



**Monday, September 26, 2022
Board of Education Meeting**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM**

**The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel:
<https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>**

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Sep 26, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Sep 26, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject	A. Board Member Request to Remove Consent Agenda Items(s) for Separate Consideration
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Meeting Sep 26, 2022 - Board of Education Meeting
Category 2. Approval of Agenda (GC-2: Governing Commitments)
Type Procedural

Subject B. Approval of Agenda

Meeting Sep 26, 2022 - Board of Education Meeting
Category 2. Approval of Agenda (GC-2: Governing Commitments)
Type Action, Procedural

3. Special Presentation

Subject A. Student School Board Representative Introductions

Meeting Sep 26, 2022 - Board of Education Meeting
Category 3. Special Presentation
Type Information, Recognition, Report

Brief introductions of this year's Student School Board Representatives:

Utkarsha Marasini - East High School
Sylvia Chang - West High School
Natalie Sheridan - North High School

Subject B. Ronald C. Dunlap Elementary School Dedication Presentation

Meeting Sep 26, 2022 - Board of Education Meeting
Category 3. Special Presentation
Type Information, Recognition

Subject C. Cenergistic Energy Star Presentation

Meeting Sep 26, 2022 - Board of Education Meeting
Category 3. Special Presentation
Type Information, Presentation

4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Subject A. Public Input

Meeting Sep 26, 2022 - Board of Education Meeting
Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not

discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:

Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Subject	A. None
Meeting	Sep 26, 2022 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Subject	A. Business Services Update(s): None
Meeting	Sep 26, 2022 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Executive Director of Finance Holly Burr will report on Business Services items for consideration.

Subject	B. School/Student Services Update(s): None
Meeting	Sep 26, 2022 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent Steve Harrison will report on the proposed materials update.

Subject **C. Personnel Services Update(s): Professional Educator Hire(s), Contract Change(s), and Resignation(s)**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Human Resources Officer Julie King will report on Personnel Services items for consideration.

7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Subject **A. Board Meeting Minutes from September 12, 2022**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type Action, Minutes

Minutes aren't official until they are approved at the Board meeting.

8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Subject **A. Professional Educator New Hire(s)**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
IFC Professional Educator New Hire 9-26-22.pdf (117 KB)

Subject **B. Professional Educator Contract Change(s)**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
IFC Professional Educator Contract Changes 9-26-22.pdf (18 KB)

Subject **C. Professional Educator Resignation(s)**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
IFC Professional Educator Resignations 9-26-22.pdf (110 KB)

9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject **A. Business Services Report: None**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Presentation, Report

Subject **B. School Services Report: Proposed Math Topics Curriculum Update**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Presentation, Report

Assistant Superintendent Steve Harrison and Director of STEM (7-12) Thai Xiong will report on the proposed update to the Math Topics Curriculum.

File Attachments
Math Topics Item of Information 09.26.2022.pdf (74 KB)
Math Topics 9240 KWKT.pdf (103 KB)
AASD Math Topics (9240) Course Overview Curriculum Document.pdf (56 KB)

Subject **C. School Services Report: Proposed Middle School Choir, Band, and Orchestra Curriculum Updates**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Presentation, Report

Assistant Superintendent Steve Harrison and Fine Arts Coordinator Renee Ulman will report on proposed updates to the Middle School Choir, Band and Orchestra Curriculum.

File Attachments
Item of Information- AASD Middle School Band, Choir, and Orchestra.pdf (34 KB)

KWKT for school board new MS music curriculum.pdf (85 KB)
_Band 7 Overview Curriculum Document .pdf (56 KB)
Band 8 Course Overview (FINAL).pdf (56 KB)
Choir 7 Course Overview Curriculum Document .pdf (59 KB)
Choir 8 Course Overview Curriculum Document .pdf (59 KB)
_AASD Middle School Orchestra 7 Overview Curriculum Document.pdf (51 KB)
AASD Middle School Orchestra 8 Overview Curriculum Document.pdf (51 KB)

Subject **D. Personnel Services Report: None**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Presentation, Report

10. Board Business

Subject **A. Community Linkages Committee Update - for Information/Discussion**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

Subject **B. Results Monitoring - Baseline Year: 2.1.1 ELA - for Consideration**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

Subject **C. Results Monitoring - Baseline Year: 2.1.2 Math - for Consideration**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

Subject **D. Consent Agenda Item(s) Removed for Separate Consideration**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

11. Items of Information

Subject **A. None**

Meeting Sep 26, 2022 - Board of Education Meeting
Category 11. Items of Information
Type Information

12. Future Meetings

Subject A. Board Work Session: Monday, October 10, 2022, 4:00 PM

Meeting Sep 26, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

Subject B. Board Meeting: Monday, October 10, 2022, 6:00 PM

Meeting Sep 26, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

13. Closed Session

Subject A. Motion to go into Closed Session

Meeting Sep 26, 2022 - Board of Education Meeting
Category 13. Closed Session
Type Action

Subject B. Wisconsin State Statute 19.85 (1)(e) Conducting other specified public business, whenever competitive or bargaining reasons require a closed session, for the purpose of deliberating District Health Insurance Proposals.

