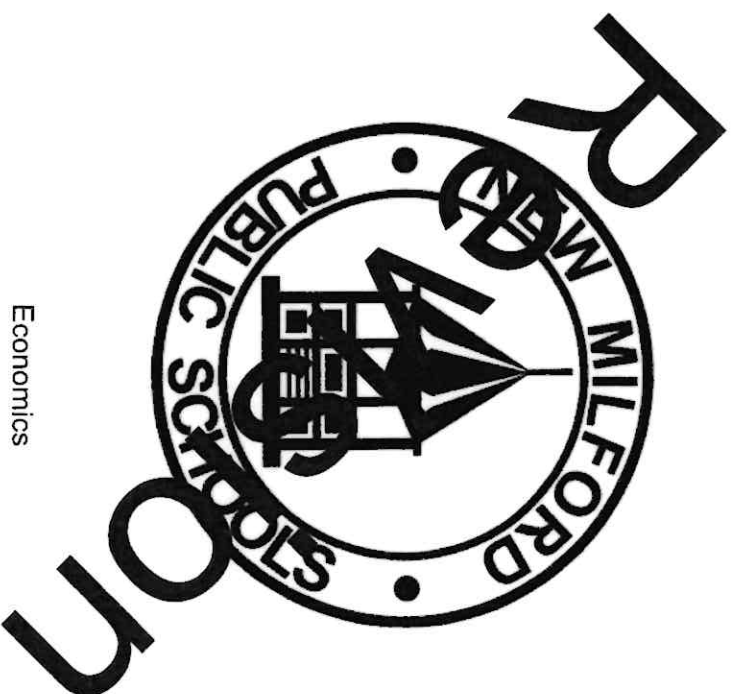


NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Economics

March 2023

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Economics CP

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. The result of this is scarcity; choices have to be made... by individuals, companies, organizations and governments.

The NMHS Economics course uses economic theories to examine the ways in which these choices are made. As a social science, economics examines these choices through the use of models and theories.

Economics allows students to explore these models and theories, and apply them. Economic theory suggests that the material well-being of societies is related to the quantity of goods and services that are available to that society. Due to the differing well-beings of societies in the world, the course will guide in researching the ways in which economic activity impacts the environment, and the challenges facing the world in terms of fair access to resources, goods and services.

Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on real-world issues through key concepts (e.g., scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of Economics will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Vision of NMPS Graduate

The NMHS Economics course aims to develop inquiring, knowledgeable and caring young people who are able to help create a better and more peaceful world through intercultural understanding and respect through building positive relationships and working on problem solving skills.

This course is available for grades 11 and 12. Students have the option of taking Economics at the honors level.

Pacing Guide

Unit	Title	Weeks
1	The Study of Economics	3
2	Economic Systems and the Global Economy	3
3	Supply and Demand	3
4	Microeconomics	4
5	Macroeconomics	4

ESTABLISHED GOALS		Transfer	
<p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>ECO 9–12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p> <p>ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p> <p>CCRA-R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCRA-W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA-SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate concepts of opportunity cost and scarcity and analyze economic circumstances which require choices based.</p> <p>Apply the four factors of production, and their allocation, to economic decisions.</p>	<p>Meaning</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Is anything free?</p> <p>How does economics affect everyone?</p> <p>How can one make the best economic choices?</p> <p>How does the scarcity of the factors of production force society to allocate their use of goods and services?</p> <p>Is there ever a situation where there really are no economic choices?</p> <p>Is it possible to have a world without scarcity?</p> <p>Are there any right answers to meeting societal needs?</p>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Scarcity leads to choosing how best to utilize resources.</p> <p>Economics studies how people make choices as they try to satisfy their wants in a world of scarcity.</p> <p>A person will want to do a particular activity only if the benefits are greater than the costs.</p> <p>Almost everything we do involves costs and benefits.</p>			

		Acquisition
<i>Students will know...</i>	<i>Students will be skilled at...</i>	
<p>Definition of scarcity</p> <p>The factors of production</p> <p>How to solve economic problems</p> <p>Microeconomics studies small economic units while macroeconomics looks at the economy as a whole.</p> <p>Land, labor, capital, and entrepreneurship are all parts of resources in the study of economics.</p>	<p>Provide examples of opportunity costs</p> <p>Compare various ways of utilizing a scarce resource</p> <p>Create a chart listing the components of macro and micro economics</p> <p>Explain how costs and benefits affect decisions</p> <p>Write examples of the various types of goods and services that surrounds them</p> <p>Create a diagram that shows the differences of skilled and unskilled labor</p>	

Code	Evaluative Criteria	Assessment Evidence
A, M M, T	<p>Opportunity cost lists are economically accurate</p> <p>Students are engaged in the participation of Refugee Camp group work</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: To be able to make oral arguments for or against economic decisions within the scope of opportunity costs and present those arguments clearly and coherently. (Interpret, Apply, Explain, Perspectives, Self-knowledge)</p> <p>Roles: Writer, Presenter</p> <p>Audience: Fellow students and teacher</p> <p>Situation: Students will produce slide presentation in which they present the opportunity costs in a real world example; Students will work in groups to determine who should receive water at a refugee camp. Each group will have to apply the principles of opportunity costs and determine importance of decisions based on various perspectives. (Apply, Explain, Perspectives)</p> <p>Product: Presentation, in cooperative groups, students will develop oral report on each of opportunity costs. (Apply, Explain, Perspectives)</p> <p>Standard for Success: Departmental Communication Rubric</p>
A, M, T	<p>Assignments are using grammatically/contextually correct economic terminology.</p> <p>Explanations are economically/contextually correct.</p>	
A, M, T		

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions. Evidence from group work Exit Tickets Online activities Do Nows</p>
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Pre-Assessment

