

**Wayne Central School District  
Ontario Center, NY 14520**

Music  
**Music**  
Curriculum

***SIXTH GRADE***  
**Draft**

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**Curriculum Team**  
Michael Allen  
Craig Wert

**Scope and Sequence Team**  
Michael Allen  
Craig Wert



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# **I. District Philosophy**

**The Wayne Central School District believes that the goal of education is the all-around development of each student. The role of the school is to enable individuals to develop to their fullest potential.**

**The school, in cooperation with the home and community, will assist the student with intellectual, social, cultural, emotional, physical and moral growth. The school should help create within each student an awareness of civic responsibilities and respect for authority to assist the student in becoming a well-integrated, responsible person capable of assuming a vital role in an evolving civilization.**

**The Wayne Central School District subscribes to the general theory of individual differences; namely, that each student is an individual and has innate abilities, ambitions, and emotions. In the process of educating this individual, the program should provide a challenge while reflecting a concern for needs based on individual capabilities.**

**The Wayne Central School District further subscribes to the following fundamental principles:**

- 1. Children, regardless of potential, are capable of learning and acquiring the skill and knowledge needed to function to the best of their ability in our society,**
- 2. Our responsibility is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. Accountability does not end with following established rules and procedures; its essence is found in results,**
- 3. Minimum competence, while necessary, is not enough. Successful participation in our society demands much more. All children are entitled to approved curriculum, to instructional methods, and to expectations that challenge them to perform at their best, and help them to become truly proficient in knowledge and skills,**
- 4. Every child in New York State is entitled to the resources necessary to provide the sound, basic education that the state constitution requires,**
- 5. Each participant in the educational system should have the opportunity to effectively discharge his or her responsibility, and each participant should be held accountable for achieving desired results. This principle applies to all participants in the educational process – students, parents, teachers, counselors, librarians, administrators, the Board of Education, and others,**
- 6. Achievement of desired results by individuals and groups should be rewarded. Creativity in our students needs to be nurtured and encouraged. Occasional failure in a large and diverse system is probably unavoidable. However, failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.**



## **II. District Mission Statement:**

**Based upon the belief that all students can learn, the staff of Wayne Central School district accepts the responsibility to teach all students regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, emotionally, and culturally.**





# III. NYS Learning Standards:

## **Health, Physical Education, and Home Economics**

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources.

## **Mathematics, Science, and Technology**

1. Analysis, Inquiry, and Design – Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Information Systems – Students will access, generate, process, and transfer information using appropriate technologies
3. Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Science – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Technology – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Interconnectedness: Common Themes – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Interdisciplinary Problem Solving – Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **English Language Arts**

1. Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. Language for Literary Response and Expression – Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers. Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. Language for Social Interaction – Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## **Languages Other Than English**

1. Communication Skills – Students will be able to use a language other than English for communication.
2. Cultural Understanding – Students will develop cross-cultural skills and understandings.

## **The Arts**

1. Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Knowing and Using arts materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Understanding the Cultural Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## **Career Development and Occupational Studies**

1. Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Career Majors – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **Social Studies**

1. History of the United States and New York – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. World History – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places, and environments over the Earth's surface.
4. Economics – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Civics, Citizenship, and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

# IV. Commencement Outcomes

## James A. Beneway High School "Adult Roles, Skills & Knowledge"

### **CITIZEN**

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

### **LIFE - LONG LEARNER**

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions, has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

### **LEADER**

A leader is a problem solver with effective communication skills. He/she has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

### **WORKER/WAGE EARNER/BUSINESS OWNER**

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possess basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

## **CONSUMER**

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

## **COUNSELOR/TEACHER/MENTOR**

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

## **PARENT/FAMILY MEMBER**

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

## **FRIEND**

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.