Meeting Sep 26, 2022 - Board of Education Meeting
Category 13. Closed Session
Type Discussion, Information

Subject C. Motion to Adjourn the Meeting

Meeting Sep 26, 2022 - Board of Education Meeting
Category 13. Closed Session
Type Action, Procedural

14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Subject **A. Question Number I: Shall the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$129,800,000 for the public purpose of paying the cost of a school building and facility improvement project consisting of: district-wide updates to classroom and STEM (science, technology, engineering, and math) areas, and safety and security improvements; construction of a new elementary school and related site improvements on district-owned land; remodeling and learning space updates at the elementary schools; renovations and construction of additions at the middle schools and the high schools, including for classrooms and high school fitness center and physical education space; and acquisition of furnishings, fixtures and equipment?**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Type Information

This question will appear exactly as stated on the November 8, 2022 Election Ballot. Additional information regarding the Fall 2022 Referendum can be found here: https://www.aasd.k12.wi.us/district/fall_2022_referendum.

Subject **B. Question Number II: Shall the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$5,000,000 beginning with the 2023-2024 school year, for recurring purposes consisting of expenses for ongoing school building maintenance, cleaning and utility costs, staffing for STEM classes and reducing class sizes in kindergarten, first and second grades?**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Type Information

This question will appear exactly as stated on the November 8, 2022 Election Ballot. Additional information regarding the Fall 2022 Referendum can be found here: https://www.aasd.k12.wi.us/district/fall_2022_referendum.

Subject **C. For more information, visit https://www.aasd.k12.wi.us/district/fall_2022_referendum**

Meeting Sep 26, 2022 - Board of Education Meeting

Category 14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Type Information

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The professional educator listed is recommended for a contractual position for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Paul A. Keane	Grade 6	Ferber	100%	\$44,478	8/30/22

Paul A. Keane received his Bachelor of Education degree from Manchester Metropolitan University with a major in Youth & Community Studies. Mr. Keane is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2022-2023 school year. Most recently, he served the District as a Substitute Teacher.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: The candidate listed above has been recommended by the administrator to whom they will report as the best candidate for the position.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

9/26/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s)

BACKGROUND INFORMATION: A contract change for the following individual is recommended for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Margaret M. Brokaw	Special Ed-AUT	North	100% to 120%	8/24/22-6/5/23
Renee L. Brown	Special Ed-ID	East	100% to 120%	8/24/22-1/20/23
Angie K. Bruner	World Language-Spanish	West	100% to 120%	8/24/22-1/20/23
Elizabeth J. Clemons	Special Ed-ID	East	100% to 120%	8/24/22-1/20/23
Kathryn M. Dalke	Occupational Therapist	Badger	100% to 110%	8/24/22-6/5/23
April E. Fulcer	Occupational Therapist	Highlands	100% to 120%	8/24/22-6/5/23
Andrew C. Garr	Special Ed-SLD	East	100% to 120%	8/24/22-6/5/23
Krista L. Holland	Occupational Therapist	Badger	100% to 110%	8/24/22-6/5/23
Dawn S. Jones	Occupational Therapist	Huntley	100% to 110%	8/24/22-6/5/23
Ryan R. LaBarre	Special Ed-SLD	East	100% to 120%	8/24/22-6/5/23
Timothy M. Lynaugh	Special Ed-SLD	East	100% to 120%	8/24/22-6/5/23
Colleen A. Mauthe	Special Ed-AUT	East	100% to 120%	8/24/22-1/20/23
Theresa R. Mayer	Occupational Therapist	Highlands	80% to 100%	8/24/22-6/5/23
Samantha L. Prestidge	Special Ed-SLD	East	100% to 120%	8/24/22-6/5/23
Pamela J. Scharenbrock	Occupational Therapist	Huntley	100% to 110%	8/24/22-6/5/23
Mollie C. Spencer	Special Ed-AUT	North	100% to 120%	8/24/22-6/5/23
Teshara L. Strey	English Language Learner	Dunlap	50% to 100%	9/26/22-6/5/23
Lisa M. Swanson	Occupational Therapist	Huntley	100% to 110%	8/24/22-6/5/23
Catherine A. VanderPas	Occupational Therapist	Huntley	100% to 110%	8/24/22-6/5/23
Timothy J. Weis	Special Ed-AUT	East	100% to 120%	8/24/22-1/20/23

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: These assignments will meet the needs of students

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

9/26/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of resignation.