Code		
<p>A A, M M, T M, T M, T A M, T M, T A A M, T M, T A, M, T A, M, T</p>	<p>Vocabulary/concept identification game. Student groups are randomly given 6 economic vocabulary words (definitions included) and a number of articles. Groups are given a selection of articles and are to locate/defend the concepts they identify.</p> <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> 1. Course overview and syllabus review. W, O 2. Introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. W, O 3. Introduce the Water Allocation project and ask them to determine who gets water. H 4. Give them the Working After School worksheet and have them complete it for homework. E, W 5. Handout <i>Factors of Production</i> to each student. E 6. Give them the FOP worksheet and have them complete it for homework. E, W 7. Students will work in groups to present FOP. T, H, R, E 8. Watch various movie clips depicting highs and lows of stock market trading. H 9. Introduce the Stock Market notes, E 10. Give them the Stock Market worksheet and have them complete it for homework. E, W 11. Give them the Stock Market Simulation handout to help them synthesize all the information they just learned about the economic systems. H, E, W 12. Introduce Budget, E 13. Cost Benefits of College Worksheet. E, W 14. Students will work on their own on A Salary-Based Budget. T, H, R, E <p>Resources:</p> <p>Economics – Jacob Clifford https://www.youtube.com/@JacobAClifford</p> <p>Crash Course Economics – Jacob Clifford https://www.youtube.com/watch?v=3ez10ADDR_gM&list=PL1oDmcs0xTD-dJN1PL2N1urX0EKupBJCQ</p>	<p>Progress Monitoring</p> <p>Students will do regular skill practice. Informal observation of teacher in discussion. Class work and homework review. Informal assessments. Project rubrics.</p>

Ubd Template 2.0

UNIT 2 ECONOMIC SYSTEMS AND THE GLOBAL ECONOMY

ESTABLISHED GOALS		Transfer
<p>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p> <p>GEO 9–12.1 Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.</p> <p>CCRA-R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA-W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA-W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Effectively compare and contrast the pros and cons of the main economic systems to support economic arguments.</p> <p>Apply concepts, and real-life examples, in the analysis of how differing, international economic systems deal with scarcity and opportunity costs.</p>	<p style="text-align: center;">Meaning</p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Is it possible for any system to meet all societal goals?</p> <p>Which societal goals should be universal? Is any one economic system best?</p> <p>How do different economic systems provide goods and services for their societies?</p>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Economies are becoming globalized thus leading to the growing integration of the national economies.</p> <p>Economies are no longer autonomous.</p>		

		Acquisition	
		<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>Economic systems determine what will be produced, how it will be produced, and for whom it will be produced</p> <p>The four main market economies</p> <p>Socialist and capitalist elements of modern mixed economies</p> <p>Two major economic systems are free enterprise and socialism</p> <p>Role of government in economic systems</p> <p>Impact of market incentives (Case study: market incentives in dealing with pollution)</p> <p>Problems of poverty and economic development, and possible solutions</p>	<p>Distinguish between free enterprise and socialism</p> <p>Define and explain the theory of value</p> <p>Explain the causes of globalization</p> <p>Make judgments about continuing trends in globalization</p> <p>Explain and justify governmental decisions within the context of their economies.</p>	

Code	Evaluative Criteria	Assessment Evidence
A, M	Information about economic systems and countries is economically accurate.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
M, T	Students are engaged in the participation of group work in creation and presentation stages.	Goal: Evaluate the reasoning for alternative economic systems (Interpret, Explain)
A, M, T	Assignments are using grammatically/contextually correct economic terminology.	Role: Researcher, Author (Chart Creator)
A, M, T	Explanations are economically/contextually correct.	Audience: Classroom Situation: Students will compare economies of various countries identified by the teacher on a worksheet prepared by the teacher and apply economic theory to the comparisons. (Explain, Self-Knowledge)
		Product: Students will prepare a chart that identifies the different types of economic systems of various countries and analyze the pros and cons of each. (Apply, Explain, Perspectives)
		Standards for Success: Students' reports should explain the value and theoretical underpinnings of their chosen economic system. In addition, the report should assess the effectiveness of the system using basic economic indicators and other variables (like crime rate) of their choice. (At this point the only economic indicator the students will use will be GDP/capita and unemployment)

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">Evidence from group workComputer activitiesClassroom discussionsExit TicketsDo Nows
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Pre-Assessment

Code		
<p>A A M M, T A M, T A, M M, T M M A M, T M, T M, T M, T</p>	<p>Socratic Seminar discussion based off student-led research on Comparative Systems https://econedlink.org/wp-content/uploads/legacy/322_wkst1.pdf</p> <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ol style="list-style-type: none"> 1. Introduce Economic Systems. W, O. 2. Introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. W, O. 3. Students will complete Economic Systems worksheet. E, W. 4. Watch scenes from The Walking Dead. H 5. Students will work in teacher-led groups of 3-4 to complete Zombie Apocalypse activity. T, H, R, E. 6. Students given a choice to watch one of three "Globalization" videos and answer and fill out questionnaire. E, W. 7. Story of a T-Shirt assignment. E, W. 8. Pros and Cons of Globalization assignment. E, W. 9. Introduce the desert island activity and ask them what things they would want to bring to a desert island and why? H 10. Students will work in student-led groups of 4 to complete Desert Island activity. Each island will be given a list of what natural resources. T, H, R, E, O 11. Students will present their Desert Island scenarios to class. R, E, T. 12. Islands will then have a class period to make deals with other islands, incorporating FOP, Opportunity Costs, and budgetary constraints. T, H, R, E, O <p><u>Resources:</u></p> <p>Economics – Jacob Clifford https://www.youtube.com/@JacobAClifford</p> <p>Comparative Economic Systems https://econedlink.org/wp-content/uploads/legacy/322_wkst1.pdf</p> <p>Understanding Economic Systems</p>	<p>Progress Monitoring</p> <p>Students will do regular skill practice.</p> <p>Informal observation of teacher in discussion.</p> <p>Class work and homework review.</p> <p>Informal assessments.</p> <p>Project rubrics.</p>

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ECO 9-12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p> <p>CCRA-R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA-R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCRA-W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA-W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRA-SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p><i>Students will be able to independently use their learning to ...</i></p> <p>Provide real-life examples as a basis to construct current supply and demand determinates to products in which students get to choose.</p> <p>Analyze the change or shift in supply and demand curves when predicting future economic changes.</p>	<p><i>Meaning</i></p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How are prices determined in a free market system? Is there a just price? How does competition create lower prices and costs? How does competition encourage producers to produce more of what consumers are willing and able to buy? Can a consumer ever truly be satisfied? Is the law of demand always true?</p>
	<p>UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>Supply and demand determine price.</p> <p>Price points will have varying effects on demand, motivation for buying and creating equilibrium within the market.</p> <p>Equilibrium is a state in which there is no excess supply or demand.</p> <p>Income influences a shift in demand.</p> <p>Current and potential producers respond to expected prices of goods and services.</p>	

