

SECTION d
Curriculum

CURRICULUM, INSTRUCTION AND ASSESSMENT

Introduction

In support of the realization of our mission, our school implements a standards based academic curriculum that is designed to ensure a high quality, world class education for every student served. Kindergarten through Grade 8 students enrolled at PACE Academy engage in a core academic program that is aligned to the Michigan State Standards. In addition, our teachers utilize differentiated instructional strategies that are scientifically research based and designed to meet the specific needs of each individual child.

Curriculum

The primary instructional resources used a PACE Academy are as follows:

Subject Area	Curriculum Resource
English/Language Arts	Wit & Wisdom (K-8) Evidence Based Literacy Instruction (EBLI) K-5
Mathematics	Eureka Math (K-8)
Science	Phenomenal Science (K-5) TCI Science Alive (6-8)
Social Studies	Atlas Rubicon (K-8) TCI History History Alive (6-8)

Curriculum Coordination

Each core content area is lead by the Curriculum Director and our Instructional Coaches, who provide ongoing and continuous leadership and support designed to ensure program implementation fidelity and the dissemination of an aligned system of learning objectives. The Curriculum Department is responsible for monitoring teachers' effective delivery of the curriculum as it relates to appropriate pacing and sequencing. The department is also responsible for leading teachers' efforts to formatively monitor and assess student learning as well as supporting the identification and use of appropriate intervention strategies.

Subjects Offered

Subject Area	Grade Level
English/Language Arts	K-8
Mathematics	K-8
Social Studies	K-8
Science	K-8
Physical Education/Health	K-8
Art	K-8
General Music	K-3
Band	4-8

Choir	4-8
Spanish	K-8
STEM	K-8
Reading Intervention	K-8
Mathematics Intervention	K-8

Academic Goals

It is our goal that 80-85% of our students will be proficient in each of our core subject areas. When students do not meet the threshold of proficiency, they are given in-class intervention, targeted intervention, and or receive after school tutoring. Academic growth is important for those students who may not reach proficiency. Our goal for growth is that each grade level reaches 65th Median Condition Growth Percentile.

CORE INSTRUCTIONAL PROGRAM CURRICULUM MAPS

English Language Arts- PACE Academy's K-8 English Language Arts curricular resource is Wit & Wisdom. Wit & Wisdom places authentic text high quality text in the hands of students. Wit & Wisdom meets the expectation of the Michigan State Standards. Knowledge is built through Instructional routines, text-dependent questions, explicit writing instruction, text-based vocabulary, and formative assessments.

Curriculum outline per grade level provided in another document.

Mathematics- PACE Academy's K-8 Mathematics curricular resource is Eureka Math. Eureka Math is a mathematics curriculum aligned to the Michigan State Standards for mathematics. Eureka math focuses on building conceptual knowledge, fluency, and application of mathematics learning.

Curriculum outline per grade level provided in another document

Science- PACE Academy's K-5 grade utilizes Phenomenal science which is aligned to the Michigan State Standards for science instruction. Grades 6-8 uses TCI Science Alive for science instruction.

Curriculum outline per grade level provided in another document

Social Studies- PACE Academy's K-8 Social Studies Curriculum is taken from Oakland Schools Rubicon Atlas. Each grade level is mapped and includes resources that can be used to teach the lesson. Teachers in middle school also rely on the use of textbooks to supplement the learning. Below are links to the curriculum map for each grade level we serve.

Kindergarten

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Map?BackLink=1237153&CurriculumMapID=52&YearID=2019&SourceSiteID=>

1st Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237156&CurriculumMapID=51&YearID=2019&SourceSiteID=>

2nd Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237158&CurriculumMapID=43&YearID=2019&SourceSiteID=>

3rd Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237160&CurriculumMapID=44&YearID=2019&SourceSiteID=>

4th Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237161&CurriculumMapID=111&YearID=2019&SourceSiteID=>

5th Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237162&CurriculumMapID=112&YearID=2019&SourceSiteID=>

6th Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237167&CurriculumMapID=790&YearID=2019&SourceSiteID=>

7th Grade:

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1176212&CurriculumMapID=787&YearID=2019&SourceSiteID=>

8th Grade

<https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1237169&CurriculumMapID=115&YearID=2019&SourceSiteID=>

DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: Physical Education

Grade: K

<i>Week</i>	<i>National or State Standard/Benchmark</i>	<i>Content Strand</i>	<i>Skill</i>	<i>Objective</i>	<i>Key Concepts/Cue Words</i>	<i>Materials/Resources</i>	<i>Assessment</i>
1-3	MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	*Skip	Demonstrate the step-hop movement pattern.	“Step, hop”	Assessment Rubric Pre/Post recording sheet	Shows correct arm swing, knee lift and step-hop pattern with rhythm. Assessment Rubric Pre/Post recording sheet

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	*Gallop	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot.	Step, Push, Close	Assessment Rubric Pre/Post recording sheet	Trail leg is always behind lead foot with good balance and rhythm. Assessment Rubric Pre/Post recording sheet
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MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	*Overhand Throw	Demonstrate the elements of form while throwing a small ball overhand at least 20 feet.	T-position, twist, throw, follow-through	Balls	Stands sideways to target, opposite foot in front, eyes on target, rotate hips, throw, follow-through. Assessment Rubric Pre/Post recording sheet
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MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	*Catching Fly Balls	Demonstrate tossing a lightweight ball to progressively greater heights and catching it.	Ready eyes, ready hands.	Balls	Eyes on object, catch with hands, bends arms as they contact object. Assessment Rubric Pre/Post recording sheet
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DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: Physical Education

Grade: K

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	*Run *Slide *Walk *Hop *Jog/Pace	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Assessment Rubric Pre/Post recording sheet	Observation Assessment Rubric Pre/Post recording sheet
NHES 1:1,3:1,5:2 Students will state that AIDS is a disease that is hard to catch.	Personal/Social Domain	*AIDS	Demonstrates the appropriate way to wash hands and keep germs out.	Varies	Assessment with questions	Observation Assessment with questions
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	*Walk *Run *Jog/Pace *Skip *Gallop	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	Assessment Rubric Pre/Post recording sheet	Observation Assessment Rubric Pre/Post recording sheet
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	*Body Parts and Functions	Demonstrate an understanding of the concepts of non-locomotor actions, body parts and planes by using various actions.	Varies	Assessment Rubric Pre/Post recording sheet	Observation Assessment Rubric Pre/Post recording sheet

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<p>Course/Subject: Physical Education MPECS.5.6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.</p>	<p>Personal/Social Domain</p>	<p>*Cooperation *Following *Directions *Use of Space *Best Effort *Compassion</p>	<p>Demonstrate an understanding of the concepts of the appropriate social skills in order to work together and care for others.</p>	<p>Varies</p>	<p>Grade: K Assessment Rubric Pre/Post recording sheet</p>	<p>Observation Assessment Rubric Pre/Post recording sheet</p>
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Curriculum Map

Course/Subject: Physical Education

Grade: 1st

<i>National or State Standard/Benchmark</i>	<i>Content Strand</i>	<i>Skill</i>	<i>Objective</i>	<i>Key Concepts/ Cue Words</i>	<i>Materials/Resources</i>	<i>Assessment</i>
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Skip	Demonstrate the step-hop movement pattern.	“Step-hop”	Assessment Rubric Pre/Post recording sheet Music CD	Shows correct arm swing, knee lift and step-hop pattern with rhythm. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Gallop	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot.	Step, Push, Close	Assessment Rubric Pre/Post recording sheet Music CD	Trail leg is always behind lead foot with good balance. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Overhand Throw	Demonstrate the elements of form while throwing a small ball overhand at least 20 feet.	T, Twist, Throw, Follow through	Balls Assessment Rubric Pre/Post recording sheet	Stand sideways to target. Eyes on Target. Rotate Hips. Throw. Follow Through. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Catching Fly Balls	Demonstrate catching a lightweight ball that is lobbed from a distance of 6 feet and progressively greater heights.	Ready eyes, Ready hands	Balls	Eyes on Object. Catch with hands. Bends hands when they contact object. Assessment Rubric Pre/Post recording sheet

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Curriculum Map

Course/Subject: Physical Education

Grade: 1st

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Jump Rope	Demonstrate the elements of form in the Basic Jump forward and backward.	Turn, Wait, Jump!	Jump Ropes Assessment Rubric Pre/Post recording sheet	Jumps one time over the rope successfully. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	*Run *Slide *Walk *Hop *Jog/Pace *Bowling	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies	Observations Assessment Rubric Pre/Post recording sheet
MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	*Walk *Run *Jog/Pace *Skip *Gallop	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	Assessment Rubric Pre/Post recording sheet Music CD	Observations Assessment Rubric Pre/Post recording sheet
MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	Cognitive Domain	*Nutrition *Body Parts/Functions *Benefits and Knowledge of Physical Activity	Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.	Varies	Assessment Rubric Pre/Post recording sheet Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Curriculum Map

Course/Subject: Physical Education

Grade: 1st

<p>MPECS.5, 6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.</p>	<p>Personal, Social Domain</p>	<p>*Cooperation *Following Directions *Use of Space *Best Effort *Compassion</p>	<p>Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.</p>	<p>Varies</p>	<p>Posters Assessment Rubric Pre/Post recording sheet</p>	<p>Observations Assessment Rubric Pre/Post recording sheet</p>
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Curriculum Map

Course/Subject: Physical Education

Grade: 2nd

<i>National or State Standard/Benchmark</i>	<i>Content Strand</i>	<i>Skill</i>	<i>Objective</i>	<i>Key Concepts/ Cue Words</i>	<i>Materials/Resources</i>	<i>Assessment</i>
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Skip	Demonstrate the step-hop movement pattern.	“Step-hop”	Assessment Rubric Pre/Post recording sheet Music CD	Shows correct arm swing, knee lift and step-hop pattern with rhythm. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Gallop	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot.	Step, Push, Close	Assessment Rubric Pre/Post recording sheet Music CD	Trail leg is always behind lead foot with good balance. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Overhand Throw	Demonstrate the elements of form while throwing a small ball overhand at least 20 feet.	T, Twist, Throw, Follow through	Balls Assessment Rubric Pre/Post recording sheet	Stand sideways to target. Eyes on Target. Rotate Hips. Throw. Follow Through. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Catching Fly Balls	Demonstrate catching a lightweight ball that is lobbed from a distance of 6 feet and progressively greater heights.	Ready eyes, Ready hands	Balls	Eyes on Object. Catch with hands. Bends hands when they contact object. Assessment Rubric Pre/Post recording sheet

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Course/Subject: Physical Education

Grade: 2nd

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Jump Rope	Demonstrate the elements of form in the Basic Jump forward and backward.	Turn, Wait, Jump!	Jump Ropes Assessment Rubric Pre/Post recording sheet	Jumps one time over the rope successfully. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	*Run *Slide *Walk *Hop *Jog/Pace *Bowling	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies	Observations Assessment Rubric Pre/Post recording sheet
NHES 1:2, 3:1, 3:3, 5:2, 7:2 Students will explain how AIDS is and is not transmitted..	Personal/Social Domain	*AIDS	Demonstrates the appropriate way to wash hands and keep germs out.	Varies	Assessment with questions	Observation Assessment with questions
MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	*Walk *Run *Jog/Pace *Skip *Gallop	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	Assessment Rubric Pre/Post recording sheet Music CD	Observations Assessment Rubric Pre/Post recording sheet

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<p>Course/Subject: Physical Education MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p>	<p>Education Cognitive Domain</p>	<p>*Nutrition *Body Parts/Functions *Benefits and Knowledge of Physical Activity</p>	<p>Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.</p>	<p>Varies</p>	<p>Grade: 2nd Assessment Rubric Pre/Post recording sheet Music CD</p>	<p>Observations Assessment Rubric Pre/Post recording sheet</p>
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Curriculum Map

Course/Subject: Physical Education

Grade: 2nd

MPECS.5, 6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal, Social Domain	*Cooperation *Following Directions *Use of Space *Best Effort *Compassion	Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.	Varies	Posters Assessment Rubric Pre/Post recording sheet	Observations Assessment Rubric Pre/Post recording sheet
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Curriculum Map

Course/Subject: Physical Education

Grade: 3rd

<i>National or State Standard/Benchmark</i>	<i>Content Strand</i>	<i>Skill</i>	<i>Objective</i>	<i>Key Concepts/ Cue Words</i>	<i>Materials/Resources</i>	<i>Assessment</i>
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Skip	Demonstrate the step-hop movement pattern.	“Step-hop”	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet Posters
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Run/Jog Pace	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form while running at various speeds and stopping and starting using the Presidential Physical Fitness Shuttle Run Standards.	Knees high, push of the toes, heels up, elbows bent, thumbs up, reach.	Mile Course Assessment Rubric Pre/Post recording sheet	Students will perform a one mile test based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Leap	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form of leaping from a standing position with feet staggered, leaping off the front foot, traveling forward and landing on the opposite foot.	Step, bend, push, reach, land	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Course/Subject: Physical Education

Grade: 3rd

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Overhand Throw	Demonstrate the elements of form while throwing a small ball overhand at least 20 feet.	T, Twist, Throw, Follow through	Balls Assessment Rubric Pre/Post recording sheet Posters	Stand sideways to target. Opposite foot in front. Eyes on Target. Rotate Hips. Throw. Follow Through. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Catching Fly Balls	Demonstrate catching a lightweight ball that is lobbed from a distance of 6 feet and progressively greater heights.	Thumbs in, Thumbs out	Balls Assessment Rubric Pre/Post recording sheet Posters	Eyes on Object. Catch with hands. Bends hands when they contact object. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Jump Rope	Demonstrate the elements of form in the Basic Jump forward and backward.	Turn, Wait, Jump!	Jump Ropes Assessment Rubric Pre/Post recording sheet Posters Music CD	Jumps 3 times over the rope consecutively with rhythm and correct form. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	*Bowling *Dance/Creative Movement	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Curriculum Map

Course/Subject: Physical Education

Grade: 3rd

MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	Strength	Students will develop a daily exercise and strength routine in the physical education class setting.	Varies	Assessment Rubric Pre/Post recording sheet Posters Music CD	Students will perform stretch testing based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
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MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	Flexibility	Students will develop a daily stretching routine in the physical education class setting.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Students will perform flexibility testing based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
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NHES 1:1, 1:3, 1:5,3:3 Students will understand that most diseases of the muscular and skeletal systems are noncommunicable.	Personal/Social Domain	*AIDS	Classify diseases as communicable and non communicable.	Varies	Assessment with questions	Observation Assessment with questions
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MPECS.3, 4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	*Run *Jog/Pace *Skip	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Observations Assessment Rubric Pre/Post recording sheet
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<p>Course/Subject: Physical Education MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p>	<p>Education Cognitive Domain</p>	<p>*Nutrition *Body Parts/Functions *Benefits and Knowledge of Physical Activity</p>	<p>Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.</p>	<p>Varies</p>	<p>Grade: 3rd Assessment Rubric Pre/Post recording sheet Posters</p>	<p>Observation Assessment Rubric Pre/Post recording sheet</p>
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Course/Subject: Physical Education

Grade: 3rd

MPECS.5, 6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.	Personal, Social Domain	*Cooperation *Following Directions *Respect *Responsibility *Self-Control *Best Effort *Compassion *Constructive Competition	Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Assessment Rubric Pre/Post recording sheet
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Curriculum Map

Course/Subject: Physical Education

Grade: 4th

<i>National or State Standard/Benchmark</i>	<i>Content Strand</i>	<i>Skill</i>	<i>Objective</i>	<i>Key Concepts/ Cue Words</i>	<i>Materials/Resources</i>	<i>Assessment</i>
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Run/Jog Pace	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form while running at various speeds and stopping and starting using the Presidential Physical Fitness Shuttle Run Standards.	Knees high, push of the toes, heels up, elbows bent, thumbs up, reach.	Mile Course Assessment Rubric Pre/Post recording sheet	Students will perform a one mile test based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Leap	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form of leaping from a standing position with feet staggered, leaping off the front foot, traveling forward and landing on the opposite foot.	Step, bend, push, reach, land	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Curriculum Map

