJHS Graduation Music:	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Student/Class progress can vary greatly based on the following factors: The child's own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of required
Org. Contest Prep						
BJHS Graduation Prep (grades 6/7)						
BHS Graduation Prep (grade 8)						
Memorial Day Prep (grade 8)						
Review and cont. from Quarter 3						
Quarter: 4 th						

Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map

<p>Length (Days): 26/31 days (11 weeks)</p> <p>Mon/Wed/ Fri 11:54 PM – 12:22 PM</p>	<p>solo/ensemble contest?</p> <p>8) Am I able to prepare an ensemble piece for the IESA solo/ensemble contest?</p> <p>9) Am I able to prepare multiple pieces for the IESA solo/ensemble contest?</p> <p>10) Can I identify and explain a cut time (2/2) time signature?</p> <p>11) Can I count and clap/play whole, half, quarter, and eighth notes/rests that exist in a cut time rhythm sheet?</p> <p>12) Do I understand the process of tuning timpani? (percussion)</p> <p>13) Do I understand the proper technique when playing timpani? (percussion)</p>	<p>1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>		<p>9) Concert F scale (scale/arpeggio/thirds)</p> <p>10) Concert Ab scale (scale/arpeggio/thirds)</p> <p>11) Chord Warm-up parts A/B/C</p> <p>12) 5 minute chorale (tonguing/slurring)</p> <p>Book Songs #116-155 (cont.)</p> <p>Sight Reading Activity</p> <p>Percussion:</p> <ol style="list-style-type: none"> 1) Paradiddle 2) Flam Tap 3) 9 stroke roll 4) 5 stroke roll <p>Musical terms/definitions:</p> <ol style="list-style-type: none"> 1) Allegotto 2) Staccato 3) Slur (review) 4) Tie (review) 5) Accidental (review) 	<p>1) “Pomp and Circumstance,” arr. Eric Osterling</p> <p>2) “The Star Spangled Banner,” arr. John Kinyon</p> <p>8th Grade/BHS Graduation and Memorial Day Music:</p> <ol style="list-style-type: none"> 1) “Star Spangled Banner,” arr. by Robert W. Smith 2) “Pomp and Circumstance,” arr. by Clare Grundman 3) “Marches of the Armed Forces,” arr. by Michael Sweeney <p>Teacher-made supplements:</p> <ol style="list-style-type: none"> 1) Band Handbooks 2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs 	<p>supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>RTI sectionals continue to be difficult but manageable. I am optimistic about the improved scheduling and group sizes for next year.</p> <p>All Essential Questions and Learning Activities from the first, second, and third quarters are applicable to the fourth</p>
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Course Name/Number: 7th/8th Grade (Intermediate) Band**Grade Level: 7-8 (2nd and 3rd year)****Curriculum Map**

<p>14) Can I successfully perform with the 6th graders? (7th grade)</p> <p>15) Can I serve as a role model for the 6th graders? (7th grade)</p> <p>16) Can I define and perform a piece of music in 6/8 time? (8th grade)</p> <p>17) Can I identify, define, and demonstrate a glissando? (8th grade flutes and clarinets)</p> <p>18) Can I identify, define, and demonstrate marcato? (8th grade)</p> <p>19) Can I count/clap and play triplet sixteenth notes? (8th grade)</p> <p>20) Can I successfully perform with the high school students? (8th grade)</p>			<p>6) "Hairpin" crescendo/decrescendo</p> <p>7) Fine</p> <p>8) D.S. al fine</p> <p>9) Grand Pause (review)</p> <p>10) Accent (review)</p> <p>11) Ritardando</p> <p>12) 3/4 time (review)</p> <p>13) Dotted-half note (review)</p> <p>14) Diminuendo</p> <p>15) Marcato style</p>		<p>quarter. We continue to review and build these skills.</p> <p>I found many examples of the CCSS in BJHS band curriculum.</p>
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Course Name/Number: 7th/8th Grade (Intermediate) Band

Grade Level: 7-8 (2nd and 3rd year)

Curriculum Map