		Acquisition	
		<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>What determines demand?</p> <p>What is meant by elasticity of demand?</p> <p>What determines supply?</p> <p>What are the effects of shortages and surpluses?</p> <p>How to graph supply and demand</p> <p>Demand and supply act together to determine prices</p> <p>Prices act as signals to buyers and sellers</p>	<p>Construct a demand curve</p> <p>Construct a supply curve</p> <p>Show graphically how supply and demand determine price</p> <p>Calculate a surplus</p> <p>Calculate a shortage</p> <p>Calculate quantities given budget constraints</p>	

Code	Evaluative Criteria	Assessment Evidence
A, M M, T	<p>Production Possibility Curves and Supply and Demand graphs are legible.</p> <p>Students are engaged in the participation of group work and discussions of PPCs.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
A, M, T	<p>Assignments are using grammatically/contextually correct economic terminology.</p>	<p>Goal: To correctly plot demand and supply curves including potential changes in market (Interpret, Apply)</p> <p>Role: Researcher</p> <p>Audience: Classroom/teacher</p> <p>Situation: Students will go online to find ticket prices of their favorite singer or athlete, then in groups compare findings, interpret market and analyze various reasons for different prices. (Apply, Self-knowledge)</p>
A, M, T	<p>Explanations are economically/contextually correct.</p>	<p>Product: Various Supply and Demand curves (Interpret, Apply)</p> <p>Standards for Success: Properly constructed supply and demand curves, including changes in equilibrium prices.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Summaries of guided readings, notetaking and answering questions.</p> <p>Evidence from group work</p> <p>Online activities</p> <p>Exit Tickets</p> <p>Do Nows</p> <p>Classroom discussions</p> <p>Written quiz</p>
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Code

Pre-Assessment

Quizlet Pre-assessment

<https://quizizz.com/admin/quiz/5bb3d08905764d001a855a15/supply-and-demand-pre-test>

Summary of Key Learning Events and Instruction
Student success at transfer meaning and acquisition depends on...

Progress Monitoring

Students will do regular skill practice.

Informal observation of teacher in discussion.

Class work and homework review.

Informal assessments.

Project rubrics.

A

1. Introduce Supply and Demand. W, O.

A

2. Introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. W, O.

A, M

3. Crash Course Econ video on Supply and Demand. H.

A, M

4. Handout *Law of Demand* to each student and read the excerpt on incentives. E

A

5. Give them corresponding worksheet for Law of Demand and have them complete it for homework. E, W

A, M

6. Handout *Elasticity of Demand* to each student and read the excerpt on incentives. E

A, M

7. Give them corresponding worksheet for Elasticity of Demand and have them complete it for homework. E, W

A, M

8. Handout *Law of Supply* to each student and read the excerpt on incentives. E

M

9. Give them corresponding worksheet for Law of Supply and have them complete it for homework. E, W

M, T

10. Work on Supply and Demand in the News worksheet. E, W.

M, T

11. Supply and Demand Project. T, H, R, E, O.

M, T

12. Quiz on Supply and Demand T, E

Resources:

Demand and Supply: How Prices are determined in a Market Economy
<http://www2.harpercollege.edu/mhealy/econ212/lectures/s&d/s&d.htm>

Economics – Jacob Clifford
<https://www.youtube.com/@JacobAClifford>
Supply and Demand Pretest
<https://quizizz.com/admin/quiz/5b3d08905764d001a855a15/supply-and-demand-pre-test>

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UNIT 4 MICROECONOMICS

ESTABLISHED GOALS		<i>Transfer</i>	
<p>ECO 9–12.4 Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p> <p>ECO 9–12.5 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.</p> <p>CCRA-W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCRA-SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA-SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Apply concepts of supply and demand curves to analyze changes in micro-economical settings.</p> <p>Defend justifications in making business decisions based on scarcity and opportunity costs.</p> <p>Respond to microeconomic predictions based on positive or negative incentives.</p>	<p>Meaning</p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does competition affect your choices?</p> <p>How does competition create lower prices and costs and encourage producers to produce more of what consumers are willing and able to buy?</p> <p>How do prices send signals and provide incentives to buyers and sellers?</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Necessary goods have greater demand elasticity of demand.</p> <p>Current and potential producers respond to expected prices of goods and services.</p> <p>Production possibilities curve shows us we cannot have everything we want.</p> <p>Because of scarcity of resources, we must make choices.</p>

		Acquisition	
		<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<p>Price influences quantity demanded.</p> <p>Income influences a shift in demand.</p> <p>Proper methods of demonstrating knowledge of microeconomic concepts.</p> <p>What motivates trade and why businesses and individuals specialize in a specific skill.</p> <p>How decisions made by one person, business, or group affect others and how scarcity drives decision-making.</p> <p>That many people or parties respond predictably to both positive and negative incentives.</p>	<p>Defining economic principles and models.</p> <p>Explaining given economic outcomes.</p> <p>Determining outcomes of specific economic situations.</p> <p>Graphing supply and demand curves, including shifts in supply and demand.</p>	

Code	Evaluative Criteria	Assessment Evidence
A, M M, T	Information on economic effects, political effects and economic sectors is economically accurate.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
A, M, T	Students are engaged in the participation of creating their companies, analyzing economic changes and presenting their findings.	<p>Goal: Students to be able to predict what economic effects (shortages, surpluses) and political effects (e.g., immigration policy, taxes and regulations) may have on a particular economic sector (candy sales). (Interpret, Apply, Perspectives)</p>
A, M, T	Assignments are using grammatically/contextually correct economic terminology.	<p>Role: Researcher, Market analyst</p>
M, T	Explanations are economically/contextually correct.	<p>Audience: Classroom/teacher</p>
	Presentations are economically focused on economic and governmental effects.	<p>Situation: Students will work in cooperative learning groups to create their own company and analyze how the business will adapt to economic changes and affect specific market sectors. They will present these findings to the class, to analyze future directions of said markets. (Interpret, Explain, Perspectives)</p> <p>Product: Poster</p> <p>Standard for Success: Poster contains accurate information about sector. District wide communication rubric.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">Evidence from group workComputer activitiesClassroom discussionsWritten quizzes and testExit TicketsDo Nows
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Code

Pre-Assessment

Graph Explanations:
 In groups, students will be given a collection of graphs (Production Possibility Frontier, Supply, Demand, Supply AND Demand), some labeled partially, some not. Groups will be asked to create to the best of their ability a complete graph, properly labeled and explanation of.

