

SHS General Music Scope and Sequence

Unit Theme	Unit Focus	Concepts & Activities	Focus Standards	Assessment/Pacing	Resources
1 Music in our culture	<p>This unit introduces students to the U13 course by establishing routines and procedures that will be followed throughout each of the subsequent units. To establish social norms and the importance of teamwork in musical settings, students participate in individual and cooperative activities with a focus on goal setting and the accomplishments of the group.</p> <p>Focus: musical genres</p> <p>What do students already know about music?</p>	<ul style="list-style-type: none"> ASAP Routines and procedures Self-responsibility Social interaction Group dynamics Establish routine for class <p>Suggested Activities: Compare Listening Habits Instructor's Guide (IG) Radio Scan (IG) Classify Musical Styles (IG) Compare Musical Styles (IG) Develop Perceptive Listening (IG)</p>	<p>HSP.1.L2 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples of a varied repertoire of music representing diverse genres, styles, and cultures.</p> <p>HSP.1.L5 Describe and identify stylistic traits and genres.</p> <p>HSP.1.E1 Develop and apply specific criteria for making informed critical evaluations of the quality and effectiveness of music performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.</p>	<p>Practice assessments – integrate each with daily lessons/warm-up</p> <p>Performance/ Observation - chapter 1 review (MIRAIOL TE p. 15)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 1, Lesson 1 pp. 5-15 "Music In Our Culture"</p> <p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 1, Lesson 1 pp. 5-15 "Music In Our Culture"</p> <p>Alternate Resources: All Music Guide: http://allmusic.com/ Indiana School of Music - Genres: http://library.music.indiana.edu/music_resources/genres.html Grooveshark Stations: http://grooveshark.com/#!/music/stations</p>
2 Music in other cultures	<p>In this unit, students will discover similarities and differences in genres and ways of performing music in other cultures.</p> <p>Focus: rhythm patterns; similarities and differences</p>	<ul style="list-style-type: none"> Genres Analysis Performing <p>Suggested Activities: Discover Music from Other Cultures (IG) Investigate Musical Origins (IG) Discover Pattern Changes (IG) Identify Repeated Patterns (IG) Experience the Difference (IG) Recognize Mariachi Characteristics (IG) Experience Peking Opera (IG)</p>	<p>Introduce Standards: HSP.2.P1 Perform instrumental literature, representing various genres, styles, and cultures, and demonstrate technical accuracy, tone quality and articulation (level of difficulty: 4 on a scale of 1-6) on one or more instruments. HSP.4.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form) are used. HSP.5.H4 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.</p> <p>Maintain Standards: HSP.1.L2; HSP.1.L5; HSP.1.E1</p>	<p>Performance/ Observation - chapter 2 review (MIRAIOL TE p. 31); chapter 2 project (MIRAIOL IG p. 51)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 1, Lesson 2 pp. 17-33 "Music in Other Cultures"</p> <p>Alternate Resources: MENC Mariachi Resources: http://www.menc.org/gp/menc-s-mariachi-education-site Peking (Beijing) Opera: http://www.ebeijing.gov.cn/feature_2/Sino_Italy_culture_year/Contrast/Opera/Peking_Opera/</p>