# V. Scope and Sequence

<b>Concept Areas:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Standard</b>
Pitch									
-MELODY-									
Ascending/descending melody line	ED								
Do	E	D		A	A	A			
Re	E			D	A	A			
Mi	E			D	A	A			
Fa					E	D			
Sol	E	D		D	A	A			
La		E		D	D	A			
Ti					E	D			
Contour			E	D					
Sequential patterns/phrases	E	D				A			
Tonal center	E			D					
Major/minor scale		E				D			
Pentatonic		E				D			
-HARMONY-									
Sing with accompaniment	E			M	M	M			
Improvise accompaniment	ED			M	M	M			
Recognize & perform independent harmony line				E	D	M			
Authentic Cadence					E				
Tonic/subdominant/dominant functions					E	D			
Tonality/atonality					E	D			
Homophonic/monophonic texture			E	D					
-INTONATION-									
Aurally identify sharp/flat pitch performance						E			

- Key:** **E** Expand (Student if introduced to skill/learning)  
**D** Demonstrate (Student has demonstrated proficiency at the skill/learning through a benchmark assessment.)  
**M** Maintain (Student is participating in activities that provide reinforcement of the demonstrated skill/learning)  
**A** Apply (Student is participating in activities that expand upon the demonstrated and maintained skill/learning)

<b>Concept Areas:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Standard</b>
Duration									
-NOTE VALUES-									
Short/long sound	ED								
Whole			E	D					
Half		E	D			M			
Quarter	E	D			M				
Eighth	E	D	M	A					
Sixteenth					E	D			
Triplet eighth notes						E			
-REST VALUES-									
Whole				ED					
Half				ED					
Quarter	E	D							
Eighth					E	D			
Sixteenth									
-ARTICULATION-									
Accent		E			D				
Staccato					E				
Legato					E				
Fermata			E						
-METER-									
Steady beat - recognition	E								
Steady beat - perform		D	M	M	A	A			
Strong/weak beat		E	D						
Compound (2/2, 6/8, 9/8)						E			
Simple (2/4, 3/4, 4/4)	E				D				

- Key:** **E** Expand (Student if introduced to skill/learning)  
**D** Demonstrate (Student has demonstrated proficiency at the skill/learning through a benchmark assessment).  
**M** Maintain (Student is participating in activities that provide reinforcement of the demonstrated skill/learning)  
**A** Apply (Student is participating in activities that expand upon the demonstrated and maintained skill/learning)

Concept Areas:	K	1	2	3	4	5	6	7	Standard
Design (Form/Structure)									
-MUSICAL FORM-									
Recognize like/different sections	ED			M	A	A			
Respond to like/different sections	ED			M	A	A			
Song form (verse-chorus)	E	D							
Question/answer (call-response)		E		D					
AB	ED								
ABA (return)		E							
ABACA (rondo)					E	D			
Coda			E						
Introduction	E		D						
Theme & Variations					E	D			
Symphony						E			
Opera					E				
Suite					E				
Concerto					E				
Ballet			E						
Overture					E				
-THEMATIC DEVELOPMENT-									
Identify melodic/rhythmic motives		E			D				
Principal theme					E	D			
Secondary theme					E	D			
Recurring theme					E	D			
Contrasting theme					E	D			

- Key:**
- E** Expand (Student if introduced to skill/learning)
  - D** Demonstrate (Student has demonstrated proficiency at the skill/learning through a benchmark assessment.)
  - M** Maintain (Student is participating in activities that provide reinforcement of the demonstrated skill/learning)
  - A** Apply (Student is participating in activities that expand upon the demonstrated and maintained skill/learning)



<b>Concept Areas:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Standard</b>
Tone Quality									
- VOCAL TIMBRE -									
Speaking, singing, whisper, shout	ED	M	M						
Child/adult voice	E	D	M						
Vocal parts: soprano, alto, etc.				E	D				
- INSTRUMENTAL TIMBRE -									
Un-pitched classroom instruments, sound sources, woods, metals, scrapers, shakers, drums	E	E	D	M	M				
Pitched percussion	E	E	D	M	M				
Instrumental ensembles	E	E	E	E	D	M			
Electronic sounds	E	E	E	E	E	E			
Environmental sounds	E	D							
Size/shape relationship to register			E		D	M			
- ORCHESTRAL TIMBRES -									
Families – woodwind, brass, percussion, strings		E	E	D					
Individual instruments (by sound and sight)	E	E	E	D	M				
- ASPECTS OF VOCAL PERFORMANCE -									
Placement of vowels and consonants				E	D				
Breathing and posture	E	D							
Enunciation and diction				E	D				
Cultural Context									
- INFLUENCE OF EXTRA MUSICAL FORCES -									
Cultural	E	E	D						
Religious	E	E	E	E	D				
Social/political	E	E	E	D					
Economic					E	D			
Technological					E	D			