Summary of Key Learning Events and Instruction
Student success at transfer meaning and acquisition depends on...

- A 1. Introduce microeconomics unit. W, O.
- A 2. Introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit W, O.
- A, M 3. Watch the film, *Joy*, and have students fill out corresponding worksheet. H
- A 4. Introduce Types of Businesses slides. W, O.
- A, M 5. Sweet Opportunities Worksheet that goes with slides. W.
- M, T 6. Give them Let's Make Some Candy worksheet to complete. W, E.
- A 7. Give them *Sweet Opportunities II* work sheet when they have completed the reading to help them review what they learned. W, E.
- A, M 8. Give them Globalization article to read. H
- A 9. Give them *Globalization* work sheet when they have completed the reading to help them review what they learned. W, E
- A 10. Watch the film, *American Factory*, and have students fill out corresponding worksheet. H
- M, T 11. Handout *Minimum Wage* to each student and have them watch the video. E
- A 12. Class discussion—Fishbowl—based on the video and their completed assignment. R, E, E, T
- M 13. Watch Intro to Ethics episode of The Office. H
- A 14. Give them Ethics Worksheet and complete it on a company of their choice. E, W.
- M, T 15. Students will watch an episode of Shark Tank. H
- A 16. Shark Tank group project. T, H, R, E

Resources:

Economics – Jacob Clifford
<https://www.youtube.com/@JacobAClifford>

Crash Course Economics – Jacob Clifford
https://www.youtube.com/watch?v=3ezT0ADR_gM&list=PL1oDmcs0XTD-dJN1PL2N1urX0EKupBJCQ

Introduction to Economics – Kahn Academy
<https://www.youtube.com/watch?v=wCHm55dNO5U&list=PLSQI0a2yh4HDERCw>

Progress Monitoring
 Students will do regular skill practice.

Informal observation of teacher in discussion.

Class work and homework review.

Informal assessments.

Project rubrics.

ESTABLISHED GOALS		<i>Transfer</i>	
<p>ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.</p> <p>ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p> <p>CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p> <p>GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.</p> <p>CCRA-SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CCRA-L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Apply concepts of supply and demand curves to analyze changes in macroeconomic settings.</p> <p>Defend justifications in making national policy decisions based on scarcity and opportunity costs, which will affect the global economic market.</p> <p>Respond to macroeconomic predictions based on global positive or negative incentives.</p> <p>Determine the pros and cons of real-life governmental economic decisions.</p>	<p>Meaning</p> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Can government “manage” the economy?</p> <p>Under what conditions should the government interfere with market conditions?</p> <p>What effect on the economy does unemployment have?</p> <p>What impact does trade have on a society?</p> <p>Should corporations be forced to care about more than profit?</p> <p>Who should be taxed and at what rate?</p>	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>The confidence of the government gives money its value.</p> <p>Interest rates are the price of money.</p> <p>There are many ways to measure standard of living.</p> <p>Governments use fiscal policy to influence the economy.</p> <p>Tax policy (like other laws) goes through Congress.</p>			

	<p>Politics and the economy are connected.</p>	<p>Why is tax policy so political? Should the American government provide more or less regulation in the economy? What are the most pressing, current economic issues facing the United States?</p>
Acquisition		
	<p><i>Students will know...</i></p> <p>Economic indicators like GNP growth, inflation, and unemployment</p> <p>Meaning of economic depression and recession</p> <p>Components of Gross National Product</p> <p>Lower interest rates mean it is cheaper to borrow</p> <p>The value of money and the Consumer Price Index</p> <p>The federal budget—taxes and spending, budgets and surpluses</p> <p>Using monetary and fiscal policy to deal with inflation and unemployment</p> <p>Unemployment and its effects on the economy</p> <p>Tax incentives</p> <p>Government debt and deficits</p>	<p><i>Students will be skilled at...</i></p> <p>Measuring Gross Nation Product</p> <p>Measuring growth in the economy</p> <p>Comparing/contrasting alternative measures of economic well-being like GDP, Unemployment, Gini-coefficient and HDI.</p> <p>Calculating government debt.</p> <p>Calculating government deficits.</p>

Code	Evaluative Criteria	Assessment Evidence
A, M	National Debt and GDP information is economically accurate.	<p>ASSESSMENT TASK(S): <i>Students will show that they really understand evidence of...</i></p>
M, T	Students are engaged in the participation of group work in research and presentation phases.	<p>Goal: To be able to make recommendations and economic justifications for policies to fix or improve the economy (Interpret, Explain)</p>
A, M, T	Students are using grammatically/contextually correct economic terminology within assignments.	<p>Role: Researcher, analyst, presenter</p>
A, M, T	Explanations on GDP and National Debt are economically/contextually correct.	<p>Audience: "President's economic advisor"</p>
M, T	Presentations are economically focused on GDP and National Debt.	<p>Situation: In groups, students will analyze National Debt/Deficit and create tax proposals to reduce the debt/deficit. Each presentation should analyze the effects of tax raises and reductions on individuals, business, and the national economy. (Interpret, Apply, Perspectives)</p>
M, T	Presenters are poised—not easily distracted and able to communicate clearly.	<p>Product: Economic report explaining problems and recommendation for corrections (Interpret, Explain, Perspectives, Empathy)</p>
		<p>Standards for Success: Recommendations are consistent with identified problem areas</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">Evidence from group workComputer activitiesClassroom discussionsWritten testExit TicketsDo Nows
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Code

Pre-Assessment

6 Degrees of Separation Game based off prior MICROeconomic principles.
In groups, students will be given a collection of graphs (Production Possibility Frontier, Supply, Demand, Supply AND Demand). Based off information of graphs and clue (#3) in game, students will attempt to fill in the rest of the degrees.