Mary K. Hoh has been with the District for two weeks, most recently as a Grade 3/4 Teacher at Huntley Elementary School. Ms. Hoh's resignation is effective at the end of the Thursday, September 8, 2022 workday.

Logan M. Jadin has been with the District for six and one-half years, most recently as a Social Studies Teacher at Einstein Middle School. Mr. Jadin's resignation is effective at the end of the Friday, October 21, 2022 workday.

FISCAL NOTE: Dependent upon replacements

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

CONTACT PERSON: Julie King, 920-997-1399 (ext. 2042)

9/26/22

ITEM OF INFORMATION

Topic: Math Topics (9240): Standards and Curriculum Adoption

Background

Information: The course Math Topics was created in 2015 to provide students with the opportunity to take a third year math option other than Algebra 2. Math Topics Teachers have expressed interest in revising the course to focus on math topics that students see in their everyday life and to look at the relevance of algebra and geometry in everyday life. In addition, Math Topic teachers expressed interest in developing a consistent curriculum across the district for all students. The Director of STEM (7-12) collaborated with the Math Director and Instructors at the Fox Valley Technical College (FVTC), and AASD secondary mathematics teachers to align a math curriculum that balances fluency with conceptual understanding of math topics and content within Algebra, Geometry, and Statistics and Probability. Based on teacher input, a revised standards-based curriculum for the AASD course Math Topics was developed to support problem solving, critical thinking and logical reasoning, making connections between math and realia, and using calculators. The request is for the adoption of the updated Math Topics curriculum.

Fiscal Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: High school students will learn mathematics topics and content supported by both the FVTC Mathematics Competencies and the Wisconsin Standards for Mathematics. The revised curriculum will prepare students with the knowledge and skills to take a math course at the technical college if Math Topics is their last math course in high school or prepare students with the knowledge and skills to take Algebra 2 as a fourth year high school math course. Students taking and successfully completing Math Topics with a minimum grade of “B” will receive Advanced Standing (AS) for FVTC class when they enroll there. The Advanced Standing status is also accepted by other Wisconsin Technical colleges per the receiving college’s guidelines.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176, xiongthai@asd.k12.wi.us
Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, harrisonstepha@asd.k12.wi.us

BOE: 9/26/22



Math Topics 9240: Key Word Key Time (KWKT)

<p>WHY were changes made to the Math Topics curriculum?</p>	<p>Changes were made to the Math Topics curriculum to be responsive to:</p> <ul style="list-style-type: none"> (1) Students' high school mathematics needs and preparation to transition to an upper level high school mathematics course or to a technical college mathematics course. (2) Mathematical changes at the state and technical college levels. <p>The AASD provides multiple mathematics courses to prepare students beyond high school mathematics. The course Math Topics was created in 2015 to provide students with the opportunity to take a third year math option if the student and their family believe the student is not yet ready for Algebra 2. Depending on the mathematics courses that students may take in high school, Math Topics may be the third or fourth course a student may take. Thus, there is a need to ensure regardless of which pathways or course sequence students take that they are well prepared for the next course, whether if it is a still a course in high school or at a technical college.</p> <p>The WI Technical Colleges system identified math fundamentals, Algebra 1, Geometry, and Statistics and Probability as essential for technical college readiness. In addition, fluency and facility in algebra and algebraic skills is required not just for technical colleges mathematics courses, but also for four year college/university level mathematics courses. The 2021 WI Standards for Mathematics indicated that every student needs to have some common outcomes in the first two years of high school and these outcomes include essential standards in algebra I, geometry and statistics and probability. Thus, the curriculum was revised to include the essential skills that all students need to know and be able to do.</p>
<p>WHAT changes were made?</p>	<p>Revision of the curriculum document to include standards in Algebra I, Geometry, and Statistics and Probability reflect mathematics readiness for high school Algebra 2 and technical college mathematics courses:</p> <ul style="list-style-type: none"> • AASD Math Topics curriculum is aligned to the rigor and standards of the FVTC course College Mathematics. • Course is Advanced Standing for students with a grade of “B.” • Create a more complex and absorbing learning experience that applies the relevance of algebra, geometry, and statistics and probability to everyday life. • Shift math fluency from content to skills by adding modeling and applications of algebra and geometry. • Develop students as mathematical thinkers by building on their mathematical identity and agency from their work in Algebra 1 and Geometry.
<p>HOW will the changes support student success?</p>	<p>Math Topics will support student success and provide a consistent curriculum across the district for all students:</p> <ul style="list-style-type: none"> • Improved fluency and facility in algebra and algebraic skills will better equip students for upper level high school mathematics and technical college level mathematics. • Enhance students’ chance of beginning their technical college study with a higher level math course instead of a remediation course. • Ensure consistency and equity across all sites for the course sequence of Algebra 1 to Geometry to Math Topics. • Allow for exploration of real-life problems through mathematical modeling as a way to



maximize career and college opportunities.

