

Cycle 1	38 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 1: Procedures, Rules, and Review</b></p> <p>This unit will review elements taught in fourth grade (syncopation, <i>La pentatonic</i>, dotted quarter/eighth note, <i>Fa</i>, 3/4 meter, low <i>Ti</i>). In addition, these first lessons are used to teach classroom procedures, rules, and expectations.</p>	<p><b>4</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Sept. 20</p> <p><i>Labor Day</i> <i>Sept. 2</i></p>	<p><b>MUSIC.5.1A</b> Distinguish among a variety of musical timbres, including those of children’s voices and soprano, alto, tenor, and bass adult voices.</p> <p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as <i>abac</i>, <i>AB</i>, and <i>ABA</i>; <i>rondo</i>; and theme and variation presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.2C</b> Identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUSIC.5.3B</b> Use standard symbols to notate meter, rhythm and pitch in simple patterns (manuscript or computer-generated).</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUSIC.5.5C</b> Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Cognitive Development of New Concept of Two Sounds Over Two Beats with Both Sounds Occurring on Beat One and Review and Application of Previously Learned Musical Concepts</b></p> <p>In this unit, the fifth-grade concept of two sounds over two beats occurring on beat one will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills.</p>	<p><b>4</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 23 – Oct. 18</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissal</i> Sept. 27 Oct. 18</p>	<p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation. Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUSIC.5.3B</b> Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.3E</b> Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4C</b> Create simple accompaniments through improvisation and composition.</p>

Cycle 2	39 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 3: Cognitive Development of New Concept of <i>Ti</i>, a Pitch a Step Lower than (High) Do and Review and Application of Previously Learned Musical Concept an Eighth Note Followed by a Dotted Quarter Note</b></p> <p>In this unit, the fifth-grade concept <i>Ti</i> will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of an eighth note followed by a dotted quarter note will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p><b>8</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21 – Dec. 19</p> <p><i>Early Dismissal</i> Nov. 8</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>MUSIC.5.1A</b> Distinguish among a variety of musical timbres, including those of children’s voices and soprano, alto, tenor, and bass adult voices.</p> <p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.2C</b> Identify and interpret new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUSIC.5.3B</b> Use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated).</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUSIC.5.5A</b> Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>	

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	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Programs and Special Occasion Music</b> This unit is being included to allow for the scheduling of programs and the study and enjoyment of music representative of various special occasions.</p>	<p><b>Varied</b> 45-minute lessons at discretion of teacher</p> <p><b>Suggested Pacing:</b> When necessary throughout the year</p>	<p><b>MUSIC.5.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.  <b>MUSIC.5.3B</b> Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups.  <b>MUSIC.5.3F</b> Interpret through performance new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound.  <b>MUSIC.5.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.  <b>MUSIC.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p>	

Cycle 3	49 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 6 – Mar. 13, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 4: Cognitive Development of New Concept Dotted Eighth/Sixteenth and Review and Application of Previously Learned Musical Concept <i>Ti</i></b></p> <p>In this unit, the fifth-grade concept of a dotted eighth note followed by a sixteenth note will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of <i>Ti</i> will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6 – Feb. 7</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p>	<p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.2C</b> Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p><b>MUSIC.5.3B</b> Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.4A</b> Read, create, and interpret rhythmic and melodic phrases using prior knowledge.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.5.4C</b> Create simple accompaniments through improvisation or composition.</p> <p><b>MUSIC.5.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p><b>MUSIC.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.5.5D</b> Examine the relationships between music and interdisciplinary concepts.</p> <p><b>MUSIC.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.5.6B</b> Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUSIC.5.6C</b> Practice appropriate concert etiquette as an actively involved listener during live performances.</p>	

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	Jan. 6 – Mar. 13, 2019	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Cognitive Development of New Concept (Fa) and Review and Application of a Dotted Quarter Note Followed by an Eighth Note</b></p> <p>In this unit, the fourth-grade concept of (Fa) a pitch a whole step below So and a half step above Mi, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of a dotted quarter note followed by an eighth note will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 10 – Mar. 13</p> <p><i>Early Dismissal</i> Feb. 14</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p><b>MUSIC.5.1A</b> Distinguish among a variety of musical timbres, including those of children’s voices and soprano, alto, tenor, and bass adult voices.</p> <p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.2C</b> Identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUSIC.5.3B</b> Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUSIC.5.5A</b> perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p> <p><b>MUSIC.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.5.6B</b> Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 6: Cognitive Development of New Concept the Natural Minor Scale and Review and Application of Previously Learned Musical Concepts Dotted Eighth Note Followed by a Sixteenth Note</b></p> <p>In this unit, the grade 5 concept of natural minor scale, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of dotted eighth note followed by a sixteenth note will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23 – Apr. 24</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p><b>MUSIC.5.1A</b> Distinguish among a variety of musical timbres, including those of children’s voices and soprano, alto, tenor, and bass adult voices.</p> <p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.2C</b> Identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUSIC.5.3B</b> Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUSIC.5.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p> <p><b>MUSIC.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.5.6B</b> Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>	

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	Mar. 23 – May 29, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 7: Cognitive Development of New Concept of Two Pulsations Per Measure; Each Pulsation Having Three Micro Pulsations (6/8 Meter), and Review and Application of Previously Learned Musical Concept of the Natural Minor Scale</b></p> <p>In this unit, the grade 5 concept of two pulsations per measure with each pulsation having three micro pulsations, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of natural minor scale will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p><b>5</b> 45-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 27 – May 29</p> <p><i>Memorial Day</i> May 25</p>	<p><b>MUSIC.5.1A</b> Distinguish among a variety of musical timbres, including those of children’s voices and soprano, alto, tenor, and bass adult voices.</p> <p><b>MUSIC.5.1C</b> Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p><b>MUSIC.5.1D</b> Identify and label small and large musical forms such as ABAC, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p><b>MUSIC.5.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 6/8, or 4/4 meters as appropriate.</p> <p><b>MUSIC.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.5.2C</b> Identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p><b>MUSIC.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUSIC.5.3B</b> Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p><b>MUSIC.5.3C</b> Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.</p> <p><b>MUSIC.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUSIC.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUSIC.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUSIC.5.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p> <p><b>MUSIC.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.5.6B</b> Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>	