Adapt from: <https://socialstudiestoolbox.pbworks.com/w/page/108676993/Six-Degrees-Of-Separation>

Summary of Key Learning Events and Instruction
Student success at transfer meaning and acquisition depends on...

Progress Monitoring

Students will do regular skill practice.

Informal observation of teacher in discussion.

Class work and homework review.

Informal assessments.

Project rubrics.

- A A
 - A A
 - A, M
 - M, T
 - A, M
 - A, M
 - A, M
 - A, M
 - A, M
 - A, M
 - A, M
 - M, T
 - M, T
 - M, T
 - M, T
 - M, T
 - A
 - A
 - A
 - M, T
 - A, M
 - A, M, T
 - M, T
1. Macroeconomic unit preview. W, O.
 2. Introduce the essential questions for the unit so students know what they should expect to understand by the end of the unit. W, O.
 3. Introduce Kahn Academy video on Macroeconomics. H
 4. PPT on Unemployment. W, O.
 5. Unemployment Notes. R, E, O.
 6. Unemployment Research Worksheet. R, E, T, O.
 7. Too Big to Fail Movie. H.
 8. Too Big to Fail worksheet. E, R.
 9. PPT on Inflation. W, O.
 10. Inflation Activity. R, E, O.
 11. PPT on Business Cycle. W, O.
 12. Business Cycle notes. R, E, O.
 13. Begin PPT on GDP. W, O.
 14. GDP Notes. E, O.
 15. Fiscal Monetary Research assignment. R, E, T, O.
 16. Diagnosing the US Economy partner work. R, E, T, O.
 17. Standard of Living Research assignment. R, E, T, O.
 18. GDP Country Comparison Group Project. R, E, T, O.
 19. *How the Rich Avoid Paying Taxes* video. H
 20. PPT on Taxes. W, O.
 21. Taxes Web Quest activity. R, E, T, O.
 22. PPT on National Debt. W, O.

23. National Debt worksheet Activity. R, E, O.
24. American Wealth Inequality Expressed as a Pie video. H
25. People's Pie Extension activity. R, E, T, O.
26. Group presentations on People's Pie.

Resources:

Introduction to Economics – Kahn Academy

https://www.youtube.com/watch?v=wCHm5SsdNO5U&list=PLSQ10a2vh4HDERCw_ddanXbsDpFWcpl-S

6 Degrees of Separation

<https://socialstudiesstoolbox.pbworks.com/w/page/108676993/Six-Degrees-Of-Separation>

Economic Report of the President 2022

<https://www.whitehouse.gov/wp-content/uploads/2022/04/ERP-2022.pdf>

What is the national deficit?

<https://fiscaldata.treasury.gov/americas-finance-guide/national-deficit/#:~:text=Fiscal%20year%2Dto%2Ddate%20,has%20increased%20by%20%24201%20billion.>

How the rich avoid paying taxes

<https://www.youtube.com/watch?v=t6V9i8fFADl>

American Wealth Inequality Expressed As A Pie

<https://www.youtube.com/watch?v=WbV1EPgj6vk>

People's Pie

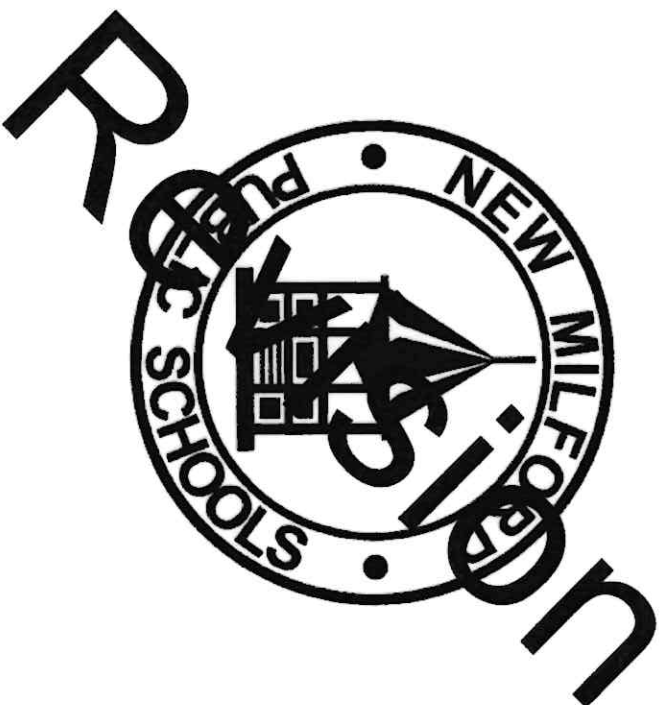
<https://www.icivics.org/games/peoples-pie>

Financial Sector – The World Bank

<https://www.worldbank.org/en/topic/financialsector>

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



6th Grade Chorus

May 2023

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Authors of Course Guide

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

6th Grade Chorus

The Chorus Music Curriculum grades 6-8 provides a sequential study for students using these overarching artistic processes: create, present, respond, and connect. The curriculum is aligned with the knowledge, skills, and concepts described in the 2014 National Core Arts Standards which Connecticut adopted in October 2016.

While the standards are rooted in a concept-based approach, they are also built on a balance between the existing structure of American schools and an attainable vision of what that structure could and should be. Thus, the attainability of this curriculum is based upon a minimum of two forty minute classes within each six-day rotation for the entire year, as well as one sectional within that same rotation. A sectional is a small group lesson in which the students are introduced to key concepts and have the opportunity to practice them in a smaller class setting and receive personal feedback; something which cannot occur in the chorus classes due to the sheer size of these classes. Knowledge and skills are then applied in the chorus class.

Within these sequential standards based, concept driven student centered learning activities, students discover their potential and become skilled in basic musical performance, composition, academic vocabulary, and manipulate the elements of music within the context of critical thinking, communication, collaboration, and creativity required of 21st century citizens. One of the highlights of the choral program at the middle school is that it is a welcoming place that breeds positive relationships and bonding for its members; something that is needed developmentally for middle school students if they are to achieve.

The emphasis in Grade 6 is to lay a foundation for proper singing technique, create a community of singers, begin music literacy, and develop an initial awareness of musical expression using one's voice and then as a member of an ensemble.

Public performances after school hours are a required part of the class. In addition to these performance opportunities, students have the opportunity to audition to participate in Northern Regionals.