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3 Rhythm and movement	<p>In this unit, students will investigate rhythm, beat, and movement through rhythm and melodic improvisation activities.</p> <p>Focus: rhythm and movement; improvisation</p>	<ul style="list-style-type: none"> Rhythm <p>Suggested Activities: Feel the Beat (IG) Discover "Felt" Time (IG) Accent the Beat (IG) Practice and Determine Meter (IG) Count and Coordinate (IG) Improvise Rhythm Patterns (IG) Understand the Tintal Cycle (IG) Perform an Indian Rhythm Cycle (IG) Create Syncopation (IG)</p>	<p>Introduce Standards: HSP.1.L4 Define and use the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings).</p> <p>HSP.3.1 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.</p> <p>Maintain Standards: HSP.1.L2; HSP.1.L5; HSP.1.E1; HSP.2.P1; HSP.4.1</p>	<p>Performance/ Observation - chapter 3 review (MIRAIOL TE p. 55)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 2, Lesson 3 pp. 39-55 "Interpreting Rhythm Through Movement"</p> <p>Alternate Resources: Joe Sample: http://www.vervemusicgroup.com/joesample STOMP: http://www.stomponline.com Music from India: http://www.ravishankar.org/indian_music.html Scott Joplin: http://cnx.org/content/m10879/latest/</p>
4 Dance rhythms	<p>In this unit, students will compose and perform dance rhythms of distinct styles, incorporating the elements of music effectively.</p> <p>Focus: Music and Dance</p>	<ul style="list-style-type: none"> Dance <p>Suggested Activities: Perform Dance Rhythms (IG) Sing A Spanish Refrain (IG) Understand the Lakota Eagle Dance (IG) Music of West Side Story (IG) Visualize the Music Drama (IG) Find the Theme in Revelations (IG) Distinguish the Source (IG) Compose a Dance Medley (IG) Perform Puerto Rican Rhythms (IG)</p>	<p>Introduce Standards: HSP.2.S1 Sing in small ensembles demonstrating effective balance, intonation, and rhythmic unity (level of difficulty: 4 on a scale of 1-6).</p> <p>HSP.2.S2 Sing with stylistic and technical accuracy, a large and varied repertoire of vocal literature, written and memorized (level of difficulty: 4 on a scale of 1-6).</p> <p>HSP.3.4 Compose music in several distinct styles, demonstrating creativity in using the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form) for expressive effect.</p> <p>HSP.5.S1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various art forms.</p> <p>Maintain Standards: HSP.1.L2; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.2.P1; HSP.4.1</p>	<p>Performance/ Observation - chapter 4 review (MIRAIOL TE p. 79); chapter 4 Project (MIRAIOL TE p. 81)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 2, Lesson 4 pp. 57-81 "Rhythms That Dance"</p> <p>Alternate Resources: Free to Dance: http://www.pbs.org/wnet/freetodance/ History of Tango: http://www.history-of-tango.com/ History of Samba: http://en.wikipedia.org/wiki/Samba History of Reggae: http://www.reggaemovement.com/rm/index.php?option=com_content&view=article&id=5&Itemid=20 Tejano Music: http://www.ondanet.com/tejano/tejhistory.html Native American Music: http://www.smithsonianglobalsound.org/cultural_heritage_02.aspx</p>

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5 Performer's perspective	In this unit, students will study music from the performer's perspective, focusing on vocal timbres and expression as they make their own music. Focus: vocal timbres; expression	<ul style="list-style-type: none"> Ultimate <p>Suggested Activities: Think the musical sound (IG) Make Your Own Music (IG) Determine Your Vocal Range (IG) Learn to Interpret (IG) Compare Timbres (IG) Recognize Parts of a Chorus (IG) Identify Differences in Musical Styles (IG)</p>	<p>Introduce Standard: HSP.1.E2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.</p> <p>Maintain Standards: HSP.1.L2; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1</p>	Performance/ Observation - chapter 5 review (MIRAIOL TE p. 101)	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 3, Lesson 5 pp. 87-101 "Performer's Perspective"</p> <p>Alternate Resources: John Cage: http://musiced.about.com/od/20thcentury/p/cage.htm Dona Nobis Pacem: http://www-personal.umich.edu/~msmiller/donanobis.html John Newton/Amazing Grace: http://www.anointedlinks.com/amazing_grace.html</p>
6 Music and emotion I	This unit provides students with greater familiarity about the communicative nature of music and the ways that music can evoke emotions. Focus: communication through music; texture	<ul style="list-style-type: none"> Context Communication <p>Suggested Activities: Experience a Musical Sunrise (IG) Identify Emotional Qualities (IG) Sense the Emotions (IG) Feel the Emotion (IG) Recognize Emotional Qualities (IG) Compare Treatments of a Theme (IG) Recognize Timbres of the Orchestra (IG)</p> <p>Music and the Civil Rights Movement (MIRAIOL TE pp. 190-191)</p>	<p>Introduce Standards: HSP.1.L1 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.</p> <p>HSP.4.4 Sight-read music accurately (level of difficulty: 3 on a scale of 1-6).</p> <p>HSP.5.H5 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.</p> <p>Maintain Standards: HSP.1.L2; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.4.1</p>	Performance/ Observation - chapter 9 review (MIRAIOL TE p. 165); chapter 9 project (MIRAIOL TE p. 188)	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 4, Lesson 9 pp. 149-165 "The Power of Emotion"</p> <p>Alternate Resources: Maurice Ravel: http://www.maurice-ravel.net/ Richard Strauss: http://en.wikipedia.org/wiki/Richard_Strauss Ferde Grofe: http://www.classiconline.com/composer/bio/26084.htm W.A. Mozart: http://www.mozartproject.org/ Virtual Gamelan: http://www.wcsmusic.org.uk/modulegamelan.asp Composer Resources: http://library.music.indiana.edu/music_resources/composer.html Songs of the Civil Rights Movement: http://www.npr.org/2010/01/18/99315652/songs-of-the-civil-rights-movement</p>

