

# St. Lucie County Scope & Sequence

## Music Grade 2



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:**

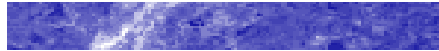
- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

#### **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**

**Grade 2**

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

**1<sup>st</sup> 9 weeks**

<p>How can I use my voice to sing alone and with others?</p> <p>What do I do to blend my voice with others ?</p> <p>Do I have to change the way I sing when I sing songs from other cultures and styles?</p>	<b>Vocal Technique</b>	<p>Sings melodic patterns and songs alone and with others and matching pitch within a 5-note range. (R)</p> <p>Echoes simple melodic patterns, using sol, la mi, re and do accurately, and maintaining the tonal center. (R)</p> <p>Demonstrates healthy use of singing, speaking, whispering and calling voice with appropriate volume. (R)</p>		<p>MU.A 1.1.1</p> <p>MU.A 1.1.1</p> <p>MU.A 1.1.1</p>	
	<b>Vocal Application</b>	<p>Sings simple unison songs with and without accompaniment using accurate pitch, accurate rhythm and appropriate tone quality. (R)</p>		<p>MU.A 1.1.2</p>	
	<b>Vocal Expression</b>	<p>Sings alone and with others a diverse repertoire representing various cultures and styles. (R)</p> <p>Demonstrates expressive qualities appropriate to the music using dynamic contrast: Piano, Forte, Crescendo, and Decrescendo. (I)</p>		<p>MU.A 1.1.3</p> <p>MU.A 1.1.3</p>	

**Subject Area: Music**

**Grade 2**

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			
<b>1<sup>st</sup> 9 weeks</b>					
Why is it important to maintain a steady beat when I perform rhythms?  When I play an instrument, how can I change the way it sounds to match the music I am playing?  How does notation represent what I sing or play?  How do know what culture or time in history music represents?	<b>Instrumental Technique</b>  <b>Instrumental Application</b>  <b>Notation</b>  <b>Dictation</b>  <b>Cultural Historic Connection</b>	Maintains a steady beat independently within simple rhythmic patterns. (I)  Echoes rhythmic patterns using quarter notes and two eighth notes. (I)  Performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments.(I)  Demonstrates expressive qualities of dynamics and tempo appropriate to the music while playing classroom and ethnic instruments. (R)  Reads and performs quarter note, and 2 eight note rhythmic patterns (I)  Notates quarter note, and 2 eighth note rhythmic patterns (I)  Understands that music is different in other places and times around the world. (R)  Identifies selected songs associated with historical celebrations in varied cultures. (R)		MU.A 2.1.1  MU.A 2.1.1  MU.A 2.1.1  MU.A 2.1.2  MU.A 3.1.1  MUA 3.1.3  MU.C 1.1.1  MU.C 1.1.3	

**Subject Area: Music**

**Grade 2**

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			
<b>1<sup>st</sup> 9 weeks</b>					
What type of movement could I use to show the music is loud or soft?  How do I know if it is one person or a group of people singing?  How do I change my voice to reflect dynamic differences? When I listen to a piece of music how does it make me feel or what does it make me think of?  What do I look for when I am evaluating someone else's performance or composition?  ????  How do I use music in my daily life?  How should I behave when I am attending a performance?	<b>Critical Analysis: Movement</b>  <b>Critical Analysis: Aural Differentiation</b> <b>Critical Analysis: Vocal Application</b>  <b>Critical Analysis: Athletics</b>  <b>Critical Analysis: Performance Evaluations</b>  <b>Applications to Life: Cross Curricular Connections</b>  <b>Application to Life: Daily Life</b> <b>Applications to Life: Audience Etiquette</b>	Identifies selected patriotic songs associated with the United States (I)  Responds to dynamic changes by using purposeful movement (R)  Differentiates solo and group performances (M) Describes specific characteristics of dynamics (I)  Describes how expressive qualities are used to convey feelings, images, moods, and events through music (I)  Selects one or two specific characteristics to evaluate within someone else's composition or performance (I)  Identifies ways in which Language Arts, Math, Social Studies, and Science relate to music(R)  Understands the use of music in daily life (R)  Demonstrates appropriate audience behavior in such settings as classroom, school, public		M.U.C. 1.1.3  M.U.D. 1.1.1  M.U.D. 1.1.2  M.U.D. 1.1.3  M.U.D. 1.1.4  M.U.D. 2.1.1  M.U.E. 1.1.2  M.U.E. 2.1.1	

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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			
<b>1<sup>st</sup> 9 weeks</b>					
Where can I find musicians in my community and what are they doing?	<b>Applications to Life: Roles of Musicians</b>	performance. (I) Identifies the role of musicians in schools, the media, community, and specific cultures. (I)		M.U.E. 2.1.2 M.U.E. 2.1.4	