The ultimate goal of this curriculum is to serve as the continuing and sequential rungs on the ladder to climb towards Artistic Literacy, as defined in the National Core Arts Standards: "Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language of the arts is the ability to create, perform, present, respond and connect through symbolic and metaphorical forms that are unique to the arts. An artistically literate person has the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and contexts to promote and enhance lifelong learning."

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Pacing Guide

Units	Weeks
Unit 1: Chorus as a Community	Yearlong; embedded throughout
Unit 2: Chorus and Vocal technique	Yearlong, embedded throughout
Unit 3: Chorus Literacy	Yearlong, embedded throughout
Unit 4: Chorus as an Ensemble	Yearlong, embedded throughout
Unit 5: Chorus and Musical Expression	Yearlong, embedded throughout

ESTABLISHED GOALS		<i>Transfer</i>	
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work</p> <p>From the CASEL framework:</p> <p>Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p> <p>Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Ch11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <ul style="list-style-type: none"> • Build upon earlier understanding of others to comprehend more complex emotional situations in self and others • Form a largely group-based identity with increasing independence from adults • Become able to resolve conflicts within dyadic and group situations 		
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • attitude is a choice • we can improve our character • chorus is a team • we reap what we sow • people are worthy of respect of dignity • when I try my best, I feel good about myself • thinking of others is a necessary trait • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What is my personality? • What is my character? • How do I think of others in daily situations? • Why should I try my best? • What happens when I don't contribute? • What am I grateful for? • How can I trust other singers? • How do I know if I have tried my best? • How does an audience member behave during a performance? • How do musicians generate creative ideas? 	

<p>and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>		
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● manners ● self-control ● integrity ● empathy ● sympathy ● kindness ● respect ● perseverance ● humility ● character ● personality ● forgiveness ● mercy ● gratitude 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● attentive listening ● improving personal self-control ● offering feedback positively ● working as a team ● thinking of others ● contributing positively to the chorus culture ● audience etiquette 	

Code	Evaluative Criteria	Assessment Evidence
a		<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p>
T,M,A	<p>Content: Is what is being shared positive? To what extent does it contribute to the culture of the chorus? Are students willing to share?</p>	<ul style="list-style-type: none"> ● <u>Forming a community</u> by starting each class with “Something Positive”, either sharing an event worth celebrating, or sing/share their news, compliment another class member sincerely (cannot be on their clothes or appearance), tell a (clean) joke, say something you are thankful for, make up a song, or share a positive message or quote.
T,M,A	<p>Process: Is the feedback beginning with something positive before offering something critical?</p>	<ul style="list-style-type: none"> ● <u>Offering feedback</u> in chorus, especially following a performance.
T,M,A	<p>Process: How well are the groups working together? There are two rubrics for the activity: the first measures how well the students worked together, and the second is about the quality of the performance</p>	<ul style="list-style-type: none"> ● <u>Audience behavior</u> by practicing social awareness and self-control when in the role of an audience member, whether watching a recording, listening to music, or in a live audience setting ● <u>Collaborating</u> in groups for a Creativity Project based on the form of a song of their choice in Chorus. This original project is performed in front of the chorus.

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">participating in class discussionsencouraging other singerswriting group self-reflections
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Code

Pre-Assessment

On the first day of class, games are played to determine student levels of attentive listening, self-control, and social awareness. This provides the teacher with baseline data.

Summary of Key Learning Events and Instruction
Student success at transfer meaning and acquisition depends on...

Progress Monitoring

- M Teacher working to establish a warm and caring culture from Day 1 through active listening and implementing consistent routines.
- M Teacher providing explicit instruction in defining the necessary character traits, when they are applicable, for students to develop so they can be successful in chorus and throughout their lives.
- T,A Students developing the self-confidence to share something positive.
- A Students playing get-to-know-you games early in the school year, and periodically throughout the year
- M Teacher providing explicit instruction for positive ways to provide feedback, modeling, and giving students multiple opportunities to practice.
- M Teacher providing strategies for students to use when working in groups.
- T,M,A Students working collaboratively to conceive, create, improve, and perform their original creations based on a chorus song of their choice.
- M,A Teacher providing instruction on audience behavior and providing students opportunities to be an audience to practice these skills

- active listening to individual sharing, making comments when appropriate in response
- circulating around the room when students are working in groups to listen in on conversations and check progress on their project
- quick “dipstick” formative assessments to measure student safety and comfort level for singing in the ensemble

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

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ESTABLISHED GOALS		Transfer	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>	<p style="text-align: center;">Meaning</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do I make my mouth tall? • How do I use my diaphragm? • How can I sing and listen to myself at the same time? • Why do I need to sing with proper posture, tall vowels, use my diaphragm, and lift my soft palate? • How do we make songs sound interesting to the audience?
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p>		<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p>	
		<ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria • Musicians judge performance based on criteria that vary across time, place, and cultures • We sing vowels, so vowels need to be sung beautifully • Singing requires a tall mouth • We use our diaphragm to manage our air supply • The higher we sing, the more air we need • The quieter we sing, the more air we need • Proper singing posture when standing and sitting helps us sound our best • Creating space in my requires lifting my soft palate 	

	<ul style="list-style-type: none"> ● We need to listen to ourselves as we sing so we can self-evaluate ● There are right and wrong ways to practice 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● breath support ● diaphragm ● singing posture ● tall mouth ● soft palate ● vowels ● tone quality ● wide/spread mouth ● dynamics ● diction ● expression 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● attempting to use their diaphragm ● producing tall vowels ● matching pitch ● remembering tonal patterns used in vocal warm-ups ● using proper singing posture when standing or sitting ● singing with dynamics ● producing clear consonants ● singing with emotion and intent

Code	Evaluative Criteria	Assessment Evidence
A	<p>Students will be assessed according to a rubric which will include:</p> <ul style="list-style-type: none"> ● matching pitch ● singing the correct pitches ● being audible ● using a tall mouth ● using their diaphragm ● breath support for upper register <p>A continuum which charts progress</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><i>proper singing by singing assessments throughout the year.</i></p> <p>Goal: The goal is for students to demonstrate continual progress at their own rates of learning as they learn to sing with proper standing and sitting posture, use a tall mouth, use breath support by musical control of their diaphragm, placing the vowels in the mouths, and the beginning of lifting their soft palate as they sing their chorus songs.</p> <p>Goal: Singing with dynamics using our chorus songs as the content</p> <p>Goal: Singing with expression and intent using our chorus songs as the content.</p>
T,M,A	<p>A continuum which charts progress</p>	

	T,M,A	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <p>Explaining the symbols and instructions found in their chorus music Using context of the chorus songs to determine the musical intent required Self-evaluating</p>
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Pre-Assessment

At the beginning of the school year, students will complete vocal warm-ups in small groups so that the teacher can observe and determine the students' current ability level.