Course/Subject: Physical Education

Grade: 4th

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Overhand Throw	Demonstrate the elements of form while throwing a small ball overhand at least 20 feet.	Twist, Throw, Follow through	Balls Assessment Rubric Pre/Post recording sheet Posters	Stand sideways to target. Opposite foot in front. Eyes on Target. Rotate Hips. Throw. Follow Through. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Catching Fly Balls	Demonstrate catching a lightweight ball that is lobbed from a distance of 6 feet and progressively greater heights.	Thumbs in, Thumbs out	Balls Assessment Rubric Pre/Post recording sheet	Eyes on Object. Catch with hands. Bends hands when they contact object. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Jump Rope	Demonstrate the elements of form in the Basic Jump forward and backward.	Turn, Wait, Jump!	Jump Ropes Assessment Rubric Pre/Post recording sheet Posters Music CD	Jumps 4 times over the rope consecutively with rhythm and correct form. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	*Bowling *Dance Creative Movement	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Varies Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Course/Subject: Physical Education

Grade: 4th

MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	Strength	Students will develop a daily exercise and strength routine in the physical education class setting.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Students will perform stretch testing based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	Flexibility	Students will develop a daily stretching routine in the physical education class setting.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Students will perform flexibility testing based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
NHES 1:1,3:1,5:4 Students will compare and contrast the effects of HIV on the immune system with the effect to other infections.	Personal/Social Domain	*AIDS	Students will describe ways in which HIV is and is not transmitted.	Varies	Assessment with questions	Observation Assessment with questions
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	*Run *Jog/Pace *Skip	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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<p>Course/Subject: Physical Education MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p>	<p>Education Cognitive Domain</p>	<p>*Nutrition *Body Parts/Functions *Benefits and Knowledge of Physical Activity</p>	<p>Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.</p>	<p>Varies</p>	<p>Grade: 4th Assessment Rubric Pre/Post recording sheet Posters</p>	<p>Observation Assessment Rubric Pre/Post recording sheet</p>
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Course/Subject: Physical Education

Grade: 4th

<p>MPECS.5,6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.</p>	<p>Personal, Social Domain</p>	<ul style="list-style-type: none"> *Cooperation *Following Directions *Respect *Responsibility *Self-Control *Best Effort *Compassion *Constructive Competition 	<p>Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.</p>	<p>Varies</p>	<p>Assessment Rubric Pre/Post recording sheet Posters</p>	<p>Observation Assessment Rubric Pre/Post recording sheet</p>
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DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: Physical Education

Grade: 5th

<i>National or State Standard/Benchmark</i>	<i>Content Strand</i>	<i>Skill</i>	<i>Objective</i>	<i>Key Concepts/ Cue Words</i>	<i>Materials/Resources</i>	<i>Assessment</i>
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Run/Jog Pace	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form while running at various speeds and stopping and starting using the Presidential Physical Fitness Shuttle Run Standards.	“Knees high, push of the toes, heels up, elbows bent, thumbs up, reach.”	Mile Course Assessment Rubric Pre/Post recording sheet Posters	Students will perform a mile test based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Leap	Demonstrate the elements of form including step, push and close using preferred and non-preferred foot. Demonstrate all elements of form of leaping from a standing position with feet staggered, leaping off the front foot, traveling forward and landing on the opposite foot.	“Step, bend, push, reach, land”	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Curriculum Map

Course/Subject: Physical Education

Grade: 5th

MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Overhand Throw	Demonstrate the elements of form while throwing a small ball overhand at least 20 feet.	“T, Twist, Throw, Follow through”	Balls Assessment Rubric Pre/Post recording sheet Posters	Stand sideways to target. Eyes on Target. Rotate Hips. Throw. Follow Through. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Catching Fly Balls	Demonstrate catching a lightweight ball that is lobbed from a distance of 6 feet and progressively greater heights.	“Thumbs in, Thumbs out”	Balls Assessment Rubric Pre/Post recording sheet Posters	Eyes on Object. Catch with hands. Bends hands when they contact object. Assessment Rubric Pre/Post recording sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Motor Skills	Jump Rope	Demonstrate the elements of form in the Basic Jump forward and backward.	“Turn, Wait, Jump!”	Jump Ropes Assessment Rubric Pre/Post recording sheet Posters Music CD	Jumps once for each rope revolution. Keeps hands waist high, slightly in form of body and makes small circles with hands. Stays on the balls of feet, and bends knees slightly. Jumps only one or two inches off the ground. Assessment Rubric Pre/Post sheet
MPECS.1: A physically educated person will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.	Other Motor Skills	*Bowling *Kick *Forehand Strike *Hand Dribble *Underhand Strike *Dance/Creative Movement	Demonstrates the appropriate motion for the subsequent motor skill.	Varies	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Curriculum Map

Course/Subject: Physical Education

Grade: 5th

MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	Strength	Students will develop a daily exercise and strength routine in the physical education class setting.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Students will perform stretch testing based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	Flexibility	Students will develop a daily stretching routine in the physical education class setting.	Varies	Assessment Rubric Pre/Post recording sheet Posters	Students will perform flexi testing based on individual improvement and comparison with age appropriate National Standards. Assessment Rubric Pre/Post recording sheet
NHES 1:1,1:6,1:8,3:7 Students will define HIV.	Personal/Social Domain	*HIV	Students will describe how AIDS is and is not transmitted.. Students will explain how HIV has adverse effects on many organs and systems of the body.	Varies	Assessment with questions	Observation Assessment with questions
MPECS.3,4: A physically educated person will participate regularly in lifelong physical activity.	Physical Fitness	*Run *Jog/Pace *Skip	Demonstrates the ability to sustain each activity for the desired amount of time.	Varies	Assessment Rubric Pre/Post recording sheet Posters Music CD	Observations Assessment Rubric Pre/Post recording sheet

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Curriculum Map

<p>Course/Subject: Physical Education MPECS.2: A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p>	<p>Education Cognitive Domain</p>	<p>*Nutrition *Body Parts/Functions *Benefits and Knowledge of Physical Activity</p>	<p>Demonstrates understanding and knowledge of the concepts of nutrition and body functions in order to maintain a healthy lifestyle.</p>	<p>Varies</p>	<p>Grade: 5th Assessment Rubric Pre/Post recording sheet Posters</p>	<p>Observation Assessment Rubric Pre/Post recording sheet</p>
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DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: Physical Education

Grade: 5th

<p>MPECS.5,6: A physically educated person exhibits responsible personal social behavior that respects self and others in physical activity settings.</p>	<p>Personal, Social Domain</p>	<ul style="list-style-type: none"> *Cooperation *Following Directions *Respect *Responsibility *Self-Control *Best Effort *Compassion *Constructive Competition 	<p>Demonstrates an understanding of the concepts of the appropriate social skills in order to work together and care for others.</p>	<p>Varies</p>	<p>Assessment Rubric Pre/Post recording sheet Posters</p>	<p>Observation Assessment Rubric Pre/Post recording sheet</p>
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DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: P.E.

Grade: 6

Time Period: Q t r

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
Gymnastics	<p>Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.</p> <p>Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.</p> <p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p> <p>Content Standard 11: All students will explain and apply the essential steps in learning motor skills.</p>	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • hip/low back/ leg flexibility exercises • arm/ shoulder flexibility exercises • neck/ trunk flexibility exercises • muscle location lessons • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities • Skill drills appropriate to the activity • Individual work • Peer work • Group work 	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. • Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk. • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. • Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected sports and activities. • Recognize the importance of goal setting in skill acquisition. 	P.E. Equipment Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Performance Assessment • Teacher Assessment • Teacher Evaluation • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Written Assessment • Physical Fitness Assessment • Gymnastics Routine • Teacher Correction & Evaluation

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Curriculum Map

Course/Subject: P.E.

Grade: 6

Time Period: Q t r

	<p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.</p> <p>Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.</p>	<ul style="list-style-type: none">• Routine assessment• Physical Fitness activity• Basics of conditioning lessons• Record goal and progress in a portfolio <ul style="list-style-type: none">• Group discussion• Daily work habits• Participation• Cooperative group activities• Team building activities• Healthy citizenship lesson	<p>* Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.</p> <p>• Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. *Demonstrate a proper attitude in both winning and losing.</p>	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none">• Teacher Correction & Evaluation <ul style="list-style-type: none">• Teacher Correction & Evaluation	<ul style="list-style-type: none">• Teacher Correction & Evaluation <ul style="list-style-type: none">• Teacher Correction & Evaluation
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DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: P.E.

Grade: 6

Time Period: Q t r

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
Invasion Games (Basketball and Soccer)	<p>Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.</p> <p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p> <p>Content Standard 11: All students will explain and apply the essential steps in learning motor skills.</p> <p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.</p>	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities • Skill drills appropriate to the activity • Individual work • Peer work • Group work • Games • Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness 	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. • Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition. * Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work * Predict, in terms of 	P.E. Equipment Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Student computer portfolio • Performance Assessment • Teacher Evaluation • Teacher Correction & Evaluation • Teacher Correction & Evaluation • Individual/group discussion 	<ul style="list-style-type: none"> • Written Assessment • Teacher Evaluation • Teacher Correction & Evaluation • Teacher Correction & Evaluation

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Curriculum Map

Course/Subject: P.E.

Grade: 6

Time Period: Q t r

	<p>Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.</p>	<ul style="list-style-type: none"> • Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson 	<p>participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.</p> <ul style="list-style-type: none"> • Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. *Demonstrate a proper attitude in both winning and losing. 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation
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PACE ACADEMY
Curriculum Map

Course/Subject: P.E. / Health

Grade: 6

Time Period: Q t r

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
Fitness (Weight Lifting and Conditioning)	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	<ul style="list-style-type: none"> • Individual skill development • Partner work • Team work • Skill assessment 	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. 	P.E. Equipment Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Performance Assessment 	<ul style="list-style-type: none"> • Written Assessment • Muscle Quiz
	Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.	<ul style="list-style-type: none"> • Run/Walk • Circuit Training • Pulse Assessment 	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. timed or distanced walk/run and other endurance activities at specified heart rate/recovery). 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment 	<ul style="list-style-type: none"> • 1 mile walk/run Assessment
	Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.	<ul style="list-style-type: none"> • thigh/ leg strength endurance exercises • abdominal/low back strength/ endurance exercises • arm/shoulder strength/ endurance exercises • muscle location lessons 	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdominal, lower back, upper body, thigh, lower leg, and neck. 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment 	
	Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.	<ul style="list-style-type: none"> • hip/low back/ leg flexibility exercises • arm/ shoulder flexibility exercises • neck/ trunk flexibility exercises • muscle location lessons 	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk. 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment 	

PACE ACADEMY
Curriculum Map

Course/Subject: P.E. / Health

Grade: 6

Time Period: Q t r

	<p>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</p> <p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p> <p>Content Standard 12: All students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health related fitness</p> <p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.</p>	<ul style="list-style-type: none"> • group discussion • worksheets/ charts • height weight data • basics of conditioning lessons <ul style="list-style-type: none"> • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities <ul style="list-style-type: none"> • Group discussion • Demonstrations • Lead-up activities • Rule assessments • Cooperative group work • Games and sports • Healthy citizenship lessons <ul style="list-style-type: none"> • Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness 	<ul style="list-style-type: none"> • Demonstrate an awareness of body composition. <ul style="list-style-type: none"> • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. <ul style="list-style-type: none"> *Identify three life-long physical activities that one enjoys the most and summarize the reasons why these activities are valued more than others <ul style="list-style-type: none"> * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work. 	<p>Assessment Rubric Pre/Post recording sheet posters</p> <p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p> <p>Assessment Rubric Pre/Post recording sheet posters</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Assessment <ul style="list-style-type: none"> • Teacher Evaluation <ul style="list-style-type: none"> • Teacher Evaluation <ul style="list-style-type: none"> • Teacher Correction & Evaluation • Individual/group discussion 	<ul style="list-style-type: none"> • Teacher Evaluation <ul style="list-style-type: none"> • Teacher Evaluation <ul style="list-style-type: none"> • Teacher Correction & Evaluation
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PACE ACADEMY
Curriculum Map

Course/Subject: P.E.

Grade: 6

Time Period: Q t r

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
Net/Wall Games (Tennis and Volleyball)	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games 	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. 	P.E. Equipment Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Student computer portfolio • Performance Assessment 	<ul style="list-style-type: none"> • Written Assessment
	Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	<ul style="list-style-type: none"> • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities 	<ul style="list-style-type: none"> • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Evaluation 	<ul style="list-style-type: none"> • Teacher Evaluation
	Content Standard 11: All students will explain and apply the essential steps in learning motor skills.	<ul style="list-style-type: none"> • Skill drills appropriate to the activity • Individual work • Peer work • Group work • Games 	<ul style="list-style-type: none"> • Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition. 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation
	Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.	<ul style="list-style-type: none"> • Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness 	<ul style="list-style-type: none"> * Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Correction & Evaluation • Individual/group discussion 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation

PACE ACADEMY
Curriculum Map

Course/Subject: P.E.

Grade: 6

Time Period: Q t r

	<p>Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.</p>	<ul style="list-style-type: none"> • Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson 	<p>and work * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.</p> <ul style="list-style-type: none"> • Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. *Demonstrate a proper attitude in both winning and losing. 	<p>P.E. Equipment</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation
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PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks
8th Grade: 1 week

<p>NHES 1:1,1:6,1:83:1, 3:3, 5:6</p> <p>Students will tell what they already know about HIV infections and A AIDS.</p>	<p>Personal/Social Domain</p>	<p>*HIV</p>	<p>Students will understand how injecting drugs can promote the transmission of HIV.</p> <p>Students will explain the ways HIV is transmitted.</p>	<p>Varies</p>	<p>Assessment with questions</p>	<p>Observation Assessment with questions</p>
<p><i>Unit/Chapter</i></p>	<p><i>Standards Taught</i></p>	<p><i>Lessons/Activities</i></p>	<p><i>Key Concepts/Vocabulary</i></p>	<p><i>Resources/Technology</i></p>	<p><i>Assessments FOR Learning (formative)</i></p>	<p><i>Assessments OF Learning (summative)</i></p>

PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks

<p>Applied Health Concepts</p>	<p>Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.</p>	<p>Body systems are taught in 5th grade.</p> <p>6th grade Nutrition</p> <p>Class discussion 7th grade health.</p> <ul style="list-style-type: none"> - self image -STI's -CSC Laws -HIV/AIDS <p>Class discussion 8th grade health.</p> <ul style="list-style-type: none"> -alcohol -tobacco -drugs -relationships -CSC/abstinence review 	<ul style="list-style-type: none"> * Describe how health is influenced by the interaction of body systems. * Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. * Describe the interrelationship of physical, intellectual, emotional, and social health during adolescence. * Describe how the family and peers influence the health of individuals. * Analyze how heredity, environment, and personal health are related. * Describe ways to reduce risks related to adolescent health problems. * Recognize that most causes of premature health problems can be prevented by positive health practices and appropriate health care. *Analyze reasons for young people to remain abstinent is the only 100% way effective method of protection of HIV, other serious communicable disease, and pregnancy. 	<p>8th Grade: 1 week</p> <ul style="list-style-type: none"> * videos <ul style="list-style-type: none"> -Nutrition -Alcohol, Tobacco, Drug * powerpoint * computer Assessment Rubric Pre/Post recording sheet posters 	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion ! Survey 	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion ! Survey
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PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks
8th Grade: 1 week

<p><i>Accessing Information Services</i></p>	<p>Content Standard 2: All students will access valid health information and appropriate health promoting products and services.</p>	<p>6th grade Nutrition</p> <p>Class discussion 7th grade health.</p> <ul style="list-style-type: none"> - self image -STI's CSC Laws -HIV/AIDS <p>Class discussion 8th grade health.</p> <ul style="list-style-type: none"> -alcohol -tobacco -drugs -relationships 	<ul style="list-style-type: none"> * Analyze the validity of health information, products, and services. * Demonstrate the ability to utilize resources from the home, school, and community that provide accurate health information. * Analyze how media influences the selection of health information and products. * Synthesize accurate information from a variety of sources regarding a community health issue. * Compare the costs and validity of health products. * Describe situations requiring professional health services. 	<ul style="list-style-type: none"> * videos <ul style="list-style-type: none"> -Nutrition -Alcohol, Tobacco, Drug * powerpoint * computer <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion * Survey 	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion ! Survey
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PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks
8th Grade: 1 week