- Provide students with a more in-depth study of Algebra 1 and Geometry concepts while also exploring Statistics and Probability.

Math Topics (9240) Course Overview Curriculum Document

Course Description

The AASD Math Topics curriculum aligns with the Fox Valley Technical College (FVTC) College Mathematics curriculum. Students taking and successfully completing Math Topics with a minimum grade of “B” will receive Advanced Standing (AS) for FVTC class when they enroll there. The Advanced Standing status is also accepted by other Wisconsin Technical colleges per the receiving college’s guidelines. This course is designed to review and develop fundamental concepts of mathematics in the areas of algebra, geometry, trigonometry, measurement and data. Algebra topics emphasize simplifying algebraic expressions, solving linear equations and inequalities with one variable, solving proportions and percent applications. Geometry and trigonometry topics include; finding areas and volumes of geometric figures, applying similar and congruent triangles, applying Pythagorean Theorem, and solving right triangles using trigonometric ratios. Measurement topics emphasize the application of measurement concepts and conversion techniques within and between U.S. customary and metric systems to solve problems. Data topics emphasize data organization and summarization skills, including: frequency distributions, central tendency, relative position and measures of dispersion. Special emphasis is placed on problem solving, critical thinking and logical reasoning, making connections, and using calculators.

Credits

1

Prerequisites

Geometry

Board Approved

August 2015

Revised

September 2022

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Blitzer, R. F. (2022). Thinking Mathematically [8th Ed.]. Pearson.
ISBN 13: 9780137551316

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Math is a process.
- Mathematical knowledge, skill and strategies are used to solve mathematical, real-world and non-routine problems by reasoning, both with written and oral communication, and focusing on appropriate use of technology.
- Math can model relations, specifically functions in context of real-world applications.
- Algebraic Relationships can be discovered, used to describe and generalize simple and complex patterns.
- Algebraic techniques can be used to define and describe real world problems to determine and justify appropriate solutions.
- Numbers can be used for counting, measuring, estimating and problem solving.
- Appropriate tools and techniques can be selected to measure to a specified degree of accuracy. Those measurements can then be used in problem solving situations.
- Geometric concepts and relationships can be used with procedures to interpret, represent and solve problems.
- Statistics & probability can be utilized for data collection and analysis, and problem-solving situations.

Course Relevance Questions

- How are fundamental concepts of mathematics used to solve problems?
- How can understanding mathematics concepts make me a better consumer and citizen?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1: Algebra and Equations	Algebra and Equations focuses on simplifying algebraic expressions and solving equations and inequalities problems. For Simplify Algebraic Expressions, students will be able to perform operations on rational numbers and solve applied problems to show that their work is clear, organized and correct with the correct units. For Solve Equations and Inequalities, students will be able to solve equations in one variable, manipulate formulas and solve literal equations, solve applied problems, solve linear inequalities in one variable, and solve a system of equations by algebraic methods.	<ol style="list-style-type: none"> 1. When can linear equations, inequalities or systems of equations be used to model, interpret and make informed decisions? 2. How can we use formulas in problem solving, and how does algebra help us understand the relation between quantities in formulas? 	M.7.NS.A.1 M.A.REI.B.3 (F2Y) M.A.CED.A.4 (F2Y) M.A.REI.C.5 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.7.NS.A.1 M.A.REI.B.3 (F2Y) M.A.CED.A.4 (F2Y) M.A.REI.C.5 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3
Unit 2: Percents	Percents focuses on solving ratio and proportional applications. Students will be able to solve ratio and proportion application problems, solve for missing quantities in percent problems, and solve financial problems involving percent (interest, finance charges, sale prices, credit transactions, etc.)	<ol style="list-style-type: none"> 1. When can ratios and percentages be used for real life application, or utilized in the context of careers? 2. How does mathematical literacy support financial literacy? 	M.7.RP.A.2 M.7.RP.A.3 SMP 4 SMP 6 SMP 2 SMP 3	M.7.RP.A.2 M.7.RP.A.3 SMP 4 SMP 6 SMP 2 SMP 3
Unit 3: Measurement	Measurement focuses on using measurement concepts both U.S. customary and metric to solve problems. Students will be able to convert measurements within the metric system and the U.S. customary system, convert between U.S and metric systems, convert area and volume measurements, express measurements with correct precision and accuracy, and estimate conversions without a calculator.	<ol style="list-style-type: none"> 1. How do we convert between different units of measure or different measuring systems? 2. How do we select appropriate implements and units when problem solving involves measurement? 3. What level of precision and accuracy is needed in measurement? 	M.N.Q.A.1 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.N.Q.A.1 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3