Summary of Key Learning Events and Instruction

Student success at transfer meaning and acquisition depends on...

A Students participate in daily body and vocal warm-ups.

M,A Students play games to discover how breathing actually works, and then through guided practice, attempt to transfer proper breathing to their singing.

M Teacher acknowledges even the tiniest increments of progress to encourage students to take risks.

M Teacher demonstrates tall mouth singing.

M,A Students use mirrors to sing and self-evaluate the shape of their mouths.

M,A Students watch performances of singers and discuss why singers stand a certain way, then through guided practice, attempt to transfer proper posture to their own singing.

T,M,A Students practice learning their chorus music in class and at home.

M Teacher unfolds the foundations of proper singing through time spent with students in their sectionals.

T,M,A Students progressively learn, through consistent practice, teacher and peer feedback, and self-evaluation, to sing properly.

Progress Monitoring

- direct observation
- private coaching
- small group coaching
- class discussion
- specific feedback
- listening and learning from student self-reflections done during sectionals

<p>ESTABLISHED GOALS</p>	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	
<p>Anchor Standard 3: Refine and complete artistic work.</p>	
<p>CCSS: Reading Standards for Literacy in Science and Technical Subjects 6–12, Craft and Structure 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	
<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p>	<p><i>Transfer</i></p>
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Rhythmic and melodic syllables are useful tools to help read music. • Reading music is a fundamental skill of literacy. • Music symbols are used by the composer to express artistic intent. • There are right and ways to practice 	<p>Meaning</p> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How does reading music make me a better musician? • How does knowing solfege help me become an independent singer? • Which rhythmic and melodic tools can I use to become a more independent singer? • How do symbols on the page express the composer's creative intent? • How do I practice?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • solfege (moveable do system) • Gordon rhythm syllables 	<p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • reading prepared rhythmic notation • sight reading rhythmic notation

	<ul style="list-style-type: none"> ● staff ● measures ● bar lines ● repeat signs ● crescendo ● decrescendo ● dynamic markings ● rests ● time signature ● fluency ● first and second endings ● Curwen hand signs ● system ● tempo ● Rhythms to include, but are not limited to: quarter notes, half notes, whole notes, eighth notes, all commensurate rests, ties between quarter notes and whole notes 	<ul style="list-style-type: none"> ● writing dictated rhythms ● decoding rhythms ● Reading prepared melodic notation ● sight reading melodic notation ● writing dictated melodies ● decoding melodies using solfege ● creating simple rhythms ● creating simple melodies ● singing and using hand signs ● locating systems, staves, and measures within the choral octavo ● numbering measures ● tapping a foot to the beat ● following chorus parts ● identifying singing staves ● singing correct solfege syllables to correct pitches
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Code	Evaluative Criteria	Assessment Evidence
A	Checklist for fluency and accuracy	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of ...</i></p> <p>music literacy by:</p> <ol style="list-style-type: none"> 1. Improving fluency when reading rhythms when using Rhythm Randomizer 2. Decoding rhythms and then writing them as dictated 3. Creating and writing original rhythms 4. Using Sight reading Factory, students will have 30 seconds to prepare an 8 measure musical excerpt to sing on solfege 5. Decoding pitches and writing them as dictated 6. Creating and writing original melodies
M,A	Checklist for accuracy	
T,M,A	Checklist for accuracy	
T,M,A	Rubric for technical skill, rhythmic and melodic accuracy, using proper solfege syllables that match the corresponding pitches	
M,A	Checklist for accuracy	
T,M,A	Checklist for accuracy	

	T,M,A	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> teaching one another (peer coaching)

	Pre-Assessment	Students will be given chorus music and asked to identify whatever parts they already know.
M A A M M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher demonstrates the correct way to follow parts in the chorus music Students identify and highlight, with colors, systems, staff, and their chorus part Students number their measures Teacher uses games embedded in Conversational Solfege to help students acquire, decode, read, and write rhythms Teacher uses games, such as Poison Pattern and its variations, to 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> direct observation private coaching small group coaching class discussion specific feedback listening and learning from student self-reflections done during sectionals

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<p>A</p> <p>M</p> <p>T,M,A</p>	<p>help build a vocabulary of melodic sounds in students aural memory</p> <ul style="list-style-type: none"> • Students practice rhythms to build fluency using Rhythm Randomizer • Teacher uses Curwen hand signs to add kinesthetic element to aid in pitch retention to build students aural memory • Students use Sight Reading Factory to build fluency singing short melodic and rhythmic ideas 	
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<p>ESTABLISHED GOALS</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>CASEL Competencies:</p> <p>Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p> <p>Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	<p style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <ul style="list-style-type: none"> • Build upon earlier understanding of others to comprehend more complex emotional situations in self and others • Form a largely group-based identity with increasing independence from adults • Become able to resolve conflicts within dyadic and group situation 			
<p style="text-align: center;"><i>Meaning</i></p> <table border="1"> <tr> <td data-bbox="126 577 522 1255"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. </td> <td data-bbox="126 1255 522 1974"> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How does individual practice benefit the ensemble? • How do I follow a conductor? </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • How does individual practice benefit the ensemble? • How do I follow a conductor? 		
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		<ul style="list-style-type: none"> • How can I listen to others while I am singing? • How does a chorus sing "in sync"?
Acquisition		
<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • Balance • Blend • Mouth shape • Entrances • Releases • Cut-offs • Diction • Style • Direction of phrase • Musical phrase • Dynamics (continuum of quiet to loud) • Heavy and Light 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Following the conductor • Exhibiting proper ensemble etiquette during performances • Performing one's own part within an ensemble while others are singing other parts • Responding to gestures indicating entrances, releases, and cut-offs • Applying criteria to evaluate the chorus' performance 	