- Key:** **E** Expand (Student if introduced to skill/learning)  
**D** Demonstrate (Student has demonstrated proficiency at the skill/learning through a benchmark assessment).  
**M** Maintain (Student is participating in activities that provide reinforcement of the demonstrated skill/learning)  
**A** Apply (Student is participating in activities that expand upon the demonstrated and maintained skill/learning)

<b>Concept Areas:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Standard</b>
Concert etiquette	ED	M	M	M	M	M			
Musical works of various periods (medieval through 20 <sup>th</sup> century)	E	E	E	E	E	E			
Ethnic/folk music	E	E	E	E	D	D			
Art music	E	E	E	E	E	E			
Film music		E	E	E	E	E			
Music vocations						E			
Expressive Qualities									
- DYNAMICS -									
Louder, softer sounds	ED	M							
Gradual changes		E	D	M					
Sudden changes		ED	M						
Dynamic accents			E		D				
To define form		ED	M						
As a source of unity and variety				E	D				
To create tension and release						E			
- TEMPO -									
Faster, slower	ED	M							
Gradual changes		ED	M						
Sudden changes	E	D	M						
To create tension and release			E		D	M			
To define musical form		ED	M						
As a source of unity and variety				E		D			

- Key:** **E** Expand (Student if introduced to skill/learning)  
**D** Demonstrate (Student has demonstrated proficiency at the skill/learning through a benchmark assessment.)  
**M** Maintain (Student is participating in activities that provide reinforcement of the demonstrated skill/learning)  
**A** Apply (Student is participating in activities that expand upon the demonstrated and maintained skill/learning)

# VI. Course Overview

Students will demonstrate their knowledge of proper singing technique, musical notation and symbols, music vocabulary and concert etiquette through a variety of activities involving singing, performing with instruments, movement, composing music, listening, and creating. Students will critically respond to and discuss musical works and performances. Students will discover the contributions and influences of man and cultures on music. Students participate in two major projects requiring research, performing and presenting.

The following are categories of instruction:

- I. Pitch
- II. Duration
- III. Design
- IV. Tone Quality
- V. Cultural Context
- VI. Expressive Qualities
- VII. Analysis, Understanding and Applying

# VII. Instructional Outline

- I. Pitch
  - A. Solfege
    - 1. Sing Major Scale, ascending/descending
    - 2. Sing stepwise melodies within 1 ½ octaves
    - 3. Sing 2 part melodies (2 Staves)
  - B. Harmony
    - 1. Recognize and perform independent harmony line
    - 2. Homophonic/Monophonic texture
    - 3. Polyphonic texture
  - C. Intonation
    - 1. Aurally identify sharp or flat pitch performance
    - 2. Sing a simple song in tune
  
- II. Duration
  - A. Note Values
    - 1. Whole Note
    - 2. Half Note
    - 3. Quarter Note
    - 4. Eighth Note
    - 5. Sixteenth Note
    - 6. Triplet Eighth Note
    - 7. Dotted Half Note
    - 8. Dotted Quarter Note
  - B. Rest Values
    - 1. Whole
    - 2. Half
    - 3. Quarter
    - 4. Eighth
  - C. Syncopation
    - 1. Eighth note-quarter note-eighth note, dotted quarter note -eighth note, eighth note-dotted quarter note
  - D. Articulation (and symbols)
    - 1. Accent
    - 2. Staccato
    - 3. Legato
    - 4. Sostenuato
    - 5. Tenuto
    - 6. Marcato
    - 7. Fermata
  - E. Meter
    - 1. Steady Beat - perform
    - 2. Simple (2/4, 3/4, 4/4)

- III. Design
  - A. Musical Form
    - 1. Song Form (verse-chorus)
    - 2. Question/answer (call-response)
    - 3. AB
    - 4. ABA (Return)
    - 5. ABACA (Rondo)
    - 6. Coda
    - 7. Theme and variation
    - 8. Opera
    - 9. Overture
    - 10. Introduction
  - B. Musical Directions
    - 1. Repeat signs, 1<sup>st</sup> / 2<sup>nd</sup> endings, D.S., D.C., al coda, al fine
  - C. Song Styles
    - 1. World Cultural, Spiritual, Patriotic, Folk Song
    - 2. Classical, Jazz, Pop
    - 3. Foreign Language
  