Unit 4: Geometry	Geometry focuses on applying geometric concepts to solve problems. Students will be able to find perimeter and area of plane figures including composites, find volume and surface area of geometric solids including composites, solve problems involving similar and congruent triangles, use the Pythagorean Theorem to solve for the unknown side of a right triangle, and solve right triangles using trigonometric ratios.	<ol style="list-style-type: none"> 1. How do you calculate area, perimeter and volume of composite shapes? 2. How do you find missing parts of a triangle? 	M.7.G.B.6 M.G.SRT.B.5 (F2Y) M.G.SRT.C.8 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.7.G.B.6 M.G.SRT.B.5 (F2Y) M.G.SRT.C.8 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3
Unit 5: Statistics	Statistics focuses on organizing data and summarizing results. Students will be able to organize data using grouped and ungrouped frequency distributions, find measures of central tendency for data sets, find measures of relative position, and find measures of dispersion for given data sets.	<ol style="list-style-type: none"> 1. How do you organize and then analyze data sets? 2. What characteristics need to be considered when deciding how to measure and analyze data? 	M.6.SP.A.3 M.SP.ID.A.1 (F2Y) M.SP.ID.A.2 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.6.SP.A.3 M.SP.ID.A.1 (F2Y) M.SP.ID.A.2 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3

ITEM OF INFORMATION

Topic: AASD Middle School Band, Choir, and Orchestra Curriculum update

Background Information:

Renee Ulman, AASD Fine Arts Coordinator, has been working with AASD Middle School Music Staff to revise curriculum in a standards based format. Middle School Music Teacher Leaders also took part in Teacher Clarity training this summer which will allow them to collaborate with their department peers in using the new standards and curriculum to meet the needs of all students while teaching to grade level expectations.

Fiscal Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: Middle school students will receive a standards-based music curriculum that aligns with the Teacher Clarity Framework. Middle School music teachers will be able to be more explicit in their instruction in order to meet all students' needs.

Administrative

Recommendation: Approve as submitted.

Contact Person(s):

Renee Ulman, Fine Arts Curriculum Coordinator, ulmanrenee@ascd.k12.wi.us
(832-6157 x2178)

Steve Harrison, Assistant Superintendent of Assessment Curriculum and Instruction, harrisonstepha@ascd.k12.wi.us (832-6157 x2177)



New curriculum for Middle School Band, Choir, and Orchestra

WHY did we write a new curriculum for middle school band, choir, orchestra?

The new curriculum for Middle School Band, Choir, and Orchestra

- Replaces curriculum that hasn't been revised since 1999 (orchestra), 2015 (band), 2012 choir
- Refers to the newly updated Wisconsin State Music Association and Wisconsin State Music Standards.

WHAT does this new curriculum do for students and teachers?

The new curriculum for Middle School Band, Choir, and Orchestra

- Is standards based which allows for equity for students at all middle schools.
- Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs.
- Communicates to students what success looks like in these courses, helping them to take ownership of their learning.

HOW will this be done?

The new curriculum can be found here:

- [Band 7](#)
- [Band 8](#)
- [Choir 7](#)
- [Choir 8](#)
- [Orchestra 7](#)
- [Orchestra 8](#)

Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all middle schools.

Band 7 (8145) Course Overview Curriculum Document

Course Description

Students selecting band have had experience in sixth grade band or have special permission from the middle school band teacher to select band. Band is a performing group requiring students to perform in public at school concerts during the year. Students are expected to practice on their own out of school.

Credits

Prerequisites

6th grade band or permission from teacher

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain band music will be the primary content of band classes 7-8

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- The context and how a work is presented influence the audience response.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- 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.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Course Relevance Questions

What does it mean to be part of a Band?

- What is my role in this ensemble?
- What can I contribute to the work of this ensemble?

How do musicians improve the quality of their performance?