<p><i>Health Behaviors</i></p>	<p>Content Standard 3: All students will practice health enhancing behaviors and reduce health risks.</p>	<p>6th grade Nutrition</p> <p>Class discussion 7th grade health.</p> <ul style="list-style-type: none"> - self image -STI's -HIV/AIDS <p>Class discussion 8th grade health.</p> <ul style="list-style-type: none"> -alcohol -tobacco -drugs -relationships 	<ul style="list-style-type: none"> * Explain the importance of assuming responsibility for personal health behaviors. * Distinguish between safe, risky, and harmful behaviors in relationships. * Demonstrate strategies to positively manage stress. * Demonstrate ways to avoid threatening situations and reduce conflict. * Demonstrate strategies to improve personal and family health. * Develop injury prevention and management strategies for personal and family health. 	<ul style="list-style-type: none"> * videos <ul style="list-style-type: none"> -Nutrition -Alcohol, Tobacco, Drug * powerpoint * computer Assessment Rubric Pre/Post recording sheet posters 	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion ! Survey 	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion ! Survey
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PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks
8th Grade: 1 week

<p><i>Influences</i></p>	<p>Content Standard 4: All students will analyze the influence of cultural beliefs, media, and technology on health.</p>	<p>6th grade Nutrition</p> <p>Class discussion 7th grade health.</p> <ul style="list-style-type: none"> - self image -STI's -HIV/AIDS <p>Class discussion 8th grade health.</p> <ul style="list-style-type: none"> -alcohol -tobacco -drugs -relationships 	<ul style="list-style-type: none"> * Describe the influence of cultural beliefs on health behaviors and the use of health services. * Describe how messages from media and other sources influence health behaviors. * Analyze the influence of technology on personal and family health. * Analyze how information from peers influences health. 	<ul style="list-style-type: none"> * videos <ul style="list-style-type: none"> -Nutrition -Alcohol, Tobacco, Drug * powerpoint <ul style="list-style-type: none"> • computer <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion * Survey 	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion * Survey
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PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks
8th Grade: 1 week

<p><i>Goal Setting and Decision Making</i></p>	<p>Content Standard 5: All students will use goal setting and decision-making skills to enhance health.</p>	<p>6th grade Nutrition</p> <p>Class discussion 7th grade health.</p> <ul style="list-style-type: none"> - self image -STI's -HIV/AIDS <p>Class discussion 8th grade health.</p> <ul style="list-style-type: none"> -alcohol -tobacco -drugs -relationships 	<ul style="list-style-type: none"> * Demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively. * Demonstrate the ability to ask for assistance when making health-related decisions. * Analyze the role of individual, family, community, and cultural values when making health related decisions. * Explain how decisions regarding health behaviors have consequences on self and others. * Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. * Apply strategies and skills needed to attain personal health goals. 	<ul style="list-style-type: none"> * videos <ul style="list-style-type: none"> -Nutrition -Alcohol, Tobacco, Drug * powerpoint • computer <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> * Written tests * Projects * Class discussion * Survey 	<ul style="list-style-type: none"> * Written tests * Projects ! Class discussion ! Survey
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PACE ACADEMY
Curriculum Map

Course/Subject: Health

Grade: 6th - 7th - 8th grade

Time Period: 6th Grade: 2 weeks
7th Grade: 2 weeks
8th Grade: 1 week

<p><i>Social Skills</i></p>	<p>Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.</p>	<p>*Counseling Department -bullying -relationships -respect -cyber bullying</p> <p>6th grade Nutrition</p> <p>Class discussion 7th grade health. - self image -STI's -HIV/AIDS</p> <p>Class discussion 8th grade health. -alcohol -tobacco -drugs -relationships</p>	<p>* Demonstrate effective verbal and nonverbal communication skills. * Describe how the behavior of family and peers affects interpersonal communication. * Demonstrate healthy ways to express needs, wants, and feelings. * Demonstrate ways to communicate care, consideration, empathy, and respect for self and others. * Demonstrate communication skills for building and maintaining healthy relationships. * Demonstrate attentive listening skills. * Demonstrate refusal and negotiation skills to enhance health. * Analyze the possible causes of conflict among youth in schools and communities. * Demonstrate strategies to manage conflict in healthy ways.</p>	<p>* videos -Nutrition -Alcohol, Tobacco, Drug</p> <p>* powerpoint</p> <ul style="list-style-type: none"> • computer <p>Assessment Rubric Pre/Post recording sheet posters</p>	<p>* Written tests * Projects * Class discussion * Survey</p>	<p>* Written tests * Projects * Class discussion * Survey</p>
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DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE
Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
STRIKING /FIELDING Baseball & Golf)	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games 	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. 	P.E. Equipment Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Assessment • Written Assessment • Performance Assessment 	<ul style="list-style-type: none"> • Teacher Assessment • Written Assessment • Performance Assessment
	Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	<ul style="list-style-type: none"> • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. 	<ul style="list-style-type: none"> • Team Games 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Evaluation 	<ul style="list-style-type: none"> • Teacher Evaluation
	Content Standard 11: All students will explain and apply the essential steps in learning motor skills.	<ul style="list-style-type: none"> • Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition. 	<ul style="list-style-type: none"> • Skill drills appropriate to the activity • Individual work • Peer work • Group work • Lead up activities • Games • Personal conditioning lessons 	Assessment Rubric Pre/Post recording sheet posters	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation

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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>STRICKING /FIELDING (baseball & Golf)</p>	<p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.</p>	<p>* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.</p>	<ul style="list-style-type: none"> • Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons 	<p>P.E. Equipment</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Evaluation • Written Assessment • Individual/group discussion 	<ul style="list-style-type: none"> • Teacher Evaluation • Written Assessment • Individual/group discussion
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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>STRICKING /FIELDING (baseball & Golf)</p>	<p>Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.</p>	<ul style="list-style-type: none"> • Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. • Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self and others. *Demonstrate a proper attitude in both winning and losing. 	<ul style="list-style-type: none"> • Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson 	<p>P.E. Equipment</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation
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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>INVASION (Basketball & Floor Hockey)</p>	<p>Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.</p>	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. 	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games 	<p>P.E. Equipment</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Assessment • Written Assessment • Performance Assessment 	<ul style="list-style-type: none"> • Teacher Assessment • Written Assessment • Performance Assessment
	<p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p>	<ul style="list-style-type: none"> • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. 	<ul style="list-style-type: none"> • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities 	<p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Evaluation 	<ul style="list-style-type: none"> • Teacher Evaluation
	<p>Content Standard 11: All students will explain and apply the essential steps in learning motor skills.</p>	<ul style="list-style-type: none"> • Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition. 	<ul style="list-style-type: none"> • Skill drills appropriate to the activity • Individual work • Peer work • Group work • Lead up activities • Games 	<p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation

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<p>INVASION (Basketball & Floor Hockey)</p>	<p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.</p>	<p>* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.</p>	<ul style="list-style-type: none"> • Group discussion • Routine assessment • Basics of conditioning lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Evaluation • Individual/group discussion 	<ul style="list-style-type: none"> • Teacher Evaluation • Individual/group discussion
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Curriculum Map

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Time Period: Q t r

<p>INVASION (Basketball & Floor Hockey)</p>	<p>Content Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.</p>	<ul style="list-style-type: none"> • Choose to exercise regularly outside of the classroom from personal enjoyment and benefit. • Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self and others. <p>*Demonstrate a proper attitude in both winning and losing.</p>	<ul style="list-style-type: none"> • Group discussion • Daily work habits • Participation • Cooperative group activities • Team building activities • Healthy citizenship lesson 	<p>P.E. Equipment</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation
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<p>FITNESS</p>	<p>Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.</p> <p>Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.</p> <p>Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.</p>	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. • Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. timed or distanced walk/run and other endurance activities at specified heart rate/recovery). • Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck. 	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games • Run/Walk • Circuit Training • Bench Step • Pulse Assessment • Aerobic Training • thigh/ leg strength endurance exercises • abdominal/low back strength/ endurance exercises • arm/shoulder strength/ endurance exercises • muscle location lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p> <p>Assessment Rubric Pre/Post recording sheet posters</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Assessment • Student computer portfolio • Written Assessment • Performance Assessment • Teacher Assessment • 1 mile walk/run Assessment • Student Computer Portfolio • Teacher Assessment • Physical Fitness Assessment • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Assessment • Student computer portfolio • Written Assessment • Performance Assessment • Teacher Assessment • 1 mile walk/run Assessment • Student Computer Portfolio • Teacher Assessment • Physical Fitness Assessment • Student Computer Portfolio
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Grade: 7th grade

Time Period: Q t r

FITNESS	<p>Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.</p>	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk. 	<ul style="list-style-type: none"> • hip/low back/ leg flexibility exercises • arm/ shoulder flexibility exercises • neck/ trunk flexibility exercises • muscle location lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment • Student Computer Portfolio
	<p>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</p>	<ul style="list-style-type: none"> • Assess personal status of body composition 	<ul style="list-style-type: none"> • group discussion • worksheets/ charts • monitor height/weight data • basics of conditioning lessons 	<p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Assessment • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Assessment • Student Computer Portfolio
	<p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p>	<ul style="list-style-type: none"> • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. 	<ul style="list-style-type: none"> • Flee & Chase activities • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities 	<p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Evaluation • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Evaluation • Student Computer Portfolio

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Time Period: Q t r

<p>FITNESS</p>	<p>Content Standard 12: All students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health related fitness</p>	<p>* Describe the long term psychological effects of right kinds and regular amounts of physical activity. * Describe the effects of inactivity on health-related fitness, growth, and performance. * Analyze potential risks associated with selected lifelong physical activities commonly used to develop aerobic capacity, aerobic capacity, muscular strength, muscular endurance, muscular power, flexibility, weight control, and with selected physical recreational and competitive activities. * Analyze and categorize physical activities that will improve cardio endurance: strength and endurance of the arms, shoulders and abdominal area; hip flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of activity. Identify a range of physical activities that those with physical disabilities can participate in to improve and/or maintain health. *Identify a three life-long physical activities that one</p>	<ul style="list-style-type: none"> • Group discussion • Demonstrations • Lead-up activities • Rule assessments • Cooperative group work • Games and sports • Healthy citizenship lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation • Student Computer Portfolio
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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

FITNESS		enjoys the most and summarize the reasons why these activities are valued more than others * Recognize the effects of heat, cold, and selected substances (tobacco, alcohol, and other drugs) on personal health and performance in physical activities.		P.E. Equipment		
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Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>FITNESS</p>	<p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context</p>	<p>* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work,</p>	<ul style="list-style-type: none"> • Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons • Charts • Record goal and progress in a portfolio • Maintain portfolio as a record of physical fitness 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Evaluation • Student Computer Portfolio • Individual/group discussion 	<ul style="list-style-type: none"> • Teacher Evaluation • Student Computer Portfolio • Individual/group discussion
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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>NET/WALL (Tennis & Volleyball)</p>	<p>Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.</p> <p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p>	<ul style="list-style-type: none"> • Demonstrating an exposure level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. • Demonstrate slow and fast movement speeds, balance, coordination and body awareness. 	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment • Lead up games • Flee & Chase activities • Cooperative movements • Group/Partner movements • Team Games • Pre-class activities 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p> <p>Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Assessment • Written Assessment • Performance Assessment • Teacher Evaluation 	<ul style="list-style-type: none"> • Teacher Assessment • Written Assessment • Performance Assessment • Teacher Evaluation
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Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>NET/WALL (Tennis & Volleyball)</p>	<p>Content Standard 11: All students will explain and apply the essential steps in learning motor skills.</p>	<ul style="list-style-type: none"> • Detect and correct errors in personal skill performance. • Demonstrate appropriate methods of practicing new skills. • Create/ modify activities that require the use of selected skills. • Use skills in appropriate ways in selected games, sports, and activities. • Recognize the importance of goal setting in skill acquisition. 	<ul style="list-style-type: none"> • Skill drills appropriate to the activity • Individual work • Peer work • Group work • Lead up activities • Games • Personal conditioning lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation
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Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<p>NET/WALL (Tennis & Volleyball)</p>	<p>Content Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.</p>	<p>* Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work * Predict, in terms of participation, in physical activities devoted to health related fitness, sports, and work, the benefits of possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.</p>	<ul style="list-style-type: none"> • Group discussion • Routine assessment • Physical Fitness activity • Basics of conditioning lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Evaluation • Individual/group discussion 	<ul style="list-style-type: none"> • Teacher Evaluation • Individual/group discussion
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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
Archery	<p>Content Standard 1: Applied Health Concepts</p> <ul style="list-style-type: none"> Recognize that health behaviors influence an individual's well being . Describe how physical, social, and emotional environments influence personal health. <p>Content Standard 2: Accessing Information Services</p> <ul style="list-style-type: none"> Demonstrate the ability to locate resources from the home, school, and community that provide valid health information, <p>Content Standard 3: Health Behaviors</p> <ul style="list-style-type: none"> Identify responsibility health behaviors Demonstrate strategies to improve or maintain personal health. <p>Content Standard 4: Influences</p> <ul style="list-style-type: none"> Describe how culture influences personal health practices. Explain how information from 	<p>Students will demonstrate skills that promote individual well being.</p> <p>Students perform physical movement skills effectively in a variety of settings,</p> <p>Archery skills and techniques:</p> <ul style="list-style-type: none"> Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports. Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach. <p>Essential questions:</p> <ul style="list-style-type: none"> How can I participate in archery in a safe and responsible manner? How do I successfully perform archery skill? 	<p>Safety strategies</p> <p>Archery equipment</p> <p>Archery techniques</p> <p>Basic shooting form</p> <p>Archery rules</p> <p>Scoring procedures</p> <p>Archery etiquette and sportsmanship</p> <p>Archery history</p> <p>Physical, social and emotional benefits of archery</p>	<p>Archery equipment – bows, arrows, targets, quivers, backdrop curtain</p> <p>Whistle safety rules poster</p> <p>Tape</p>	<ul style="list-style-type: none"> Teacher Correction & Evaluation 	<ul style="list-style-type: none"> Teacher Correction & Evaluation

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Time Period: Q t r

<p>Archery</p> <p>Week 1-8</p>	<ul style="list-style-type: none"> School and family influences health. <p>Content Standard 5: goal setting and decision making</p> <ul style="list-style-type: none"> Predict outcomes of positive health decision making/problem solving problems. <p>Content Standard 6: Social Skills</p> <ul style="list-style-type: none"> Describe characteristics needed to be a responsible friend and family member (team member) <p>Content Standard 7: Health Advocacy</p> <ul style="list-style-type: none"> Express information and opinions about health issues in written and oral form. Demonstrate the ability to influence and support other in making positive health choices. <p>Mathematics Strand I: number and operations</p> <ul style="list-style-type: none"> N.FL.04.08- add and subtract whole numbers 	<ul style="list-style-type: none"> How can I use the string bow tool to improve my archery skills? 			
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Course/Subject: P.E./Health

Grade: 8th Grade

Time Period: Qtr

<i>Unit/Chapter</i>	<i>Standards Taught</i>	<i>Lessons/Activities</i>	<i>Key Concepts/Vocabulary</i>	<i>Resources/Technology</i>	<i>Assessments FOR Learning (formative)</i>	<i>Assessments OF Learning (summative)</i>
FITNESS	Content Standard 5: All students will participate successfully in selected health enhancing, lifelong physical activity.	<ul style="list-style-type: none"> • Individual skill development • Cooperative games • Partner work • Team work • Skill assessment 	<ul style="list-style-type: none"> • Demonstrating an exposure level level of competence in the following categories: personal conditioning; individual, duel, and team sports; and recreational games. 	P.E. Equipment	<ul style="list-style-type: none"> • Teacher Assessment • Student computer portfolio • Written Assessment • Performance Assessment 	<ul style="list-style-type: none"> • Teacher Assessment • Student computer portfolio • Written Assessment • Performance Assessment
	Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.	<ul style="list-style-type: none"> • Biking • Circuit Training • Pulse Assessment 	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g. timed or distanced walk/run and other endurance activities at specified heart rate/recovery). 		<ul style="list-style-type: none"> • Teacher Assessment • Biking Distance Assessment • Physical Fitness Assessment 	<ul style="list-style-type: none"> • Teacher Assessment • Biking Distance Assessment • Physical Fitness Assessment
	Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.	<ul style="list-style-type: none"> • thigh/ leg strength endurance exercises • abdominal/low back strength/ endurance exercises • arm/shoulder strength/ endurance exercises • muscle location lessons 	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg, and neck. 		<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment • Student Computer Portfolio
	Content Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.	<ul style="list-style-type: none"> • hip/low back/ leg flexibility exercises • arm/ shoulder flexibility exercises • neck/ trunk flexibility exercises • muscle location lessons 	<ul style="list-style-type: none"> • Meet standards on selected fitness activities that develop and maintain flexibility of the major joints of the hip/ low back, shoulder, neck, ankle, and trunk. 		<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment • Teacher Evaluation • Student 	<ul style="list-style-type: none"> • Teacher Assessment • Physical Fitness Assessment • Teacher Evaluation • Student Computer

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Curriculum Map

Course/Subject: P.E./Health

Grade: 8th Grade

Time Period: Qtr

Content Standard 9:
All students will recognize
and
understand the benefits of
healthy body composition.