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Students will be evaluated wholistically, as an ensemble, and also individually for their contributions to the ensemble on the following indicators:</p> <ul style="list-style-type: none"> ● concert etiquette as a performer ● concert etiquette as an audience member ● engaged singing ● following the conductor ● singing assigned part ● singing with dynamics ● singing with balance between the parts 	<p>ASSESSMENT TASK(S): <i>Students will show that they really understand evidence of...</i> singing in an ensemble by performing in a concert at least twice a year.</p> <p style="text-align: center;">CONCERT PERFORMANCE</p> <p>Goal: The goal is to perform in a concert displaying new repertoire learned and proper concert etiquette.</p> <p>Role: Students are the performers.</p> <p>Audience: The audience is made of students' families, friends, and the school community.</p> <p>Situation: Students will perform the repertoire they have learned in this part of the year for a live audience.</p> <p>Product, Performance, and Purpose: Twice a year, the 6th grade chorus will learn new music and sing before an audience. The expectation is that the performers improve their ensemble skills as the year progresses.</p> <p>Standards and Criteria for Success: Students will reflect upon this growth both in class discussion and written reflection.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p>
T,M,A		<p>Further information:</p> <ul style="list-style-type: none"> - informal performance assessment - rehearsal self reflections - teacher observation - participation in class activities - participation in sectional rehearsals - Completing a Concert Review self-evaluation

Pre-Assessment	<p>At the beginning of the school year, students will discuss their prior experience singing in an ensemble, be it in a chorus or in a musical and complete vocal warm-ups in small groups so that the teacher can observe and determine the students' current ability level.</p>

T,M,A	<p>Students offer solutions for fixing parts of the songs which require</p>	
T,M,A	<p>Students progressively learn, through consistent practice, teacher and peer feedback, and self-evaluation, to sing properly as an ensemble.</p>	
M,A	<p>Teacher and students work collaboratively on conducting gestures that help the ensemble sing to the best of their ability.</p>	
M	<p>Teacher records the chorus so the students can listen to themselves and make suggestions for improvement.</p>	
M,A	<p>Students, through trial and error, attempt to emphasize certain words or melodic ideas in the song to make the song meaningful to the audience.</p>	
M	<p>Teacher guides students into uncovering the important words and/or phrases which will help tell the story of the song to the audience.</p>	
T,M,A	<p>Students practice learning their chorus music in sectionals, during chorus, and at home, focusing on pitch accuracy, rhythmic accuracy, dynamics, and style.</p>	
T,M,A	<p>Students watch performances of choruses and discuss why choruses stand a certain way, then through guided practice, attempt to transfer proper posture and concert etiquette to their own singing in chorus.</p>	
M,A	<p>Students use mirrors to sing and self-evaluate the shape of their mouths.</p>	
M	<p>Teacher demonstrates tall mouth singing.</p>	
M	<p>Teacher acknowledges even the tiniest increments of progress to encourage students to take risks.</p>	
M,A	<p>Students first learn to sing together to create a beautiful and resonant yet age-appropriate unison. Attention is given to blend and balance.</p>	
A	<p>Students participate in daily body and vocal warm-ups.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● direct observation ● private coaching ● small group coaching ● class discussion ● specific feedback ● listening and learning from student self-reflections done during sectionals

	improvement,	
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Ubd Template 2.0

UNIT 5: Chorus and Musical Expression

ESTABLISHED GOALS		<i>Transfer</i>
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<p>CCSS, Grade 6, Reading Standards for Literature:</p> <p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</p> <p>MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>CASEL Competency:</p> <p>Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	<p>Meaning</p> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Performers make interpretive decisions based on their understanding of context and expressive intent. Performers can use tools in their musical toolbox to bring a song to life for themselves and the audience. <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do we discern the musical creators' and performers' expressive intent? How do performers interpret musical works? How do I make a song interesting for the audience? How do I tell a story through music? How do I communicate expressive intent so the audience feels some emotion as we sing? What is the purpose of dynamics, style, diction, and phrase direction?
	<p>Acquisition</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> the story to be communicated through the songs they sing dynamics diction style expression energy emphasis phrase direction tempo <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying dynamic markings in their music attempting to sing with identified dynamic markings determining the meaning of a text communicating meaning through words spoken and lyrics sung listening to the ensemble interpreting artistic intent

	<ul style="list-style-type: none"> • articulation 	
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
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T,M,A	<p>Checklist of tools, including:</p> <ul style="list-style-type: none"> ● diction ● dynamics ● emphasis of key words within the phrase ● style ● energy ● balance 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>using the tools in their toolbox to create expression by collaboratively determining how the song communicates artistic intent. This will be accomplished through trial and error during rehearsals once pitch and rhythm accuracy have been secured.</p> <p>For example, students will sing 4-8 measures of the song and be asked what they can do to make the music more interesting. Given class responses, each response will be tried out and then discussed for its effectiveness until the chorus has determined the best method of singing those 4-8 measures. This process continues throughout each chorus song.</p>
T,M,A		

M,A		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by ...</i></p> <p>Further information: Quiz on vocabulary, such as dynamic markings</p>
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stage 3

Code

Pre-Assessment

Teacher will show a video of a contemporary singer singing a well-known song, and ask the students to brainstorm what makes the performance so good.

Summary of Key Learning Events and Instruction
Student success at transfer meaning and acquisition depends on...

Progress Monitoring

- A
 - Students being bold and brave enough to take risks to learn to sing audibly.
 - Students learning to sing with dynamics.
 - Teacher creating a safe and comfortable culture within the chorus that allows students to take risks.
 - Student ability to read a text and determine the main idea.
 - Teacher providing background knowledge on songs in the chorus repertoire.
- M,A
 - Students reciting the text, learning which words, and syllables receive stress to convey meaning.
- A
 - Students identify expression markings in their chorus music.
- M,A
 - Students trusting others in their section so all will sing with expression and audibly
- M
 - Teacher shows recordings of other choirs singing the same repertoire
- M,A
 - Students evaluate performances of either choirs using the tools in their toolbox
- T,M,A
 - Students use the tools in their toolbox to evaluate their own performance

- direct observation
- private coaching
- small group coaching
- class discussion
- specific feedback
- listening and learning from student self-reflections done during sectionals

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

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