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7 Musical elements	<p>In this unit, students will analyze the ways in which musical elements contribute to the expressive effect of music.</p> <p>Focus: using musical elements</p>	<ul style="list-style-type: none"> • Concept <p>Suggested Activities: Examine Bulgarian Singing (IG) Test Your Voice and Ears (IG) Harmonize "The Golden Vanity" (IG) Analyze Modulation (IG) Themes in "March to the Scaffold" (IG) Compare an Original and a Transcription (IG) Compare a Transcription and an Arrangement (IG)</p>	<p>Introduce Standard: HSP.3.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.</p> <p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 15 review (MIRAIOL TE p. 315); chapter 15 project (MIRAIOL TE p. 388)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 6, Lesson 15 pp. 297-315 "Communicating with Sound"</p> <p>Alternate Resources: Syrian Music: http://en.wikipedia.org/wiki/Music_of_Syria Bulgarian Culture: http://www.eliznik.org.uk/Bulgaria/ Hector Berlioz: http://www.hberlioz.com/ Gioacchino Rossini: http://courses.wcupa.edu/frichmon/mue332/lisalloyd/lloyd.htm</p>
8 Musical decisions	<p>In this unit, students will study and apply compositional choices and the use of forms in a varied repertoire of music.</p> <p>Focus: compositional choices</p>	<ul style="list-style-type: none"> • Composition <p>Suggested Activities: Perform the Blues Chord (IG) Understand the 12-Bar Blues Pattern (IG) Create Your Own 12-Bar Blues (IG) Experience Kecak (IG) Interlocking Rhythms of Kotekan (IG) Describe Variations of a Theme (IG) Hear the Tone Row (IG)</p>	<p>Introduce Standard: HSP.1.L3 Analyze the use of forms in a varied repertoire of music representing diverse genres, styles, and cultures.</p> <p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 16 review (MIRAIOL TE p. 339); chapter 16 project (MIRAIOL TE p. 388)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 6, Lesson 16 pp. 317-339 "Making Musical Decisions"</p> <p>Alternate Resources: Beethoven: http://www.beethoven-haus-bonn.de/sixcms/detail.php//portal_en Andrew Lloyd Weber: http://www.andrewlloydwebber.com/ The Blues: http://www.pbs.org/theblues/index.html Kecak Video: http://goo.gl/E3q06 Frederic Rzewski Interview: http://www.users.waitrose.com/~chobbs/varelarzewski.html Arnold Schoenberg: http://www.schoenberg.at/index.php?lang=en</p>