- group discussion
- worksheets/ charts
- monitor height/weight data
- basics of conditioning lessons

- Assess personal status of body composition

Com Portfolio
Port

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Curriculum Map

Course/Subject: P.E./Health

Grade: 8th Grade

Time Period: Qtr

Content Standard 10:

All students will apply the concepts of body awareness, time, space, direction and force to movement.

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Curriculum Map

Course/Subject: P.E./Health

Grade: 8th Grade

Time Period: Qtr

- Flee & Chase activities
- Cooperative movements
- Group/Partner movements
- Team Games
- Pre-class activities

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Curriculum Map

Course/Subject: P.E./Health

Grade: 8th Grade

Time Period: Qtr

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Art & Music Curriculum Maps

Specials

Art

Vocal Music

Instrumental Music

Instrumental Music (Strings)

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Kindergarten

Subject: Art
Month/Year: September

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
2	ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.	Introduce students to basic color wheel of primary and secondary colors.	Color wheel, primary colors, secondary colors.	Completed color wheel with colors in correct order and attention to craftsmanship.	Color wheel, markers and crayons.
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.I.K.4 Prepare, complete, and sign finished artwork. Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.K.1 Understand that humans from all cultures, past or present, have created art. ART.VA.IV.K.2 Identify and talk about artwork found around the world.	Create color wheel in mosaic style.	Mosaic, color wheel, primary colors, secondary colors, concentric design.	Completed color wheel with colors in correct order. Design following a concentric circular shape. Practice in pasting skills.	Construction paper pre cut into small squares, glue.
4	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. ART.VA.I.K.4 Prepare, complete, and sign finished artwork. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.K.3 Describe the sensory qualities in a work of art.	Create a painted color wheel assemblage.	Color wheel, primary colors, secondary colors, pattern, horizontal lines.	Completed painted color wheel using horizontal line direction. Color wheel strips reassembled into an up and down pattern onto background paper.	Sulphite paper, construction paper, tempera cakes, brushes and glue.

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Kindergarten

Subject: Art
Month/Year: October

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences ART.VA.I.K.4 Prepare, complete, and sign finished artwork.	Create a collage caterpillar following color wheel	Insects, antenna, horizon line, horizontal, overlap, movement, line direction, expression, collage.	Completed color wheel caterpillar in correct color order, creation of horizon	Pre cut construction paper circles in primary and secondary colors,

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Art & Music Curriculum Maps

1	Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts			line, addition of facial details with expression, addition of antenna.	construction paper, glue and scissors.
2	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences.	Create a fall leaf collage.	Seasons, maple leaf, oak leaf, fall, collage, overlapping, composition.	Completed fall leaf collage using overlapping and practice of pasting skills. Verbal questioning about fall season.	Sulphite paper, pre cut leaf shapes and glue.
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.K.4 Select subject matter and communicate a personal story in a painting or drawing. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.K.2 Recognize that art can be created for self-expression or fun.	Work collaboratively to create a directed drawing using listening skills.	Imagination, creativity, details.	Completed group drawing with attention to detail, creativity and collaborative working.	Large butcher paper, crayons and markers.
4	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.K.2 Recognize that art can be created for self-expression or fun.	Create texture varieties.	Texture, rubbings, senses, touch.	Complete a texture rubbing drawing.	Texture plates, paper and crayons.

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Kindergarten

Subject: Art
Month/Year: November

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts	Create organic and geometric shape collage. Practice free cutting shapes. Practice cutting and pasting skills.	Geometric shapes, organic shapes, collage.	Cutting of 3-4 geometric shapes and 3-4 organic shapes. Creation of non representational shape collage practicing pasting skills. Distinction of geometric and organic shapes.	Construction paper, sulphite paper, scissors and glue.
	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal	Create a veterans day celebration flag.	Veteran, military, patriotism, patriotic, collage, pattern.	Completion of veterans day flag using an AB pattern. Free cutting shapes for star	LCD projector, power point on veterans,

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Art & Music Curriculum Maps

<p>experiences. ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.K.1 Explore and discuss why artists create.</p>			embellishments. Verbal questioning of what a veteran is.	construction paper, scissors and glue.
<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts. ART.VA.V.K.4 Explore connections between the visual arts and other curriculum.</p>	Create a pattern shape banner.	AB pattern, ABC pattern, geometric shapes, collage.	Completed banner one side in an AB pattern and the other side in an ABC pattern. Verbal repetition practice to create both AB and ABC pattern.	Construction paper, pre cut geometric shapes, glue.
<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.4 Prepare, complete, and sign finished artwork Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.K.1 Explore and discuss why artists create. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts.</p>	Create a primary color pattern quilt.	ABC pattern, primary colors, quilt, patches, alignment.	Completed ABC pattern of primary colors. Verbal repetition practice of primary colors.	Pre cut 3"x3" construction paper in primary colors, 12"x12" construction paper, glue.

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Kindergarten

Subject: Art
Month/Year: December

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	<p>Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.K.1 Explore and discuss why artists create. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts.</p>	Complete a primary and secondary color pattern quilt.	ABC pattern, primary colors, secondary colors, stitches, quilt, patches, fringe, complementary colors.	Completed ABC pattern of primary colors. Completed ABC pattern using secondary colors and using complementary color scheme. Addition of fringe in either AB or ABC pattern and addition of embellishments of stitches.	Pre cut 2"x2" construction paper in secondary colors, 1"x3" construction paper strips in primary and secondary colors, glue and sharpie markers.
	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.3 Explore the elements of art through playful sensory</p>	Learn about	Peacock, peahen, display,	Verbal discussion of facts about peacocks and	LCD projector, peacock power point, sulphite

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Art & Music Curriculum Maps

2	<p>experiences ART.VA.I.K.4 Prepare, complete, and sign finished artwork Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.V.K.2 Identify and speak about artists as people who generate new ideas and create art. ART.VA.V.K.4 Explore connections between the visual arts and other curriculum</p>	<p>peacocks and begin peacock collage.</p>	<p>camouflage, crest, eyes, collage, tracer.</p>	<p>peahens. Painted background and successful tracing and cutting of peacocks body using tracer.</p>	<p>paper, tempera cakes, brushes, peacock tracers, pencils, blue construction paper and scissors.</p>
3	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences ART.VA.I.K.4 Prepare, complete, and sign finished artwork Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.K.1 Explore the basic uses of art materials to produce artwork. ART.VA.V.K.2 Identify and speak about artists as people who generate new ideas and create art. ART.VA.V.K.4 Explore connections between the visual arts and other curriculum</p>	<p>Complete multimedii a peacock collage.</p>	<p>Peacock, peahen, display, camouflage, crest, eyes, collage.</p>	<p>Verbal discussion of facts about peacocks and peahens. Completed collage using mixed media showing male peacock displaying.</p>	<p>Oil pastels, scissors, glue, construction paper.</p>
4	<p>Mid Winter Break</p>	<p>Mid Winter break</p>	<p>Mid Winter break</p>	<p>Mid Winter break</p>	<p>Mid Winter break</p>

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Kindergarten/1st Grade

Subject: Art
Month/Year: January

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	ART.VA.I.K.1 Identify and explore a variety of materials to communicate personal experiences. ART.VA.I.K.3 Explore the elements of art through playful sensory experiences ART.VA.III.K.2 Recognize that art can be created for self-expression or fun. ART.VA.V.K.3 Identify how pattern, shape, rhythm, and movement are used throughout the arts.	Create a patterned winter mitten collage.	Pattern, seasons, winter, collage, printing, stamping, frame, splatter	Completed collage of winter mittens. Use of patterns within mittens and frame. Verbal exit slip.	Construction paper, crayons, glue, scissors, white paint, toothbrushes, snowflake stamps, small pom poms, yarn.
2	Standard 1: Apply skills and knowledge to perform in the arts ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments ART.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences. ART.VA.II.K.3 Participate in discussions of the aspects of environment, family, and home in the creation of art.	Complete patterned mitten collage.	Pattern, seasons, winter, collage, printing, stamping, frame, splatter	Completed collage of winter mittens. Use of patterns within mittens and frame. Verbal exit slip.	Construction paper, crayons, glue, scissors, white paint, toothbrushes, snowflake stamps, small pom poms, yarn.
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.	Learn and practice essential rules and procedures	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
4	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.2 Explore the use of knowledge of the elements of art.	Introduce students to basic color wheel of primary and secondary colors.	Color wheel, primary colors, secondary colors.	Completed color wheel with colors in correct order and attention to craftsmanship.	Color wheel, markers and crayons.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 1st Grade

Subject: Art
Month/Year: February

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.2 Explore the use of knowledge of the elements of art.	Create a low relief color wheel.	Low relief, collage, 3 dimensional, primary colors, secondary colors, color wheel.	Completed color wheel using primary and secondary colors in correct color order. Creation of low relief. Exit slip to follow project.	Construction paper, scissors, glue.
	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
3	Standard 2: Apply skills and knowledge to create in the arts. . ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks. ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.1.2 Identify artists in the community. ART.VA.V.1.3 Identify similarities between the visual arts and other arts disciplines	Create a painted African animal	Landscape, camouflage, pattern, terrain, habitat.	Completed painting of chosen African animal with the creation of landscape of African terrain.	Sulphite paper, paint, brushes, construction paper.
4	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.3 Explore and discuss how artists construct ideas in Artworks. ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments. ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories. Standard 4: Understand, analyze, and describe the arts in their ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes. ART.VA.V.1.3 Identify similarities between the visual arts and other arts disciplines.	Create mixed media mardi gras masks.	Mardi gras, fat Tuesday, embellishments, mixed media,	Completed mardi gras mask. Exit slip on historical origins of mardi gras in African American history.	LCD projector, power point presentation, pencils, glue, scissors, cardstock, feathers, glitter, raffia, yarn, pom poms, confetti, exit slip.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 1st Grade

Subject: Art
Month/Year: March

Materials/ Week# Resources	Standard	Objective	Essential		
			Vocabulary	Assessment	
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.3 Explore and discuss how artists construct ideas in ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories. Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created. ART.VA.IV.1.3 Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created.	Complete painted African animal	Landscape, camouflage, pattern, terrain, habitat.	Completed painting of chosen African animal with the creation of landscape of African terrain.	Sulphite paper, paint, brushes, construction paper.
2	ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks. ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines;between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes	Create a mixed media Rainbow fish painting.	Habitat, bodies of water, school of fish, metallic, fins, gills, scales, texture.	Completed fish drawing using all body parts. Writing prompt to follow project.	Sulphite paper, pencils, water color paint, kosher salt, crayons, glitter, glue, sharpie markers.
3	ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks. ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines;between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.	Complete mixed media Rainbow fish painting.	Habitat, bodies of water, school of fish, metallic, fins, gills, scales, texture	Completed fish drawing using all body parts. Writing prompt to follow project.	Sulphite paper, pencils, water color paint, kosher salt, crayons, glitter, glue, sharpie markers.
4	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments. ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks. Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created. Standard 5: Recognize, analyze, and describe connections amongthe arts; between the arts and other disciplines;between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.	Create an architectural collage.	Architecture, landscape, seascape, seascape, texture, horizon, façade, roofline, overlap	Completed architectural buildings with emphasis on façade details and roof lines. Verbal exit slip.	LCD projector, construction paper, scissors, glue, power point, exit slip.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 1st Grade

Subject: Art
Month/Year: April

		Essential			
Materials/ Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments. ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks. Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.	Complete architectural collage.	Architecture, landscape, seascape, seascape, texture, horizon, façade, roofline, overlap	Completed architectural buildings with emphasis on façade details and roof lines. Verbal exit slip.	LCD projector, construction paper, scissors, glue, power point
2	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.1.2 Explore the use of knowledge of the elements of art.	Create a line direction portrait study.	Vertical line, horizontal line, diagonal line, zigzag, wavy, curved, portrait, expression, collage.	Completed architectural buildings with emphasis on façade details and roof lines. Verbal exit slip.	Construction paper, pencils, glue, markers
3	Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created. ART.VA.IV.1.3 Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.	Create a warm color Aztec mask paper collage.	Aztec, warm colors, metallic, repousse, low relief, geometric.	Completed collage using warm colors. Expressive face in low relief. Exit slip to follow.	LCD projector, Aztec power point, construction paper, scissors, glue, exit slip.
4	Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created. ART.VA.IV.1.3 Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.1.1 Recognize art forms created for functional and recreational purposes.	Complete warm color Aztec mask paper collage.	Aztec, warm colors, metallic, repousse, low relief, geometric.	Completed collage using warm colors. Expressive face in low relief. Exit slip to follow.	LCD projector, Aztec power point, construction paper, scissors, glue, exit slip, writing prompt.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 1st Grade

Subject: Art
Month/Year: May

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills and knowledge to perform in the arts.ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world. Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.	Create a primary color hand and flower bouquet collage.	Primary colors, bouquet, collage, foliage, overlap	Completed collage with added details. Student rubric.	Sulphite paper, construction paper, pencils, sharpie markers, glue, scissors
2	Standard 1: Apply skills and knowledge to perform in the arts.ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world. Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.	Complete primary color hand and flower bouquet collage	Primary colors, bouquet, collage, foliage, overlap	Completed collage with added details. Student rubric.	Sulphite paper, construction paper, pencils, sharpie markers, glue, scissors
3	Standard 1: Apply skills and knowledge to perform in the arts.ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world. Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.	Create a Kandinsky inspired tree painting.	Landscape, trunk, branch, Kandinsky, concentric, primary colors, secondary colors.	Completed tree painting utilizing concentric image. Writing prompt to follow.	Sulphite paper, tempera paint, brushes, scissors, glue, pencils, oil pastels.
4	Standard 1: Apply skills and knowledge to perform in the arts.ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world. Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.	Complete a Kandinsky inspired tree painting	Landscape, trunk, branch, Kandinsky, concentric, primary colors, secondary colors.	Completed tree painting utilizing concentric image. Writing prompt to follow.	Sulphite paper, tempera paint, brushes, scissors, glue, pencils, oil pastels.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 1st Grade

Subject: Art
Month/Year: June

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories. Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.1.2 Describe how the subject matter of artwork may be connected to the environment in which it was created.	Monet inspired painting of water and lilies.	Claude Monet, mood, oil paint, scenery, texture.	Completed painting of water and lilies with bridge interpretation of famous art work. Writing prompt.	LCD projector, power point, sulphite paper, liquid water color paint, brushes, kosher salt, oil pastels, images of painting, writing prompt.
2	Standard 1: Apply skills and knowledge to perform in the arts.ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world. Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in art works.	Primary Color Kandinsky Concentric Circle Collage	Primary colors, secondary colors, Kandinsky, concentric image.	Completed collage incorporating concentric image. Exit slip.	Kandinsky images, sulphite paper, tracers, precut construction paper squares. Scissors and glue.
3	Standard 1: Apply skills and knowledge to perform in the arts.ART.VA.I.1.1 Identify and experiment with materials to communicate ideas related to the student's world. Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.1.2 Explore the use of knowledge of the elements of art. ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.	Primary Color Kandinsky Concentric Circle Collage	Primary colors, secondary colors, Kandinsky, concentric image.	Completed collage incorporating concentric image. Exit slip.	Kandinsky images, sulphite paper, tracers, precut construction paper squares. Scissors and glue.
4					

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 2nd Grade

Subject: Art
Month/Year: September/2013

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
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Art & Music Curriculum Maps

1	the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.I.2.2 Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
2	Standard 2: Apply skills and knowledge to create in the arts.ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.	Introduce students to basic color wheel of primary and secondary colors.	Color wheel, primary colors, secondary colors.	Completed color wheel with colors in correct order and attention to craftsmanship.	Color wheel, markers and crayons.
3	ART.VA.II.2.2 Combine the use of elements of art and principles of design to communicate ideas. ART.VA.II.2.3 Understand and recognize how artists create and construct multiple solutions to visual problems in artworks.	Begin low relief color wheel windsock.	Color wheel, low relief, primary colors and secondary colors.	Completed raised color wheel windsock in correct order. Verbal questioning of color order, primary and secondary colors.	1"x3" construction paper strips in primary and secondary colors, construction paper, glue.
4	ART.VA.II.2.2 Combine the use of elements of art and principles of design to communicate ideas. ART.VA.II.2.3 Understand and recognize how artists create and construct multiple solutions to visual problems in artworks.	Complete low relief color wheel windsock.	Color wheel, low relief, primary colors and secondary colors.	Completed raised color wheel windsock in correct order. Verbal questioning of color order, primary and secondary colors.	1"x3" construction paper strips in primary and secondary colors, construction paper, glue.