- When is a musical performance technically accurate?
- How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

- How do we describe musical performance?
- When is a performance judged ready to present?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Rhythm/Tempo	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of rhythm and tempo in music, understand how rhythmic notation is used in a composition, and evaluate rhythmic accuracy in their own and others' playing.	<ul style="list-style-type: none"> • What is the terminology needed to describe musical events related to rhythm & tempo? • When is a musical performance rhythmically accurate? • How do I recognize and solve my own rhythmic & tempo inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 2-Pitch/Tone	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of tone and pitch in music, understand how pitch is used in a composition, and evaluate tone quality and pitch accuracy in their own and others' playing.	<ul style="list-style-type: none"> • What is the terminology needed to describe musical events related to pitch and tone? • How do I identify a musical performance that uses quality tone and accurate pitch? • How do I recognize and solve my own tone and pitch inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 3-Musical Expression	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of musical expression in music, understand how musical expression is used to convey composers' intent, and is an effective communication tool in an ensemble.	<ul style="list-style-type: none"> • What is the terminology needed to describe elements of musical expression? • When is a musical work being played expressively? • How do musicians use different 	MP2.P.18.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.18.m MP3.R.9.m

		<p>articulations to communicate a composer's expressive intent?</p> <ul style="list-style-type: none"> • How do musicians use different dynamics to communicate a composer's expressive intent? • How do musicians use phrasing and tempo changes to communicate a composer's expressive intent? 		
<p>Unit 4- Ensemble Skills and Rehearsal/Performance Etiquette</p>	<p>In this unit, students will identify, define, demonstrate, discuss ensemble skills and rehearsal/performance etiquette in an ensemble. Students will learn how their individual performance, rehearsal, and ensemble skills contribute to the success of the band as a whole and how etiquette is an important component of an effective ensemble.</p>	<ul style="list-style-type: none"> • What does it mean to be part of an ensemble? <ul style="list-style-type: none"> ■ How do I demonstrate appropriate rehearsal etiquette? • What's my role in the ensemble and how do I contribute to the success of the group? • How do I show appropriate etiquette as a performer? • How do I demonstrate appropriate etiquette as an audience member? 	<p>MP2.P22.m MP3.R.12.m</p>	<p>MP2.P22.m MP3.R.12.m</p>

Band 8 (8245) Course Overview Curriculum Document

Course Description

Eighth grade band is a continuation of 7th grade band. Students rehearse in large groups, take part in small group lessons, and present several concerts during the school year. Other band experiences may include: jazz band, WSMA Solo/Ensemble Festival, guest conductors and clinicians. Students enrolling in 8th grade band are expected to have experience on their instrument.

Credits

Prerequisites

Instrument experience

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain band music will be the primary content of band classes 7-8

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- The context and how a work is presented influence the audience response.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- 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.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Course Relevance Questions

What does it mean to be part of a Band?

- What is my role in this ensemble?
- What can I contribute to the work of this ensemble?

How do musicians improve the quality of their performance?

- When is a musical performance technically accurate?
- How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

- How do we describe musical performance?
- When is a performance judged ready to present?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Rhythm/Tempo	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of rhythm and tempo in music, understand how rhythmic notation is used in a composition, and evaluate rhythmic accuracy in their own and others' playing.	<ul style="list-style-type: none"> • What is the terminology needed to describe musical events related to rhythm & tempo? • When is a musical performance rhythmically accurate? • How do I recognize and solve my own rhythmic & tempo inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 2-Pitch/Tone	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of tone and pitch in music, understand how pitch is used in a composition, and evaluate tone quality and pitch accuracy in their own and others' playing.	<ul style="list-style-type: none"> • What is the terminology needed to describe musical events related to pitch and tone? • How do I identify a musical performance that uses quality tone and accurate pitch? • How do I recognize and solve my own tone and pitch inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 3-Musical Expression	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of musical expression in music, understand how musical expression is used to convey composers' intent, and is an effective communication tool in an ensemble.	<ul style="list-style-type: none"> • What is the terminology needed to describe elements of musical expression? • When is a musical work being played expressively? • How do musicians use different 	MP2.P.18.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.18.m MP3.R.9.m

		<p>articulations to communicate a composer's expressive intent?</p> <ul style="list-style-type: none"> • How do musicians use different dynamics to communicate a composer's expressive intent? • How do musicians use phrasing and tempo changes to communicate a composer's expressive intent? 		
<p>Unit 4- Ensemble Skills and Rehearsal/Performance Etiquette</p>	<p>In this unit, students will identify, define, demonstrate, discuss ensemble skills and rehearsal/performance etiquette in an ensemble. Students will learn how their individual performance, rehearsal, and ensemble skills contribute to the success of the band as a whole and how etiquette is an important component of an effective ensemble.</p>	<ul style="list-style-type: none"> • What does it mean to be part of an ensemble? <ul style="list-style-type: none"> ■ How do I demonstrate appropriate rehearsal etiquette? • What's my role in the ensemble and how do I contribute to the success of the group? • How do I show appropriate etiquette as a performer? • How do I demonstrate appropriate etiquette as an audience member? 	<p>MP2.P22.m MP3.R.12.m</p>	<p>MP2.P22.m MP3.R.12.m</p>