<p style="text-align: center;">9 American composers</p>	<p>In this unit, students will become familiar with American composers and how they use musical elements in composing and arranging different styles of music, such as folk, jazz, and swing.</p> <p>Focus: American composers and how they use musical elements</p>	<ul style="list-style-type: none"> • Compose • Arrange <p>Suggested Activities: Identify Order in Folk Melodies (IG) Perform "Simple Gifts" (IG) Identify the Characteristics of Jazz (IG) Perform Swing Music (IG) Analyze Mood Indigo (IG) Find the Bridge (IG) Identify Tempo Changes (IG) Analyze a Scene (IG) A Divine Diva (MIRAIOL TE p. 462)</p>	<p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 18 review (MIRAIOL TE p. 387); chapter 18 project (MIRAIOL TE p. 389)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 6, Lesson 18 pp. 365-387 "Musical Creators"</p> <p>Alternate Resources: The Aaron Copeland Collection: http://memory.loc.gov/ammem/collections/copland/ Duke Ellington: http://dukeellington.com/home.html Duke Ellington's Washington: http://www.pbs.org/ellingtonsd/ Libby Larsen: http://www.libbylarsen.com/</p>
<p style="text-align: center;">10 Music and emotion II</p>	<p>This unit provides students with an understanding of similarities and differences among musical cultures, which may be influenced by genre, style, or historical period.</p> <p>Focus: musical cultures; similarities and differences</p>	<ul style="list-style-type: none"> • Concept <p>Suggested Activities: Analyze Music Videos (IG) Find the Traditional Blues (IG) Arrange and Perform an Original Rap (IG) Identify Stylistic Benchmarks (IG) Identify the Difference (IG) Discover Common Links (IG) Compare the Generations (IG) Hear and Perform Postmodern Minimalism (IG)</p>	<p>Introduce Standard: HSP.5.H4 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.</p> <p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.3.4; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 22 review (MIRAIOL TE p. 485); chapter 22 project (MIRAIOL TE p. 528)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 8, Lesson 22 pp. 467-485 "Music of Our Generation"</p> <p>Alternate Resources: Rhythm & Blues: http://www.rhythmandtheblues.org.uk/public/shadestory/ B.B. King: http://www.bbking.com/ Rock Music History: http://www.scaruffi.com/history/long.html History of Rap: http://rap.about.com/od/rootsofhiphop/p/RootsOfRap.htm Go-Go: http://en.wikipedia.org/wiki/Go-go Country & Western: http://www.roughstock.com/history/ Salsa: http://en.wikipedia.org/wiki/Salsa_music Philip Glass: http://www.philipglass.com/</p>

<p style="text-align: center;">11 Music from Europe</p>	<p>In this unit, students will hear and describe classical music from Western Europe.</p> <p>Focus: Western European classical music</p>	<ul style="list-style-type: none"> • Concept <p>Suggested Activities: Accompany a Renaissance Dance (IG) Follow the Text (IG) Compare the Baroque with the Renaissance (IG) Describe Baroque Traits (IG) Understand the Baroque Concerto (IG) Tell the Difference (IG) Sing and Play with Classical Balance (IG) Find the Classical Order (IG)</p> <p>Schedule a docent visit from the WNO Attend an NSO concert</p>	<p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 23 review (MIRAIOL TE p. 505); chapter 23 project (MIRAIOL TE p. 528)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 8, Lesson 23 pp. 487-505 "Music of Previous Generations"</p> <p>Alternate Resources: Multimedia Renaissance: http://www.renaissanceconnection.org Baroque Music: http://www.baroquemusic.org/ Classical Era: http://www.ipl.org/div/mushist/clas/index.htm San Diego Opera's Operapaedia: http://www.sdopera.com/operapaedia Philadelphia Orchestra Resources: http://www.philorch.org/education/school-concerts/teacher-resources</p>
<p style="text-align: center;">12 Jazz</p>	<p>This unit provides students with an experience with America's classical music, called jazz. Students will become familiar with the characteristics of jazz, including improvisation and learn about historical jazz figures.</p> <p>Focus: America's classical music</p>	<ul style="list-style-type: none"> • Concept <p>Suggested Activities: Improvise a Dixieland Classic Distinguish the Sections Detect the Improvisation Sing a Jazz Classic</p> <p>Louis Armstrong (from Smithsonian Jazz site: http://www.smithsonianjazz.org/class/armstrong/kit/kit.asp)</p> <p>Women in Jazz (MIRAIOL TE pp. 530-531)</p>	<p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.3.1; HSP.4.1; HSP.4.4; HSP.5.H4</p>	<p>Performance/ Observation - chapter 24 review (MIRAIOL TE p. 527)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 8, Lesson 24 pp. 507-527 "Jazz"</p> <p>Alternate Resources: J@LC Hall of Fame: http://www.jalc.org/halloffame/ Jazz for Young People: http://www.jalc.org/jazzed/j4yp_curr/#/welcome Thelonius Monk Institute: http://www.monkinstitute.org/ NEA Jazz in the Schools: http://www.neajazzintheschools.org/home.php Smithsonian Jazz: http://www.smithsonianjazz.org/</p>