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 2nd Grade

Subject: Art
Month/Year: October

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	ART.VA.II.2.3 Understand and recognize how artists create and c construct multiple solutions to visual problems in artworks. ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.	Create a non representational grid painting in the style of Piet Mondrian.	Piet Mondrian, horizontal line, vertical line, primary colors, grid, composition.	Verbal discussion on artist, entrance slip on line direction, successful use of vertical and horizontal lines to create interesting composition.	LCD projector, power point on artist Piet Mondrian, world map, construction paper, sulphite paper, glue, entrance slip.

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2	ART.VA.II.2.3 Understand and recognize how artists create and c construct multiple solutions to visual problems in artworks. ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.	Complete Mondrian inspired grid painting using primary colors. Complete writing prompt on the artist.	Piet Mondrian, horizontal line, vertical line, primary colors, grid, composition.	Completed composition using primary colors, exit slip on primary colors and writing prompt on artist Piet Mondrian.	tempera cakes, brushes, exit slip, writing prompt.
3	ART.VA.IV.2.1 Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.	Create a geometric shape inspired black cat collage.	Geometric shapes, collage, mood, horizontal and vertical.	Completed collage utilizing geometric shapes. Verbal questioning on line direction and mood.	Construction paper, scissors, glue, markers, crayons.
4	ART.VA.II.2.3 Understand and recognize how artists create and construct multiple solutions to visual problems in artworks. ART.VA.III.2.1 Develop a visual vocabulary.	Create a drawn portrait using visual measurements.	Portrait, self portrait, axis lines, symmetry, line of symmetry, visual measurement, proportion, balance.	Completed portrait using steps to aid in proportion and placement(axis lines, line of symmetry).	Sulphite paper, pencils, erasers, rulers, portrait handouts.

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 2nd Grade

Subject: Art
Month/Year: November/2013

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	ART.VA.II.2.3 Understand and recognize how artists create and c construct multiple solutions to visual problems in artworks. ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.	Create a dog and dog house utilizing kirigami techniques.	Kirigami, origami, collage, embellishments, features.	Completion of folded and assembled kirigami dog and dog house with added embellishments using mixed media. Verbal questioning about kirigami.	World map, construction paper, markers, sharpies, crayons, scissors and glue.
2 ...	ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs.	Create a veterans day inspired windsock.	Veteran, military, patriotism, patriotic, collage, pattern.	Completion of veterans day flag using an AB pattern. Free cutting shapes for star embellishments. Exit slip on of what a veteran is.	LCD projector, power point on veterans, construction paper, scissors and glue, exit slip.
3	ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs. ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times. ART.VA.IV.2.3 Debate images of a past or present	Explore printmaking and create a gyatku fish print using mixed media.	Gyataku, fish prints, printmaking, brayer, printing ink, texture, crystallization.	Textured water color background using kosher salt reaction. Verbal discussion and exit slip on historical origins of gyataku.	World map, Gyataku fish, printing ink. Sponge bushes, liquid water color paint, kosher salt, exit slip.
	ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social	Complete gyataku fish prints.	Gyataku, fish prints, printmaking, brayer,	Completed gyataku fish print on textured water color background	World map, Gyataku fish, printing ink. Sponge bushes,

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Art & Music Curriculum Maps

4	needs. ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times. ART.VA.IV.2.3 Debate images of a past or present		printing ink, texture, crystallization.	using kosher salt reaction. Writing prompt on origins of gyatku.	liquid water color paint, kosher salt, writing prompt.
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Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 2nd Grade

Subject: Art
Month/Year: December

Essential					
Materials/ Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs	Create a school of fish mixed media collage.	Bodies of water, school of fish, fins, gills, scales, collage, horizontal, habitat.	Completed collage of three fish with correct anatomy with details to habitat.	Construction paper, pencils, crayons, sharpie markers, scissors, glue.
2	ART.VA.III.2.1 Develop a visual vocabulary. ART.VA.III.2.2 Recognize that art is created to fulfill personal and/or social needs	Complete school of fish collage.	Bodies of water, school of fish, fins, gills, scales, collage, horizontal, habitat.	Completed collage of three fish with correct anatomy with details to habitat.	Construction paper, pencils, crayons, sharpie markers, scissors, glue.
3	ART.VA.I.2.3 Compare and explore elements of art and principles of design to communicate ideas related to personal environment. ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.	Create a painting of a Michigan winter cardinal.	Cardinal, crest, bill, coloration, habitat, perch, migration.	Completed painting of a winter male cardinal. Verbal discussion on cardinal anatomy and facts.	LCD projector, cardinal power point, sulphite paper, acrylic paint, brushes.
4	Mid Winter Break	Mid Winter break	Mid Winter break	Mid Winter break	Mid Winter break

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 2^{nd/3rd} Grade

Subject: Art
Month/Year: January

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Essential					
Materials/ Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	ART.VA.II.2.1 Demonstrate how materials, techniques, and processes can be used creatively to communicate ideas.	Complete painting of a Michigan winter cardinal.	Cardinal, crest, bill, coloration, habitat, perch, migration.	Completed painting of a winter male cardinal. Verbal discussion on cardinal anatomy and facts.	LCD projector, cardinal power point, sulphite paper, acrylic paint, brushes.
2	ART.VA.II.2.3 Understand and recognize how artists create and construct multiple solutions to visual problems in artworks. ART.VA.III.2.1 Develop a visual vocabulary.	Complete drawn portrait using visual measurements.	Portrait, self portrait, axis lines, symmetry, line of symmetry, visual measurement, proportion, balance.	Completed portrait using steps to aid in proportion and placement(axis lines, line of symmetry).	Sulphite paper, pencils, erasers, rulers, portrait handouts.
3	ART.VA.I.3.2 Demonstrate control and safe use of a variety of art tools with environmental awareness.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
4	ART.VA.II.3.1 Apply materials and techniques to problem solve in the creation of art. ART.VA.II.3.2 Create a composition using the elements of art and principles of design to communicate ideas.	Introduce students to basic color wheel of primary and secondary colors.	Color wheel, primary colors, secondary colors.	Completed color wheel with colors in correct order and attention to craftsmanship.	Color wheel, markers and crayons.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 3rd Grade

Subject: Art
Month/Year: February

Essential					
Materials/					
Week#	Standard	Objective	Vocabulary	Assessment	
Resources					
1	ART.VA.III.3.2 Examine how art expresses cultural traditions	Create a low relief 3-D African Mask	3-Dimensional, low relief, neutral colors, features, vertical, horizontal, diagonal lines, geometric shapes.	Completed mask using neutral colors. Student rubric. Writing prompt.	LCD projector, power point, construction paper, glue, scissors, pencils, writing prompt, exit slip.
2	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
3	ART.VA.III.3.2 Examine how art expresses cultural traditions	Create a low relief 3-D African Mask	3-Dimensional, low relief, neutral colors, features, vertical, horizontal, diagonal lines, geometric shapes.	Completed mask using neutral colors. Student rubric. Writing prompt.	LCD projector, power point, construction paper, glue, scissors, pencils, writing prompt, exit slip.
4	ART.VA.III.3.2 Examine how art expresses cultural traditions ART.VA.IV.3.2 Describe the materials and art forms used by particular cultures. ART.VA.IV.3.3 Recognize how	Create mixed media mardi gras masks.	Mardi gras, fat Tuesday, embellishments, mixed media,	Completed mardi gras mask. Exit slip on historical origins of mardi gras in African American history.	LCD projector, power point presentation, pencils, glue, scissors, cardstock, feathers, glitter, raffia, yarn, pom poms, confetti, exit slip.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 3rd Grade

Subject: Art
Month/Year: March

Materials/		Essential			
Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	ART.VA.IV.3.3 Recognize how the available materials and processes in a particular time or place can influence the art that is created. ART.VA.V.3.1 Describe how art can be found in various environments. ART.VA.V.3.2 Investigate and identify careers related to artists who work in specific media.	Create architectural buildings.	Architecture, façade, gable, roofline, foreground, middle ground, background..	Have students created a variety of architectural features for their buildings? Have students successfully created a sense of receding space in their compositions? Exit slip at conclusion.	Construction paper, pencils, sharpie markers, white oil pastels, scissors and glue.
2	ART.VA.IV.3.3 Recognize how the available materials and processes in a particular time or place can influence the art that is created. ART.VA.V.3.1 Describe how art can be found in various environments. ART.VA.V.3.2 Investigate and identify careers related to artists who work in specific media.	Complete architectural buildings.	Architecture, façade, gable, roofline, foreground, middle ground, background..	Have students created a variety of architectural features for their buildings? Have students successfully created a sense of receding space in their compositions? Exit slip at conclusion.	Construction paper, pencils, sharpie markers, white oil pastels, scissors and glue.
3	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Create a geometric shape optical illusion.	Optical illusion, hard edge, complementary colors.		pencils, sulphite paper, rulers and markers.
4	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Complete geometric shape optical illusion.	Optical illusion, hard edge, complementary colors.		pencils, sulphite paper, rulers and markers.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 3rd Grade

Subject: Art
Month/Year: April

Materials/		Essential			
Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Create a symmetrical monarch butterfly.	Symmetry, line of symmetry, insect, antennae, milkweed, chrysalis, caterpillar,	Symmetrical image, craftsmanship and final image. Exit slip upon completion. Writing prompt.	Sulphite, water color paint, kosher salt, pencils, oil pastels.
2	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Complete symmetrical monarch butterfly.	Symmetry, line of symmetry, insect, antennae, milkweed, chrysalis, caterpillar,	Symmetrical image, craftsmanship and final image. Exit slip upon completion. Writing prompt.	Sulphite, water color paint, kosher salt, pencils, oil pastels.
3	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Create a directional line collage.	Vertical,, horizontal, diagonal line, wavy, straight, broken line, collage.	Completed collage with vertical horizontal and diagonal line directions. Exit slip on line direction recognition.	Construction paper, scissors, glue, sulphite paper.
4	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Complete directional line collage.	Vertical,, horizontal, diagonal line, wavy, straight, broken line, collage.	Completed collage with vertical horizontal and diagonal line directions. Exit slip on line direction recognition.	Construction paper, scissors, glue, sulphite paper.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 3rd Grade

Subject: Art
Month/Year: May

		Essential			
Materials/ Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	ART.VA.IV.3.1 Examine customs or traditions celebrated by different communities. ART.VA.IV.3.2 Describe the materials and art forms used by particular cultures. ART.VA.IV.3.3 Recognize how the available materials and processes in a particular time	Create an Egyptian portrait collage.	Egyptian, profile,, frontal, portrait,.	Student rubric. Writing prompt to follow at end of project.	World map, LCD projector, power point, readings, construction paper, scissors and glue.
2	ART.VA.IV.3.1 Examine customs or traditions celebrated by different communities. ART.VA.IV.3.2 Describe the materials and art forms used by particular cultures. ART.VA.IV.3.3 Recognize how the available materials and processes in a particular time	Create an Egyptian portrait collage.	Egyptian, profile,, frontal, portrait,.	Student rubric. Writing prompt to follow at end of project.	World map, LCD projector, power point, readings, construction paper, scissors and glue.
3	ART.VA.I.3.3 Describe, discuss, and model the elements of art and principles of design to communicate ideas	Create a Warm or Cool Color Name Initial	Warm colors, cool colors, bubble, block lettering.	Craftsmanship and completed image of using alternating warm and cool colors.	Typing paper, sulphite paper, pencils, oil pastels.
4	ART.VA.I.3.3 Describe, discuss, and model the elements of art and principles of design to communicate ideas	Create a Warm or Cool Color Name Initial	Warm colors, cool colors, bubble, block lettering.	Craftsmanship and completed image of using alternating warm and cool colors.	Typing paper, sulphite paper, pencils, oil pastels.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 3rd Grade

Subject: Art
Month/Year: June

Essential					
Materials/ Week# Resources	Standard	Objective	Vocabulary	Assessment	
1	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Create a monochromatic concentric circle landscapes	Monochromatic, silhouette, landscape, tints and shades, concentric circle	Monochromatic color scheme, completed landscape painted onto background. Rubric.	Sulphite paper, pencils, paint, brushes, scissors and black construction paper.
2	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Monochromatic Concentric Circle Landscapes	Monochromatic, silhouette, landscape, tints and shades	Monochromatic color scheme, completed landscape painted onto background. Rubric.	Sulphite paper, pencils, paint, brushes, scissors and black construction paper.
3	ART.VA.V.3.3 Investigate collaboration across art disciplines. ART.VA.V.3.4 Illustrate connections between the visual arts and other curriculum through student artwork.	Monochromatic Concentric Circle Landscapes	Monochromatic, silhouette, landscape, tints and shades	Monochromatic color scheme, completed landscape painted onto background. Rubric.	Sulphite paper, pencils, paint, brushes, scissors and black construction paper.
4					

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: 4th Grade

Subject: Art
Month/Year: September

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.2 Demonstrate control and safe use of materials and tools with environmental awareness.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
2	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Introduce students to color wheel of primary, secondary colors, intermediate colors and color theory.	Color wheel, primary colors, secondary colors, intermediate colors, warm colors, cool colors.	Completed color wheel with colors in correct order and attention to craftsmanship. Completed terminology. Color wheel pre test.	Color wheel, markers and crayons.
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Create a patterned color wheel with primary, secondary and intermediate colors.	Color wheel, primary colors, secondary colors, intermediate colors, patterns.	Completed color wheel with colors in correct order and intermediate colors created through color blending. 2 patterns repeated in all 12 sections.	Sulphite paper, pencils, sharpie markers, colored pencils.
4	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Complete patterned color wheel.	Color wheel, primary colors, secondary colors, intermediate colors, patterns.	Completed color wheel with colors in correct order and intermediate colors created through color blending. 2 patterns repeated in all 12 sections. Color wheel post test.	Sulphite paper, pencils, sharpie markers, colored pencils.

