



Stockton Unified School District

**EDISON HIGH SCHOOL**

Home of the Vikings



## Distance Learning - Essential Outcomes Chart: What is it we expect students to learn?

| Grade:   | 9-12 | Subject:   | Orchestra | Semester:  | Term 1 | Team Members:  | Mr. Suguitan   |  |
|--|------|--|-----------|--|--------|--|--|--|
| Standard Description   |      | Example Rigor  |           | Prerequisite Skills  |        | Common Assessment  | When Taught?   | Extension Standards  |
| What is the essential standard to be learned? Describe in student-friendly vocabulary.                     |      | What does proficient student work look like? Provide an example and/or description.  |           | What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?   |        | What assessment(s) will be used to measure student mastery?                                | When will this standard be taught?                         | What will we do when students have learned the essential standard(s)?                          |
| <b>Creating St. 1: Students will explore and experience music concepts.</b>                                |      | Students can identify musical elements on a Grand Staff. Students will know the function of musical notation.                        |           | Students will be taught sequential lessons to clarify knowledge, skills, and vocabulary to master the standard.                                  |        | Students must pass 9 formative assessments and one summative assessment with 85% accuracy. | This standard will be taught and refined on a daily basis. | <b>These students will be challenged with more difficult rigor or move on to a new lesson.</b> |
| <b>Performing St 4: Students will describe and contrast various mariachi performances</b>                  |      | Students will listen, compare, analyze and evaluate the difference in quality between various groups playing the same musical piece. |           | Students will have to know and understand the rubric addressing intonation, technique (accuracy and articulation), rhythm, tone, and expression. |        | Students will be assessed by their answers on a rubric.                                    | The lesson will be taught at the end of the term.          | <b>Students will evaluate new music.</b>   |
| <b>Performing St 4: Students will demonstrate the elements such as rhythms</b>                             |      | Using technology, students will improve rhythm skills.   |           | Students will need to know the value of the eighth, quarter, half, and whole notes, the equivalent rests, and how to operate the rhythm program. |        | Students will be assessed every time they are given the rhythm assignment.                 | This standard will be taught frequently, almost daily.     | <b>Students will increase the difficulty on the rhythm program.</b>                            |
| <b>Connecting St 10: Describe how personal interests relate when responding to music related subjects.</b> |      | Students will write and submit a paragraph on a music related prompt.  |           | Students will use their general knowledge and know how to write a paragraph.   |        | Every paragraph and content is assessed.   | Daily  | Student will move into the daily lessons.  |
|  |      |  |           | •  |        | •  |  |  |
|  |      |  |           | •  |        | •  |  |  |

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.



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\*Months of instruction are tentative. Standards often change or are revisited based on the text (scripts) we are performing and the needs of the production.

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