Chorus 7 (8110) Course Overview Curriculum Document

Course Description

Students in Middle School Choir will experience a variety of vocal music genres and expressive tools which supports the development of intentional musicianship and communication skills. Students have a voice that matters and they will explore its impact in this course. Making connections to varied contexts and daily life through music, prepares students for their future as responsible global citizens.

Credits

Prerequisites

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain choral music will be the primary content of choir classes 7-8

Course Essential Understandings

Course Relevance Questions

As a result of successfully completing this course, students will understand that:

- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians’ presentation of creative work is the culmination of a process of creation and communication.
- Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent
- 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.
- Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

- Who am I as a musician?
- What does it mean to be part of a Choir?
- How can the skills I learn in an ensemble be used outside of Chorus?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Discover Your Voice	Students will build their fundamental vocal and musical skills and habits of expressive musicians and ensemble members.	<ul style="list-style-type: none"> • What does my instrument do? • What could my instrument do? • What do I already know? • What do I not yet know? • How do I connect with music? • How could I connect with the music we make? • What is my role in this ensemble? • What can I contribute to the work of this ensemble? 	MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Re9.1.E.5a MU:Cn10.1.E.8b-WI	MU:Pr4.2.E.5a
Unit 2- Enhance Your Voice	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> • What impact can your expressive choices have? • How does applying expressive choices affect the impact of your communication/ expression? • Impact yourself, ensemble, community, world? 	MU:Re8.1.E.5a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Cn10.1.E.8b-WI	MU:Pr4.3.E.8a-WI
Unit 3- Develop Musical Independence	Students will apply fundamental musical skills, vocal skills, and practice intentional expression in their music making.	<ul style="list-style-type: none"> • How can what you know support the learning of the group? • What are your vocal and personal strengths, weaknesses/struggles? • What do you contribute to the group? What is your role? • How does your voice impact your ensemble, your community, and the wider world? 	MU:Re8.1.E.8a MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re9.1.E.5a	MU:Re7.1.E.5a MU:Re7.2.E.5a

<p>Unit 4- Own the Choir Culture</p>	<p>Students will apply their knowledge as active participants in the choir classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.</p>	<ul style="list-style-type: none"> • What are some examples of how music/singing has impacted communities and the world? • What is the power of music/singing in our lives and communities? • How can what you've learned and practiced in Choir continue to impact yourself and your community beyond Middle School? 	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>
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Choir 8 (8210) Course Overview Curriculum Document

Course Description

Students in Middle School Choir will experience a variety of vocal music genres and expressive tools which supports the development of intentional musicianship and communication skills. Students have a voice that matters and they will explore its impact in this course. Making connections to varied contexts and daily life through music, prepares students for their future as responsible global citizens.

Credits

Prerequisites

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain choral music will be the primary content of choir classes 7-8

Course Essential Understandings

Course Relevance Questions

As a result of successfully completing this course, students will understand that:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

- Who am I as a musician?
- What does it mean to be part of a Choir?
- How can the skills I learn in an ensemble be used outside of Chorus?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Discover Your Voice	Students will build their fundamental vocal and musical skills and habits of expressive musicians and ensemble members.	<ul style="list-style-type: none"> ● What does my instrument do? ● What could my instrument do? ● What do I already know? ● What do I not yet know? ● How do I connect with music? ● How could I connect with the music we make? ● What is my role in this ensemble? ● What can I contribute to the work of this ensemble? 	MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Re9.1.E.5a MU:Cn10.1.E.8b-WI	MU:Pr4.2.E.5a
Unit 2- Enhance Your Voice	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> ● What impact can your expressive choices have? ● How does applying expressive choices affect the impact of your communication/ expression? ● Impact yourself, ensemble, community, world? 	MU:Re8.1.E.5a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Cn10.1.E.8b-WI	MU:Pr4.3.E.8a-WI
Unit 3- Develop Musical Independence	Students will apply fundamental musical skills, vocal skills, and practice intentional expression in their music making.	<ul style="list-style-type: none"> ● How can what you know support the learning of the group? ● What are your vocal and personal strengths, weaknesses/struggles? ● What do you contribute to the group? What is your role? ● How does your voice impact your ensemble, your community, and the wider world? 	MU:Re8.1.E.8a MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re9.1.E.5a	MU:Re7.1.E.5a MU:Re7.2.E.5a