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Art & Music Curriculum Maps

Teacher Name: Barbara Dunn
Grade Level: 4th Grade

Subject: Art
Month/Year: October

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.3. Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art. ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols and ideas to express and communicate meaning in artwork. Standard 3: ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.	Develop a design for Oakland Counties clean water calendar contest.	Conservation, recycle, bodies of water	Completed entry of clean water conservation. Exit slip on water conservation.	Sulphite paper, pencils, sharpie markers, colored pencils, crayons, markers.
2	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Line direction collage	Collage, horizontal, vertical and diagonal.	Completed collage showing a variety of line types and the 3 line directions. Exit slip on line direction.	Rulers, construction paper, scissors, glue
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. . ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. .	Symmetrical name design	Symmetry, line of symmetry, block lettering, bubble lettering, warm colors, cool colors, transfer.	Development of block lettering or bubble lettering name transferred to create a symmetrical name design.	Sulphite paper, pencils, oil pastels, symmetry mirrors.
4	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. . ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. .	Complete symmetrical name design	Symmetry, line of symmetry, block lettering, bubble lettering, warm colors, cool colors, transfer.	Completion of symmetrical name design using oil pastels and use of warm and cool colors.	Sulphite paper, pencils, oil pastels, symmetry mirrors.

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 4th Grade

Subject: Art
Month/Year: November/2013

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Art & Music Curriculum Maps

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Create a warm or cool color tree silhouette	Frame, border, silhouette, positive space, negative space, warm colors, cool colors.	Development of background in collage using either a warm or cool color scheme. Development of accurately measured frame for tree.	Construction paper, rulers, sulphite paper, pencils, crayons, glue, scissors, tree handout.
2	Standard 4: ART.VA.IV.4.1 Describe how artwork communicates facts and or experiences of various cultures.	Create a Veterans Day banner.	Veteran, Veterans Day, armed service,	Completed collaborative banner. Exit slip.	Construction paper, pencils, glue, scissors.
3	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Create a warm or cool color tree silhouette	Frame, border, silhouette, positive space, negative space, warm colors, cool colors.	Completion of tree silhouette with negative space removed and image attached. Exit slip.	Construction paper, rulers, sulphite paper, pencils, crayons, glue, scissors, tree handout.
4	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Complete warm or cool color tree silhouette.	Frame, border, silhouette, positive space, negative space, warm colors, cool colors.	Completion of tree silhouette with negative space removed and image attached. Exit slip.	Construction paper, rulers, sulphite paper, pencils, crayons, glue, scissors, tree handout.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 4th Grade

Subject: Art
Month/Year: December

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. ART.VA.II.4.3. Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art. ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork. ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes. Standard 4: Understand, analyze, and describe the arts in their historical, social and cultural contexts. ART.VA.IV.4.1. Describe how artwork communicates facts and/or experiences of various cultures.	Create Native American inspired blanket with bison skull.	Native American, bison, cavity, value, hide, pattern, geometric, water color wax resist, low relief, textiles.	Completed measured blanket using two alternating geometric patterns. Attached bison skull raised to create low relief. Exit slip.	World map, LCD projector, power point on Native American textiles, sulphite paper, crayons, watercolor paint, pencils, rulers, charcoal pencils, carboard.
2	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. ART.VA.II.4.3. Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art. ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork. ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes. Standard 4: Understand, analyze, and describe the arts in their historical, social and cultural contexts. ART.VA.IV.4.1. Describe how artwork communicates facts and/or experiences of various cultures.	Create Native American inspired blanket with bison skull.	Native American, bison, cavity, value, hide, pattern, geometric, water color wax resist, low relief, textiles.	Completed measured blanket using two alternating geometric patterns. Attached bison skull raised to create low relief. Exit slip.	World map, LCD projector, power point on Native American textiles, sulphite paper, crayons, watercolor paint, pencils, rulers, charcoal pencils, carboard.
3	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. ART.VA.II.4.3. Analyze and collaborate how artists express ideas through the use of visual culture, global perspective, and symbols in works of art. ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork. ART.VA.III.4.2 Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes. Standard 4: Understand, analyze, and describe the arts in their historical, social and cultural contexts. ART.VA.IV.4.1. Describe how artwork communicates facts and/or experiences of various cultures.	Complete Native American inspired blanket with bison skull.	Native American, bison, cavity, value, hide, pattern, geometric, water color wax resist, low relief, textiles.	Completed measured blanket using two alternating geometric patterns. Attached bison skull raised to create low relief. Exit slip.	World map, LCD projector, power point on Native American textiles, sulphite paper, crayons, watercolor paint, pencils, rulers, charcoal pencils, carboard.
4	Mid Winter Break	Mid Winter Break	Mid Winter Break	Mid Winter Break	Mid Winter Break

DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE

Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 4th/5th Grade

Subject: Art
Month/Year: January

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Create a mixed media peacock drawing/painting	Peacock, peahen, display, camouflage, crest, eyes	Verbal discussion of facts about peacocks and peahens. .Completed drawing of male peacock at display. Exit slip.	LCD projector, peacock power point, sulphite paper, pencils, sharpie markers, oil pastels, watercolor pencils, brushes, peacock handouts.
2	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.4.3 Analyze and reflect on the elements of art and design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.	Complete mixed media peacock drawing/painting.	Peacock, peahen, display, camouflage, crest, eyes	Verbal discussion of facts about peacocks and peahens. .Completed drawing of male peacock at display. Completed image using oil pastels and watercolor pencils. Writing prompt.	LCD projector, peacock power point, sulphite paper, pencils, sharpie markers, oil pastels, watercolor pencils, brushes, peacock handouts.
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
4	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.1 Synthesize knowledge of Materials, techniques and processes to create artwork.	Introduce students to color wheel of primary, secondary colors, intermediate colors and color theory.	Color wheel, primary colors, secondary colors, intermediate colors, warm colors, cool colors.	Completed color wheel with colors in correct order and attention to craftsmanship. Completed terminology. Color wheel pre test.	Color wheel, markers and crayons.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 5th Grade

Subject: Art
Month/Year: February

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.3 Explore and understand prospective subject matter, ideas, and symbols for works of art.	Create a mixed media African Zebra painting.	Plains, prey, predator, grasslands, camouflage, defense, patterns, frontal, mane, domestic, wild, habitat	Completed mixed media painting of African Zebra. Student rubric. Exit slip and writing prompt at completion of project.	Sulphite paper, tempera cakes, acrylic paint, brushes, pencils, raffia, glue, scissors, writing prompt..
2	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
3	Standard 1: Apply skills and knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.3 Explore and understand prospective subject	Complete mixed media African Zebra painting	Plains, prey, predator, grasslands, camouflage, defense, patterns, frontal, mane, domestic, wild, habitat	Completed mixed media painting of African Zebra. Student rubric. Exit slip and writing prompt at completion of project.	Sulphite paper, tempera cakes, acrylic paint, brushes, pencils, raffia, glue, scissors, writing prompt..
4	Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.5.2 Identify and defend various purposes for creating works of visual art. Standard 4: Understand, analyze, and describe the arts in their historical contexts. ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.	Create mixed media mardi gras masks.	Mardi gras, fat Tuesday, embellishments, mixed media,	Completed mardi gras mask. Exit slip on historical origins of mardi gras in African American history.	LCD projector, power point presentation, pencils, glue, scissors, cardstock, feathers, glitter, raffia, yarn, pom poms, confetti, exit slip.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn

Grade Level: 5th Grade

Subject: Art

Month/Year: March

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills, knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas.	Create a color wheel tree painting.	Color wheel, primary colors, secondary colors, form, shape, composition, landscape.	Completed landscape of primary and secondary color trees in correct color order. Exit slip on terminology.	Sulphite, tempera cakes, acrylic paint, brushes, sponge brushes, exit slip.
2	Standard 1: Apply skills, knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas.	Complete color wheel tree painting.	Color wheel, primary colors, secondary colors, form, shape, composition, landscape.	Completed landscape of primary and secondary color trees in correct color order. Exit slip on terminology.	Sulphite, tempera cakes, acrylic paint, brushes, sponge brushes, exit slip.
3	Standard 2: Apply skills and knowledge to create in the .arts. ART.VA.II.5.1 Synthesize knowledge of Materials, techniques and processes to create artwork. Standard 4: Understand, analyze, and describe the arts in their historical contexts. ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art. Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.	Create a Japanese Notan Design.	Notan, symmetry, line of symmetry, reflection, geometric shapes, organic shapes, positive space, negative space.	Student rubric. Completed Notan showing line of symmetry and reflective use of positive and negative space to create design. Exit slip and writing prompt at completion of project.	Construction paper, pencils, scissors, glue, Notan handouts, exit slip and writing prompt.
4	Standard 2: Apply skills and knowledge to create in the .arts. ART.VA.II.5.1 Synthesize knowledge of Materials, techniques and processes to create artwork. Standard 4: Understand, analyze, and describe the arts in their historical contexts. ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art. Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.	Complete Japanese Notan Design.	Notan, symmetry, line of symmetry, reflection, geometric shapes, organic shapes, positive space, negative space.	Student rubric. Completed Notan showing line of symmetry and reflective use of positive and negative space to create design. Exit slip and writing prompt at completion of project.	Construction paper, pencils, scissors, glue, Notan handouts, exit slip and writing prompt.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn

Subject: Art

Grade Level: 5th Grade

Month/Year: April

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the .arts. ART.VA.II.5.1 Synthesize knowledge of Materials, techniques and processes to create artwork. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.5.1 Validate the effects of visual structures and functions, and reflect upon these effects in personal work. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.5.2 Identify various careers in the visual arts.	Create an architectural building design.	Architecture, architect, roofline, façade, gable, symmetry, asymmetry, landscape, cityscape.	Student rubric. Completed architectural building design utilizing design elements in composition. Inclusion of landscape. Writing prompt and exit slip at conclusion.	LCD projector, power point, construction paper, sulphite paper, paint, brushes, pencils, sharpie markers, writing prompt, exit slip.
2	Standard 2: Apply skills and knowledge to create in the .arts. ART.VA.II.5.1 Synthesize knowledge of Materials, techniques and processes to create artwork. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.5.1 Validate the effects of visual structures and functions, and reflect upon these effects in personal work. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.5.2 Identify various careers in the visual arts.	Create an architectural building design.	Architecture, architect, roofline, façade, gable, symmetry, asymmetry, landscape, cityscape.	Student rubric. Completed architectural building design utilizing design elements in composition. Inclusion of landscape. Writing prompt and exit slip at conclusion.	LCD projector, power point, construction paper, sulphite paper, paint, brushes, pencils, sharpie markers, writing prompt, exit slip.
3	Standard 2: Apply skills and knowledge to create in the .arts. ART.VA.II.5.1 Synthesize knowledge of Materials, techniques and processes to create artwork. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.5.1 Validate the effects of visual structures and functions, and reflect upon these effects in personal work. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.5.2 Identify various careers in the visual arts.	Complete architectural building design.	Architecture, architect, roofline, façade, gable, symmetry, asymmetry, landscape, cityscape.	Student rubric. Completed architectural building design utilizing design elements in composition. Inclusion of landscape. Writing prompt and exit slip at conclusion.	LCD projector, power point, construction paper, sulphite paper, paint, brushes, pencils, sharpie markers, writing prompt, exit slip.
4	Standard 1: Apply skills, knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas.	Create an optical illusion.	Optical illusion, positive space, negative space, overlap, distance, composition, grid.	Student rubric. Completed optical illusion utilizing design concepts for composition. Alternation between positive and negative space. Exit slip.	LCD, projector, power point, sulphite paper, pencils, rulers, compasses, sharpie markers, markers, colored pencils, exit slip.

DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE

Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn

Grade Level: 5th Grade

Subject: Art

Month/Year: May

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1: Apply skills, knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas.	Create an optical illusion.	Optical illusion, positive space, negative space, overlap, distance, composition, grid.	Student rubric. Completed optical illusion utilizing design concepts for composition. Alternation between positive and negative space. Exit slip.	LCD, projector, power point, sulphite paper, pencils, rulers, compasses, sharpie markers, markers, colored pencils, exit slip.
2	Standard 1: Apply skills, knowledge to perform in the arts. ART.VA.I.5.3. Incorporate the elements of art and principles of design to communicate ideas. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas.	Complete optical illusion design.	Optical illusion, positive space, negative space, overlap, distance, composition, grid.	Student rubric. Completed optical illusion utilizing design concepts for composition. Alternation between positive and negative space. Exit slip.	LCD, projector, power point, sulphite paper, pencils, rulers, compasses, sharpie markers, markers, colored pencils, exit slip.
3	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas. ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art. Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.	Create a Native American still life composition	Native American, ceramics, pottery, fire, geometric design, bisque, glaze, still life, overlap, highlight, cast shadow.	Student rubric, completed still life composition, addition of highlight and cast shadow, writing prompt and exit slip.	LCD projector, power point, construction paper, pencils, charcoal, colored pencils, scissors, glue, writing prompt and exit slip.
4	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas. ART.VA.IV.5.3 Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art. Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum	Complete Native American still life composition	Native American, ceramics, pottery, fire, geometric design, bisque, glaze, still life, overlap, highlight, cast shadow.	Student rubric, completed still life composition, addition of highlight and cast shadow, writing prompt and exit slip.	LCD projector, power point, construction paper, pencils, charcoal, colored pencils, scissors, glue, writing prompt and exit slip.

DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE

Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: 5th Grade

Subject: Art
Month/Year: June

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum	Create a space composition mixed media collage.	Shuttle, solar system, orbit, celestial bodies, symmetry, comets, galaxy.	Student rubric, completion of mixed media space collage. Writing prompt at conclusion.	LCD projector, power point, construction paper, white paint, toothbrushes, colored pencils, pencils, sulphite paper, shuttle images, writing prompt.
2	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum	Create a space composition mixed media collage.	Shuttle, solar system, orbit, celestial bodies, symmetry, comets, galaxy.	Student rubric, completion of mixed media space collage. Writing prompt at conclusion.	LCD projector, power point, construction paper, white paint, toothbrushes, colored pencils, pencils, sulphite paper, shuttle images, writing prompt.
3	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.5.2 Apply knowledges of how to use visual characteristics and organizational principles to communicate ideas Standard 5: Recognize, analyze, and describe connections among the arts: between the arts and other disciplines; between the arts And everyday life. ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum	Complete space composition mixed media collage.	Shuttle, solar system, orbit, celestial bodies, symmetry, comets, galaxy.	Student rubric, completion of mixed media space collage. Writing prompt at conclusion.	LCD projector, power point, construction paper, white paint, toothbrushes, colored pencils, pencils, sulphite paper, shuttle images, writing prompt.
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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Middle School

Subject: Art
Month/Year: September

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials Resources
1	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
2	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Create a measured sketchbook.	Frame, visual weight, sketches.	Completed sketchbook with accurate border measurements, definition of art and attention to craftsmanship.	Rulers, pencil, suphite paper, sharpie markers, colored pencils, crayons, construction paper.
3	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly.	Introduce students to color wheel of primary, secondary colors, intermediate colors and color theory.	Color wheel, primary colors, secondary colors, intermediate colors, warm colors, cool colors, complementary colors, analogous colors, tints and shades	Completed color wheel with colors in correct order and attention to craftsmanship. Completed terminology. Color wheel pre test.	Color wheel, markers and crayons.
4	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Patterned Concentric color wheel.	Color wheel, primary colors, secondary colors, intermediate colors, complementary colors, value, concentric image, patterns.	Completed patterned color wheel with concentric design. Use of complementary colors within the concentric design. Color theory post test.	Suphite paper, pencils, rulers, colored pencils, sharpie markers, color wheel.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: Middle School

Subject: Art
Month/Year: October

ek#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly. ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media, technology, and processes at a developing level.	Create a value scale with graphite pencils.	Value, shading, gradation, pressure, value scale, horizontal, vertical, diagonal, crosshatching, smudging.	Completed gradated value scale using 5 techniques. Application of value to geometric shapes.	Value scale handout, pencils, paper, exit slip.
	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. ART.VA.II.6.2 Develop and apply critical thinking strategies through the art making process at a developing level.	Develop an Optical Illusion shape composition.	Optical illusion, trickery, volume, value, cast shadow,	Student rubric. Completed optical illusion that stresses mass and volume using value techniques and line differentiation.	Sophie paper, pencils, colored pencils.
	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. ART.VA.II.8.2 Effectively develop and apply critical thinking strategies through the art making process. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.7.5 Analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at an emerging level.	Create a measured tessellation.	Grid, template, alignment, color scheme, complementary colors, analogous colors, tints and shades,	Student rubric. Accurately measured grid, alignment and tracing of template following one of the chosen color schemes. Student rubric.	Rulers, pencils, 3"x3" cardstock, tape, scissors, construction paper
	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. ART.VA.II.8.2 Effectively develop and apply critical thinking strategies through the art making process. Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.VA.V.7.5 Analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at an emerging level	Create a measured tessellation.	Grid, template, alignment, color scheme, complementary colors, analogous colors, tints and shades,	Student rubric. Accurately measured grid, alignment and tracing of template following one of the chosen color schemes. Student rubric.	Rulers, pencils, 3"x3" cardstock, tape, scissors, construction paper

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: Middle School

Subject: Art
Month/Year: November

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
2	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.8.3 Effectively collaborate, communicate, and work with others to create new ideas.	Develop a collaborative Veterans Day banner.	Veteran, Veterans Day, armed service,	Completed collaborative banner. Exit slip.	Construction paper, pencils, glue, scissors.
3	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly	Complete a color wheel with terminology.	Color wheel, primary colors, secondary colors, intermediate colors, warm colors, cool colors, complementary colors, analogous colors, tints, shades.	Completed color wheel with student blending of intermediate colors. Completed terminology and test on terminology.	Color wheel, colored pencils, crayons, marker, pencils.
4	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Create a monochromatic triptych painting.	Monochromatic, tints, shades, repetition,	Completed measured three paneled triptych utilizing a monochromatic color scheme with 2 tints and 2 shades. Exit slip.	Sulphite paper, rulers, pencils, acrylic paint, brushes, color wheel, exit slip.

DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE

Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: Middle School

Subject: Art
Month/Year: December

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Explore and apply value techniques.	Value, shading, gradation, pressure, value scale, horizontal, vertical, diagonal, crosshatching, smudging.	Completed gradated value scale using 5 techniques. Application of value to geometric shapes.	Value scale handout, pencils, paper, exit slip.
2	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Create a Ribbon style name design utilizing value techniques.	Value, shading, calligraphy, volume, movement, , graphite, pressure, composition	Completed ribbon style name design that incorporates at least one of the vale techniques learned to create the illusion of mass. Rubric.	Sulphite paper, graphite pencils.
3	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Complete a Ribbon style name design utilizing value techniques.	Value, shading, calligraphy, volume, movement, , graphite, pressure, composition	Completed ribbon style name design that incorporates at least one of the vale techniques learned to create the illusion of mass. Rubric.	Sulphite paper, graphite pencils.
4		Winter Break	Winter Break	Winter Break	Winter Break

DR. JOSEPH F. POLLACK ACADEMIC CENTER OF EXCELLENCE

Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Middle School

Subject: Art
Month/Year: January

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning.	Create a personal thinking painting with grid.	Values, monochromatic, tints, shades, grid	Completed measured monochromatic grid with half portrait and personal idea/theme/meaning. Exit slip upon completion.	Acrylic paint, brushes, sulphite paper, pencils, oil pastels, colored pencils, glue, scissors.
2	Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning.	Complete personal thinking painting with grid.	Values, monochromatic, tints, shades, grid	Completed measured monochromatic grid with half portrait and personal idea/theme/meaning. Exit slip upon completion.	Acrylic paint, brushes, sulphite paper, pencils, oil pastels, colored pencils, glue, scissors.
3	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly.	Introduce students to color wheel of primary, secondary colors, intermediate colors and color theory.	Color wheel, primary colors, secondary colors, intermediate colors, warm colors, cool colors, complementary colors, analogous colors, tints and shades	Completed color wheel with colors in correct order and attention to craftsmanship. Completed terminology. Color wheel pre test.	Color wheel, markers and crayons.
4	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Create an eye design which incorporates a complete color wheel.	Color wheel, primary colors, secondary colors, intermediate colors, complementary colors, value.	Completed color wheel designed within a value implemented eye study. Color theory post test.	Sulphite paper, pencils, colored pencils, sharpie markers, color wheel.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: Middle School

Subject: Art
Month/Year: February

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.	Create a symmetrical African mask using concepts of Notan.	Symmetry, line of symmetry, positive and negative space, form, balance, notan, neutral colors.	Completed symmetrical paper mask. Use of neutral color scheme and line of symmetry to create mirrored image. Student rubric and exit slip on terms.	Construction paper, pencils, scissors, glue, notan examples, symmetry mirrors, exit slip.
	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
3	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. . Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures	Complete symmetrical African mask using concepts of Notan.	Symmetry, line of symmetry, positive and negative space, form, balance, notan, neutral colors.	Completed symmetrical paper mask. Use of neutral color scheme and line of symmetry to create mirrored image. Student rubric and exit slip on terms.	Construction paper, pencils, scissors, glue, notan examples, symmetry mirrors, exit slip.
4	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.1 Apply understanding of the varying qualities of materials, techniques, media technology, and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects. Standard 2: Apply skills and knowledge to create in the arts ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning.	Create mixed media mardi gras masks.	Mardi gras, fat Tuesday, embellishments, mixed media,	Completed mardi gras mask. Exit slip on historical origins of mardi gras in African American history.	LCD projector, power point presentation, pencils, glue, scissors, cardstock, feathers, glitter, raffia, yarn, pom poms, confetti, exit slip.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn

Subject: Art

Grade Level: Middle School

Month/Year: March

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems.	Develop an Optical Illusion shape composition.	Optical illusion, trickery, volume, value, cast shadow,	Completed optical illusion that stresses mass and volume using value techniques and line differentiation.	Suphite paper, pencils, colored pencils.
	Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems.	Develop an Optical Illusion shape composition.	Optical illusion, trickery, volume, value, cast shadow,	Completed optical illusion that stresses mass and volume using value techniques and line differentiation.	Suphite paper, pencils, colored pencils.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. . Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures	Create a patterned Illuminated letter design.	Illuminated letter, manuscript, pattern, scribe, antique, low relief.	Completed illuminated letter with patterned background. Raised design, craftsmanship, exit slip on historical aspects of illuminated lettering, writing prompt.	LCD projector, power point on illuminated manuscript, world map, sulphite paper, sharpie markers, metallic paint, brushes, pencils, cardboard, glue, scissors, writing prompt, tea for antiquing.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. . Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.VA.IV.8.1 Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures	Create a patterned Illuminated letter design.	Illuminated letter, manuscript, pattern, scribe, antique, low relief.	Completed illuminated letter with patterned background. Raised design, craftsmanship, exit slip on historical aspects of illuminated lettering, writing prompt.	LCD projector, power point on illuminated manuscript, world map, sulphite paper, sharpie markers, metallic paint, brushes, pencils, cardboard, glue, scissors, writing prompt, tea for antiquing.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara M. Dunn
Grade Level: Middle School

Subject: Art
Month/Year: April

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly.	Learn and practice essential rules and procedures.	Rules, procedures, champs expectations.	Verbal questioning, practice of rules, procedures and classroom norms.	Champs poster.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Create a measured sketchbook.	Frame, visual weight, sketches.	Completed sketchbook with accurate border measurements, definition of art and attention to craftsmanship.	Rulers, pencil, suphite paper, sharpie markers, colored pencils, crayons, construction paper.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.2 Appropriately apply the concept of proper use of art materials and using tools safely and responsibly.	Introduce students to color wheel of primary, secondary colors, intermediate colors and color theory.	Color wheel, primary colors, secondary colors, intermediate colors, warm colors, cool colors, complementary colors, analogous colors, tints and shades	Completed color wheel with colors in correct order and attention to craftsmanship. Completed terminology. Color wheel pre test.	Color wheel, markers and crayons.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Patterned Concentric color wheel.	Color wheel, primary colors, secondary colors, intermediate colors, complementary colors, value, concentric image, patterns.	Completed patterned color wheel with concentric design. Use of complementary colors within the concentric design. Color theory post test.	Suphite paper, pencils, rulers, colored pencils, sharpie markers, color wheel, color theory test.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: Middle School

Subject: Art
Month/Year: May

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Explore and apply value techniques.	Value, shading, gradation, pressure, value scale, horizontal, vertical, diagonal, crosshatching, smudging.	Completed graded value scale using 5 techniques. Application of value to geometric shapes.	Value scale handout, pencils, paper, exit slip.
2	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.1 Apply understanding of the varying qualities of materials, techniques, media technology, and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. ART.VA.II.8.4 Independently initiate new ideas employing inventiveness and innovation	Create a study of architectural style.	Architecture, gable, roof, form, texture, columns, exterior,	Completed architectural design in chosen style utilizing mixed media. Emphasis on architectural details and structure. Use of media. Exit slip on architectural terms.	LCD projector, power point, sulphite paper, pencils, rulers, color pencils, water color paint, brushes, sharpie markers, exit slip.
3	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.1 Apply understanding of the varying qualities of materials, techniques, media technology, and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects. Standard 2: Apply skills and knowledge to create in the arts. ART.VA.II.8.1 Effectively identify, design, and solve creative problems. ART.VA.II.8.4 Independently initiate new ideas employing inventiveness and innovation	Create a study of architectural style.	Architecture, gable, roof, form, texture, columns, exterior,	Completed architectural design in chosen style utilizing mixed media. Emphasis on architectural details and structure. Use of media. Exit slip on architectural terms.	LCD projector, power point, sulphite paper, pencils, rulers, color pencils, water color paint, brushes, sharpie markers, exit slip.
4	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems	Create a monochromatic animal silhouette painting.	Value, gradation, value scale, monochromatic, tints and shades, neutral colors.	Completed monochromatic painting in neutral colors incorporating an animal silhouette. Exit slip and writing prompt on chosen animal.	Acrylic paint, brushes, sulphite paper, animal silhouette examples, pencils.

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Art & Music Curriculum Maps

Curriculum Map P.A.C.E. Academy

Teacher Name: Barbara Dunn
Grade Level: Middle School

Subject: Art
Month/Year: June

Week#	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.3 Select and apply visual characteristics and organizational principles to communicate effectively when designing and solving creative problems.	Complete a monochromatic animal silhouette painting.	Value, gradation, value scale, monochromatic, tints and shades, neutral colors.	Completed monochromatic painting in neutral colors incorporating an animal silhouette. Exit slip and writing prompt on chosen animal.	Acrylic paint, brushes, sulphite paper, animal silhouette examples, pencils.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.1 Apply understanding of the varying qualities of materials, techniques, media technology, and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects. ART.VA.I.8.4 Effectively use reflective thinking skills to observe, analyze, and critically evaluate works of art for the purpose of improving technical quality. ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. Standard 3: Analyze, describe, and evaluate works of art. ART.VA.III.8.1 Critically observe, describe, and analyze visual characteristics within works of art.	Create an artwork in the style of a famous artist.	Art genre, style, media, theme, landscape, portrait, texture, horizon	Completed composition in the style of a famous work of art. Research on artist and writing prompt to follow. Exit slip at conclusion.	Acrylic paint, oil pastels, pencils, colored pencils, artist examples, writing prompt, exit slip.
	Standard 1. Apply skills and knowledge to perform in the arts ART.VA.I.8.1 Apply understanding of the varying qualities of materials, techniques, media technology, and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects. ART.VA.I.8.4 Effectively use reflective thinking skills to observe, analyze, and critically evaluate works of art for the purpose of improving technical quality. ART.VA.I.8.5 Effectively produce and exhibit a final product that demonstrates quality craftsmanship and technique. ART.VA.II.8.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to effectively articulate ideas and communicate intended meaning. . ART.VA.III.8.1 Critically observe, describe, and analyze visual characteristics within works of art.	Create an artwork in the style of a famous artist.	Art genre, style, media, theme, landscape, portrait, texture, horizon	Completed composition in the style of a famous work of art. Research on artist and writing prompt to follow. Exit slip at conclusion.	Acrylic paint, oil pastels, pencils, colored pencils, artist examples, writing prompt, exit slip.

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Art & Music Curriculum Maps

Subject: General Music

Month/Year: September

Grade Level: K to 4th

* see attached rubric

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.k.1;l.2.1;1.4.1	T will discuss and review classroom expectations and procedures.	artists, genre,	T observation of s practice and ice breakers and t and S discussion. *	whiteboard/projector screen, dry-erase markers, CD player, projector, song sheets(welcome songs, respect songs)
2	"	"	"	"	"
3	"	K & 2nd S will demonstrate singing and playing percussion instruments to macro and micro beats. 4th- S will review names and sounds of parts of the orchestra. II. S will	steady beat, rhythm, down beat, up beat rhythm syllables 4th grade: beat division quarter note, quarter rest, eighth note, eighth rest, half note, half rest, whole note, whole rest.	T observes S playing and corrects by modeling	percussion instruments, CD, player, piano, sheet music projector and screen, flashcards
4	"	T will discuss and review classroom expectations and procedures.	"	K-T observes and models for correction. 2nd gr.: S will identify basic symbols for rhythm syllables using manipulatives. 4th grade: s will complete a symbol to vocabulary matching quiz.*	K: percussion instruments, CD, player, piano, sheet music projector and screen 2nd gr.: popsicle sticks, paper and crayons 4th gr.:paper and pencil

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Art & Music Curriculum Maps

Month/Year: October

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.k(2,4).2: Students sing and play music from a variety of styles and cultures.	K:a.. S will learn a song in Spanish language and accompany with percussion instruments. b. S will learn a song or chant about integrity(core value). 2a.: S will learn a Spanish language song using the whole song method 2.b S will learn about ABA form by dancing a Mexican hat dance. 4a. S will listen and follow a music chart with music by a Latin American artist.	integrity, sing, percussion, culture, style,Latino/Hispanic, Mexico, Spain, South America, Spanish, pronunciation, dance	T observes S	classroom percussion instrument: drum, maracas, claves etc.
2	I.k(2,4).2: Students sing and play music from a variety of styles and cultures.	K and 2nd 1.-S will listen and move to mariachi style music. 4th- S will listen and move to music created and/or performed by a Latin Artist.	style, dance, breath, steady beat, rhythm	T observes S	Classroom percussion instrument: drum, maracas, claves etc.
3	I.k(2,4).2: Students sing and play music from a variety of styles and cultures.	K/2a.S will become familiar with Latin Instruments and cultures K/2b. S will learn and play instruments dealing with Halloween dress-up and harvest time.4. S will sing a Spanish folk song using solfege syllables.	Harvest, Halloween, expression, breath, diaphragm, rest, beat, count, measures,solfeggio.	T observes S	classroom percussion instrument: drum, maracas, claves etc., music sheets, CD player, CDs, projector.
4	I.k(2,4).2: Students sing and play music from a variety of styles and cultures.	1. 4th Grade: will be introduced to the recorder and compare recordings of recorder to Latin wind instruments. 2. K and 2nd graders will review defining beat vs. rhythm using known songs from this month.	recorder, embouchure, compare/contrast,	T observes S	classroom percussion instruments, recorders, classroom set of "Recorder Karate" books.