- IV. Tone Quality
  - A. Vocal Timbre
    - 1. Adult/child voice
    - 2. Proper singing voice
    - 3. Changing voice
    - 4. Vocal parts: SATB
  - B. Instrumental Timbre
    - 1. Unpitched instruments
    - 2. Pitched instruments
    - 3. Instrumental Ensembles
    - 4. Electronic Sounds
  - C. Orchestral Timbres
    - 1. Families of the orchestra
    - 2. Visual and aural recognition of instruments
  - D. Vocal Performance Skills
    - 1. Placement of vowels and consonants
    - 2. Breathing and posture
    - 3. Enunciation and diction
    - 4. Projection
  
- IV. Cultural Context
  - A. Influence of extra – musical forces
    - 1. Popular music of the time
    - 2. Concert etiquette
    - 3. Musical works of various periods (Medieval through 20<sup>th</sup> century)
    - 4. Music Vocations

- B. Composers and their music
  1. Name
  2. Nationality
  3. Idiom
  4. Important Works
  5. Listening
  
- V. Expressive Qualities
  - A. Dynamics
    1. Setting: pp, p, mp, mf, f, ff
    2. Changing: crescendo, decrescendo, diminuendo
  - B. Tempo
    1. Setting: largo, adagio, andante, moderato, allegretto, allegro, vivace, presto
    2. Changing: accelerando, ritardando, rallentando, allargando, a tempo
  - C. Musical Expressions
    1. Agitato, animato, spirito, energico, furioso, maestoso, brillante, grave, cantabile, dolce, religioso, grandioso, etc.
  
- VI. Analysis, Understanding and Applying
  - A. Analysis
    1. Pitch, rhythm, text (words)
    2. Diction, expression, balance/blend, intonation, projection
  - B. Understanding
    1. Historical/Cultural context of song
    2. Purpose of song
    3. Understanding text
    4. Awareness of how text and music fit together
  - C. Properties of Sound
    1. Pitch, timbre, envelope, volume, location

# VIII. Course Benchmarks

## **Standard 1 – Creating, performing, and participating in the Arts.**

The student will:

1. Sight-sing using solfege.
2. Demonstrate beat, rhythm, dynamics and tempo in performing music and with movement.
3. Read and write rhythms in musical notation.
4. Demonstrate an understanding of Italian music vocabulary.
5. Demonstrate an understanding of the Treble Staff.
6. Be able to use musical symbols and notation while reading and writing music.

## **Standard 2 – Knowing and using music materials and resources.**

The student will:

1. Be able to use a keyboard to play a simple melody.
2. Use computer software and electronic music demonstration to expand their knowledge of music and apply this knowledge to enhance their listening experiences.
3. Perform musical excerpts using non-traditional instruments.

## **Standard 3 – Responding to and analyzing musical works.**

The student will:

1. Be able to analyze and respond to musical works using music vocabulary and concepts.
2. Attend classroom concerts by guest artists and respond using music vocabulary and concepts.
3. Be able to respond to personal tastes regarding musical examples.
4. Be able to apply stylistic characteristics to musical examples.

## **Standard 4 – Understanding the cultural dimensions and contributions of music.**

The student will:

1. Demonstrate an understanding of the influence of music from various cultures and its impact on American Music.
2. Demonstrate an understanding of composers and musical styles that have impacted America.
3. Demonstrate an understanding of how music is used in various cultures both past and present.

# **IX. Units of Study**



# Unit One

## Pitch

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Two**

## **Duration**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

**1: Knowledge**

**2: Apply in Discipline**

**3: Apply Across Disciplines**

**4: Apply to Real World Predictable Situations**

**5: Apply to Real World Unpredictable Situations**



### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Three**

## **Design**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**





## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Four**

## **Tone Quality**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**



## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**



# **Unit Five**

## **Cultural Context**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Six**

## **Expressive Qualities**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**



## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations



### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**

# **Unit Seven**

## **Analysis, Understanding, and Applying**

## **A. Unit Benchmarks**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **B. Unit Assessment**

## **C. Rubric**





## D. Activities

### 1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

## 2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

### 3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

#### 4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p><b>a.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>b.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>c.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p><b>d.</b></p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

**Application Level:**

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

## **E. Vocabulary**

## **F. References and Resources**

# **X. Course Assessment**

# **XI. Curriculum Review Process**