

St. Lucie County Scope & Sequence

Music Kindergarten



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

“Every child can learn and each child can learn more than he or she is now learning.”

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

St. Lucie Standardized Benchmark Assessment System

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student learning within classrooms, grade levels, and school sites.

Content of the SLC Scope & Sequence Document

Format:

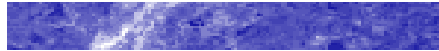
- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

Essential Questions:

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

Working on the Work (WOW) Connections

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.
Lucie County Schools is to
create challenging, engaging
and satisfying work for every
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

Subject Area: Music

Kindergarten

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			

1st 9 weeks

How can I use my voice to sing?	Vocal Technique	Sings melodic patterns and songs within a 4-note range (F-D1.) (I)	Teacher Directed/student models	MU.A. 1.1.1	
		Echoes simple melodic patterns, maintaining the tonal center. (I)		MU.A. 1.1.1	
		Demonstrates healthy use of singing, speaking, whispering and calling voice with appropriate volume. (I)		MU.A. 1.1.1	
	Vocal Repertoire	Sings simple unison songs with and without accompaniment with accurate pitch, accurate rhythm and appropriate tone quality. (I)		MU.A. 1.1.2	
What is a steady beat?	Playing and Performing on Instruments	Performs a steady beat on a personal and/or group sense of pulse. (I)		MU.A. 2.1.1	
How can I use my voice in different ways?	Pitch	Demonstrates melodic direction of high and low through physical response and visual representation. (I)		MU.A. 3.1.2	
How do I move my body to what I hear?	Critical Analysis: Aesthetic	Responds to selected characteristics of music including fast and slow,, high and low and upward and downward through purposeful movement. (I)	MU.D.1.1.1		
What am I hearing?	Critical Analysis: Aural Differentiation	Differentiates between speaking and singing voices. (I)	MU.D. 1.1.2		
		Identifies a variety of environmental sound sources. (I)	MU.D. 1.1.2		

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Kindergarten

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
1st 9 weeks					
When I am in an audience what should I do?	Applications to Life: Audience Etiquette	Demonstrates appropriate audience behavior in such settings as classroom and school performances		MUE.2.1.2	