<p style="text-align: center;">13 Compare and contrast</p>	<p>In this unit, students will compare and contrast genres of music and discuss how the different genres evoke emotion or bring attention to social issues.</p> <p>Focus: comparing and contrasting genres of music</p>	<ul style="list-style-type: none"> • Compare • Contrast <p>Suggested Activities: Refine Your Approach (IG) Show Your Wisdom (IG) Discuss Social Issues in Folk Music (IG) Compare Popular and Folk Music (IG) Analyze the Decimas (IG) Compare Classical and Popular Music (IG) Classify Balinese Music Drama (IG) Offer Your Advice (IG)</p>	<p>Introduce Standard: HSP.5.H5 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.</p> <p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 25 review (MIRAIOL TE p. 553); chapter 25 project (MIRAIOL TE p. 592)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 9, Lesson 25 pp. 535-553 "Folk, Popular, and Classical"</p> <p>Alternate Resources: (see previous alternate resources for genres) Strange Fruit - Protest Music: http://www.pbs.org/independentlens/strangefruit/protest.html Jibaro Music: http://www.mariahwilkins.com/zenon/projects.html</p>
<p style="text-align: center;">14 Style mashup</p>	<p>In this unit, students will creatively mix musical styles, and discover the effects of fusion, by performing their own musical fusion pieces and studying those of other people and places.</p> <p>Focus: mixing musical styles</p>	<ul style="list-style-type: none"> • Style <p>Suggested Activities: Perform American Folk Music (IG) Trace the Influence (IG) Fusion of Classical and Popular Music (IG) Pinpoint the Change in Style (IG) Analyze the "Great Gate of Kiev" (IG) Apply Your Skill and Knowledge (IG) Discover South African Music (IG) Play a Time Line Pattern (IG) Perform a Clave Pattern (IG) Test Your Knowledge (IG)</p>	<p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 26 review (MIRAIOL TE p. 577)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 9, Lesson 26 pp. 555-577 "Styles Influencing Styles"</p> <p>Alternate Resources: Gottschalk Scores: http://imslp.org/index.php?title=Category:Gottschalk%2C_Louis_Moreau& Claude Debussy: http://en.wikipedia.org/wiki/Claude_Debussy Igor Stravinsky: http://www.its.caltech.edu/~tan/Stravinsky/ John Lewis: http://www.allaboutjazz.com/php/news.php?id=580 Antonin Dvorak: http://www.naxos.com/composerinfo/Antonin_Dvorak/26024.htm Ladysmith Black Mambazo: http://www.mambazo.com/ George Gershwin: http://www.gershwin.com/</p>

<p style="text-align: center;">15 Compare and contrast</p>	<p>In this unit, students will analyze how music can be a connecting force and compare and contrast music as expression and music as connection.</p> <p>Focus: communication and music; music as expression and connection</p>	<ul style="list-style-type: none"> • Communication <p>Suggested Activities: Radio Scan (IG) Analyze How Music Connects People (IG) Evaluate the Music on Voyager (IG) Select Music for the Next Voyager Mission (IG) Determine the Place (IG) Determine the Time (IG)</p>	<p>Maintain Standards: HSP.1.L1; HSP.1.L2; HSP.1.L3; HSP.1.L4; HSP.1.L5; HSP.1.E1; HSP.1.E2; HSP.2.S1; HSP.2.S2; HSP.2.P1; HSP.4.1; HSP.4.4</p>	<p>Performance/ Observation - chapter 27 review (MIRAIOL TE p. 591); chapter 27 project (MIRAIOL TE p. 9 & IG)</p>	<p>Music! Its Role and Importance in Our Lives, Teacher's Edition Unit 9, Lesson 27 pp. 579-593 "Unique Record of Humankind"</p> <p>Alternate Resources: NASA Voyager Project: http://voyager.jpl.nasa.gov/</p>
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