<p>Unit 4- Own the Choir Culture</p>	<p>Students will apply their knowledge as active participants in the choir classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.</p>	<ul style="list-style-type: none"> • What are some examples of how music/singing has impacted communities and the world? • What is the power of music/singing in our lives and communities? • How can what you've learned and practiced in Choir continue to impact yourself and your community beyond Middle School? 	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>
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Orchestra 7 (8120) Course Overview				
Course Description				
In this course, students will be exposed to a variety of quality musical, cultural and artistic experiences to every student through playing their instrument. We will learn and demonstrate quality playing, new techniques, understand the signs, symbols and language of music through music literacy, and ensemble skills needed to explore other musical styles.				
Credits		Prerequisites		
		6th grade orchestra or permission from teacher		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
Published and public domain orchestra music will be the primary content of orchestra classes 7-8				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will understand that: <ul style="list-style-type: none"> • Technical/executive skills and knowledge (how-to to perform on the instrument) • Musicianship skills and knowledge (musical understandings) • Artistic skills and knowledge (creative and expressive side of music-making) 		<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • What does it mean to be part of an orchestra? 		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Foundations	This unit establishes awareness of what students already bring to their Orchestra and embarks on refining their fundamental instruments and musical skills which are habits of expressive musicians and ensemble members. Goals and procedures of the Orchestra classroom will be emphasized. Musicians will explore their potential through building their foundational musical toolkit.	<ul style="list-style-type: none"> • What does it mean to be part of an orchestra? • What's my role in the orchestra and how do I contribute? • What is the terminology needed to describe and apply to music making? 	MU:Pr5.1.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Cn11.1.E.8c-WI	
Unit 2 - Performance REadiness	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • 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 we judge the quality of musical work(s) and performance(s)? 	MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b	
Unit 3 -Musicianship Skills	Students will apply fundamental musical skills to develop additional new musicianship skills and concepts through alternative ensembles, music styles, and string techniques.	<ul style="list-style-type: none"> • How do performers select repertoire? • How do we discern the musical creators' and performers' expressive intent? 	MU:Re7.1.E.8a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Pr6.1.E.8a	
Unit 4- Applying Knowledge	Students will apply their knowledge as active participants in the orchestra classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • 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 we judge the quality of musical work(s) and performance(s)? 	MU:Cn10.1.E.IIc-WI MU:Pr6.1.E.8a MU:Pr6.1.E.8b	

Orchestra 8 (8220) Course Overview				
Course Description				
In this course, students will be exposed to a variety of quality musical, cultural and artistic experiences to every student through playing their instrument. We will learn and demonstrate quality playing, new techniques, understand the signs, symbols and language of music through music literacy, and ensemble skills needed to explore other musical styles.				
Credits		Prerequisites		
		instrument experience		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
Published and public domain orchestra music will be the primary content of orchestra classes 7-8				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will understand that: <ul style="list-style-type: none"> • Technical/executive skills and knowledge (how-to to perform on the instrument) • Musicianship skills and knowledge (musical understandings) • Artistic skills and knowledge (creative and expressive side of music-making) 		<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • What does it mean to be part of an orchestra? 		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Foundations	This unit establishes awareness of what students already bring to their Orchestra and embarks on refining their fundamental instruments and musical skills which are habits of expressive musicians and ensemble members. Goals and procedures of the Orchestra classroom will be emphasized. Musicians will explore their potential through building their foundational musical toolkit.	<ul style="list-style-type: none"> • What does it mean to be part of an orchestra? • What's my role in the orchestra and how do I contribute? • What is the terminology needed to describe and apply to music making? 	MU:Pr5.1.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Cn11.1.E.8c-WI	
Unit 2 - Performance Readiness	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • 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 we judge the quality of musical work(s) and performance(s)? 	MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b	
Unit 3 -Musicianship Skills	Students will apply fundamental musical skills to develop additional new musicianship skills and concepts through alternative ensembles, music styles, and string techniques.	<ul style="list-style-type: none"> • How do performers select repertoire? • How do we discern the musical creators' and performers' expressive intent? 	MU:Re7.1.E.8a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Pr6.1.E.8a	
Unit 4- Applying Knowledge	Students will apply their knowledge as active participants in the orchestra classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • 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 we judge the quality of musical work(s) and performance(s)? 	MU:Cn10.1.E.IIc-WI MU:Pr6.1.E.8a MU:Pr6.1.E.8b	