Month/Year: November

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Week #	Standard	on	Essential Vocabulary	Assessment	Materials/Resources
1	I.k.3; I.2.3;I.4.3: Sing and play expressively utilizing extreme opposites of dynamics and interpretation.	S will sing and perform instruments appropriately for a song that emphasizes p and ff dynamic.(compare to CHAMPS conversation level piece) II. S will create and use body movement to show the learned opposite dynamics.	piano, forte, decrescendo, crescendo	T observes S	flash cards, CD, player, laptop, projector, music sheets; ex.K:"John Jacob" 2nd Gr:"Hatira"
2	I.k.3; I.2.3;I.4.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.	S will follow a listening map for a classical piece and identify places of soft and loud dynamics. K and 2nd: Will compare Loud and Soft to other opposites(ELA); 4th gr: will follow a simple score that requires for them to play p and f on the recorder and singing. 2nd gr. and K S will listen, move and sing to Native American music. 4th Gr. S will compare the recorder to Native American wind pan pipes.	Native American Indians, pan pipes, wind instruments, dance, opposites	T led S discussions and observations	Native American music and dance resource., projector, laptop, CD, player
3	I.k.3; I.2.3;I.4.3: Sing and play expressively utilizing extreme opposites of dynamics and interpretation.	S will sing and play music about Harvest and Thanksgiving. 2. T has S to choose what dynamics should be used for different parts of the song. (form); S will watch a video showcasing Native American music and dance.(soc. studies) 2nd gr. Will create a pan pipe with straws(Sci.) 4th graders will learn a Native American song on the recorder and listen to	harvest, cornucopia, Pilgrims, Thanksgiving, dance, culture, expressive markings, instrument-making	2nd grade S will produce an artifact: wind instruments. K S will complete an opposite chart by drawing an object that is the opposite of one given. 4th graders will complete a quiz identifying known dynamics and their markings.	mp3 recordings, K: examples of NA instruments 2nd: staws, scissors. Rulers 4th: recorders, sheet music, lyric sheets

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		and discuss N.Am. wind instruments.			
4	I.k.3; I.2.3;I.4.3: Sing and play expressively utilizing extreme opposites of dynamics and interpretation.	S will review known songs and add dance and other expressive qualities.	harvest, cornucopia, Pilgrims, Thanksgiving, dance, culture, expressive markings, instrument-making	T observes S	mp3 recordings, K: examples of NA instruments 2nd: staws, scissors. Rulers 4th: recorders, sheet music, lyric sheets

Month/Year: December

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.k.4; I.2.4;I.4.4:Sing Melodies with confidence in a large group;; III.k.1; III.2.1; III.4.4:Identify phrases, verse, and refrain when prsented aurally	4th gr: S will prepare a Hannukah song(soc. Studies) to play and sing for the Holiday Concert K will listen and read a version of the "Gingerbread Man" and learn the song which includes a chanted 'refrain'; S will learn and discuss a song that has lyrics about generosity(core value)	rest position,generocity, refrain, verse, AB, ABA, chant, introduction, posture	T observes S	mp3s, laptop, projector,word cards
2	I.k.4; I.2.4;I.4.4:Sing Melodies with confidence in a large group;; III.k.1; III.2.1; III.4.4:Identify phrases, verse, and refrain when prsented aurally	S will sing a holiday round and perform with instruments. S will sing a song while following a listening map that shows form.	rest position,generocity, refrain, verse, AB, ABA, chant, introduction, posture	T observes S	mp3s, piano, projector sound maps, vocabulary flash cards
3	I.k.4; I.2.4;I.4.4:Sing Melodies with confidence in a large group;; III.k.1; III.2.1; III.4.4:Identify phrases, verse, and refrain when prsented aurally	S will create movement that goes along with the form of a song.--2nd grade are introduced to Tchaikovsky's Nutcracker Ballet and identifies repeated sections through movement and dance. 4th Graders will have a formal performance opportunity at the Holiday Program	rest position,generocity, refrain, verse, AB, ABA, chant, introduction, posture	T observes S	mp3s, piano, projector sound maps, vocabulary flash cards

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4	I.k.4; I.2.4;I.4.4:Sing Melodies with confidence in a large group;; III.k.1; III.2.1; III.4.4:Identify phrases, verse, and refrain when prsented aurally	S will identify the refrain, and verse of a new song with given movement as a listening activity and then learn new song-- whole song method.	rest position,generocity, refrain, verse, AB, ABA, chant, introduction, posture	t observes S	mp3s, piano, projector sound maps, vocabulary flash cards
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Month/Year: January

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	III.k(2,4).2:Use invented or standard notation to transcribe increasingly difficult rhythms and melodies;II.k(2,4).1: Create through exploration, improvisation and composition, rhythmic and melodic ostinati accompaniments.;I.k(2,4).5:Blend timbres and match dynamic levels in the group in response to the cues of the conductor.	s will demonstrate ability to follow a conductor in 2/4 or 4/4 meter and take cues as well on dynamic and expression. Create, record and play an accompaniment to perform with a known song.	ostinato, harmony, melody, conduct, meter, 2/4, 4/4, down beat , score	T observes s performance*	mp3 recordings, recorder(4), sheet music, whiteboard, markers
2	III.k(2,4).2:Use invented or standard notation to transcribe increasingly difficult rhythms and melodies;II.k(2,4).1: Create through exploration, improvisation and composition, rhythmic and melodic ostinati accompaniments.;I.k(2,4).5:Blend timbres and ma	s will demonstrate ability to follow a conductor in 2/4 or 4/4 meter and take cues as well on dynamic and expression. Create, record and play an accompaniment to perform with a known song. S will learn and perform a song about Martin L. King Jr. (soc. studies) S and T discuss why /how would the Civil Rights Movement use music?	ostinato, harmony, melody, Civil Rights, freedom songs, conduct, meter, 2/4, 4/4, down beat , score , piano, forte, crescendo, decrescendo, breath control	T observes s performance*	mp3 recordings, recorder(4), sheet music, whiteboard, markers

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3	III.k(2,4).2:Use invented or standard notation to transcribe increasingly difficult rhythms and melodies;II.k(2,4).1: Create through exploration, improvisation and composition, rhythmic and melodic ostinati accompaniments.;I.k(2,4).5:Blend timbres and match dynamic levels in the group in response to the cues of the conductor	S will learn negro spirituals and add ostinati and instrumental accompaniment.	ostinati, harmony, melody, spiritual	T observes s performance*	mp3 recordings, recorder(4), sheet music, whiteboard, markers
4	III.k(2,4).2:Use invented or standard notation to transcribe increasingly difficult rhythms and melodies;II.k(2,4).1: Create through exploration, improvisation and composition, rhythmic and melodic ostinati accompaniments.;I.k(2,4).5:Blend timbres and ma	4th graders learn a spiritual on the recorder. K and 2nd graders add movement to known songs,	ostinati, harmony, melody, spiritual	T observes s performance*	mp3 recordings, recorder(4), sheet music, whiteboard, markers

Month/Year: February

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	III.8(6,7).2: Analyze the uses of musical elements in aural examples from diverse genres and cultures. IV. 8(6,7).2: Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.	1. Given a "vocal masterpiece." S are asked to identify the genre, composer, name of the piece(if possible) instrumentation, voice type of singer(s) and a paragraph on what elements might classify it is a classic performance and/or piece. Also, what elements could be incorporated into our choir group. 2. S volunteer to share 3. S sing familiar song focusing in on harmony and, diction, vowel formation and blend.	tone, timbre, musical phrase, dynamics, expression, overall presentation, vocal blend, harmony, unison	S write paragraphs.(Writing)	laptop, projector, speakers

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2	II.8(6,7).2: Improvise melodic embellishments and basic rhythmic and melodic variations on given pentatonic melodies, and melodies in major keys.	1. S will be given a pentatonic chord and improvise or embellish a melodic and rhythmic phrase base on what they did this weekend(circle formation)2. S will demonstrate good vocal technique as they complete a vocal warm-up and review known songs.	pentatonic, improvisation, melodic, phrase, tonal center.	S observes T based on given rubric	piano, T model(give tonal center), music scores.
Winter Break3					
4	IV,8(6,7).2Classify by genre and style a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary .	1. S will write a paragraph that includes genre, composer, instrumentation, vocal timbre upon viewing a "masterpiece" vocal performance"--including what can be learned from the performance and what could have possibly made it great.2. S will demonstrate good vocal technique in reviewing known songs.	genre, timbre, tone, blend, range, harmony, overall presentation	S write paragraphs.(Writing)	laptop, projector, speakers

Month/Year: March /2014

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	I.K(2,4).7:Replicate short rhythmic and melodic patterns	Ka.S will be introduced to "Freddy's Treble Clef Island" introducing rhythm.Kb. S will create given rhythms using popsicle sticks 2a. S will review Freddy's story about rhythm. B. S will take turns creating their own rhythms with popsicle sticks and playing them 2c. S will play 3 or 4 S created rhythms together. 4a. S will play a computer	rhythm syllables, rest,quarter, note, eighth, 4th: triplet, sixteenth, 4/4 meter, measure	T observes S using given rubric.	Freddy's book, piano, CD, player, projector, laptop, vocabulary cards, popsicle sticks, recorder(4th grade)

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		game that has S create basic rhythms with standard notation based on what was heard			
2	II.K(2,4).3:Create a song about self and family	Ka. S will learn an Irish folk song and dance. T and S discuss the significance of a folk song.Kb. S will be asked to create a new song using the music of Irish folk song (class composition 2a.S will learn an Irish Folk song and discuss where folk song s come from. 2b, S will work as a class to create a new song about family using known music. 4a) S will follow a listening map of an Irish song.4b. S will test at their level of recorder song 4c. S will work in small groups to create lyrics about family to go with known music.	score, choreography, expression, story, phrase, sentence, subject, topic, details, rhyme, performance, analyze,'	T observes S using given rubric.	Folk song song chart piano
3	II.K(2,4).3:Create a song about self and family	K,2,4: S will perform created songs and add percussion and recorder(4) accompaniment.	score, choreography, expression, story, phrase, sentence, subject, topic, details, rhyme, performance, analyze,'	T observes S using given rubric.	whiteboard, laptop, projector, pianopercussion instrument, recorders

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4	III.K(2,4).4: Introduce music vocabulary emphasizing opposites	<p>Ka. S will listen to the "Surprise Symphony". Kb. S use movement to show loud and soft, high and low in melody, and short and long in rhythm. (John Jacob) 2) S will follow a listening chart for the "Surprise Symphony" Kc. S will act out "The Three Little Bears" by Paul Galdone emphasizing vocal expression to show opposites in dynamics, pitch and rhythm. Kd: S will echo movement of T for "What the Fox Say" and discuss opposites of vocal sounds. 2b. S will create movement to show loud and softs, short and long sounds, and high and lows. 2c. S play echo game using vocal and instrument sounds to show opposites. 4. a. S play echo game using recorder-1 leader improvises one 4 beat measure for class. b. S test for songs at their own level. 4c. S follow a listening chart: "Boadicea" by Enya</p>	<p>dynamics. Rhythm, melody, pitch, piano, forte, mezzo forte, classical world music</p>	<p>T observes S using given rubric.</p>	<p>CD, player, laptop, mp3 of "Surprise Symphony" and Enya song, copy of "The Three Little Pigs" and "What the Fox Say", recorders</p>
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Month/Year: April /2014

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
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1	I.K(2,4).8:Play a steady beat in a group while others sing a song;III.k(2,4).5:Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging and improvising appropriate to grade level	Ka, 2a:S will bounce a ball to the steady beat of a simple song "Bounce High, Bounce Low" -try fast.slow and patterns;Kb,2b,4b. S will explore creating original compositions and notereadin in the computer lab 4a S will create a performace including singers, percussion and recorder	technology, site, log on,	T observes S working and listens to compositions grading according to given given rubric	Computer lab: Scorio .com; playground ball, piy hd)site
2	II.K(2,4).4; Create a song about a the earth"Earth Day"	k, 2, 4a: S will view anb Earth day video and discuss why we need to care about how we trat the earty as humans,Allb: S will work as a class(k,2) or in small groups(4) to create an Earth Day song that fits the music of"Earth Song" by Michael Jackson allc. S will create a pop bottle melodic instrument by filling up bottles with various amounts of water(physical science)	vibration, Earth, recycle, habitation, pollution,oceans, land, atmosphere, mallet	T observes S according to given rubric	line paper, pencils, white board, markers, glass pop bottles, large bucket of water, drum mallets, mp3 recordings of earth day songs, short video about earth day issues.
Spring Beak 3					
4	IV.K(2,4).1: Identify and describe distinguishing characteristics of starkly contrasting styles;V.k(2,4).1:Observe and identify similarities and differences in the meanings of common vocabulary used in the various kindergarten arts.	K and 2a. S will use movement to compare and contrast music from the Carnival of the Animal. Kb and 2b S will create their own sound map to show comparison and contrast of Carnival Music. T and S will discuss elements of music. 4a S will will use a venn diagram to compare and contrast two classical pieces. 4b: S will use a different graphic organizer to	compare, contrast, vocal tone, dynamics, instrumentation, melody, harmony, genre,	T observes S according to given rubric	white board, dry markers, mp3/CDs classical and Gershwin music, paper, pencils, crayons, markers.

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Art & Music Curriculum Maps

		compare and contrast two arrangements of "Summertime" by Gershwin.			
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Month/Year: May

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	I.K(2,4).9:Use a system to read quarter notes and quarter rests;II.K(2,4).5:Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging and improvising appropriate to kindergarten.	Ka,2a, 4a: S will create improvisations using non-traditional sources(spoon/pots/pans to accompany a familiar folk song. K/2/4b: S will read Ostinati from the board to add additional accompaniment. K/2/4c: S will play "Signals, feet" p. 4o of Jamnasium.	quarter, eighth, beat division, rest 4:whole note, half note, sixteenths	T observes S according to given rubric	1 hula hoop, percussion instruments, piano, white board, dry markers
2	III.K(2,4).6: Devise student-created criteria for objective evaluation of performances and compositions.	K/2/4a:S will play music pads given traditional and non traditional instruents. K/2/4b S will discuss what rubric will be used t decide how the performances went.	percussion, elements, dynamics, melody, tempo, rhythm	T observes S according to given rubric	hula hoops(8), piano, percussion and non-traditional instruments,
3	IV.K(2,4).2: Describe how elements of music are used in examples from world cultures, using music performed and presented	K/2/4a: S will learn an Asian/Pacific Islander song and accompany with percussion instruments K/2/4b: S will use known music elements off of T flash cards to discuss how they are used in this music. K/2/4c: S will review Latin American music and dances(Cinco de Mayo)	Asia, continent, culture, tradition, Latin, Cinco de Mayo, language	T observes S according to given rubric	song sheets for Asian and Latino music, pronunciation key for languages,piano

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4	V.K(2,4).2: Observe and identify cross-curricular connections within the grade-level curriculum.	K/2/4a: S will watch a short video of Latino and Asian dances K/2/4b: discuss culture dress and historical background.(Social Studies) k/2/4c: T will share a traditional story from the Latin and Chinese culture and review a known song from the culture	China, Latin, culture, tradition,	T observes S according to given rubric	Videos of authentic Chinese and Latino Culture.
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Month/Year: June

Week #	Standard	on	Essential Vocabulary	Assessment	Materials/Resources
1	I.K(2,4).10:Use a system to read two or more pitches; I.K(2,4).11:Recognize contrasting expressions of music.	K/2: S will learn a new song using solfeggio syllables and hand staff signs. K/2b: S will use bells to play melodies on known music K/2/c: S will add instrument accompaniment to the performance. 4a: S will identify known songs given pitches and solfeggio from T. 4b: T will play known songs on the recorder and give the name of the solfeggio for pitches. 4c. in Key of G S will sight read simple solfeggio.	solfeccio, measure, staff, melodic contour, phrase, compare, contrast, lullaby, folk song, tempo, expression	T observes S with given rubric.	piano,laptop, projector
2	II.K(2,4).6:Add vocal and physical responses to a selection presented in class; III,K(2,4).7:Identify and support personal reactions to a musical selection	K/2/4a: S will create responses to a given story song. (country song) K/2/4b. T and S will talk about the main idea, themes, characters and setting of the story(EL A) also historical background.	ballad, country, improvisation, verses, strophic	T observes S with given rubric.	piano,laptop, projector
3	IV.K(2,4).3:Demonstrate audience appropriate behavior for the context and style of music presented in class.	K/2/4a: T will invite a live performer to sing to the class and answer questions about music. K/2/4b: T introduces	melody, country, guitar, string family, jazz, scat, brass instruments, 4th: chord, progression, harmony	T observes S with given rubric.	piano,laptop, projector, mp3s, recording of Ella Fitzgerald,

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		Jazz music and culture. 4c: S will play a chordal jazz progression on the bells to a known song. K/2c: T shares book, "The Jazz Kitten" 4d: T shares "Ella Fitzgerald" and plays a recording of the artist.			biography of Fitzgerald
4	V.K(2,4).3:Discuss the various rationales for using music in daily experiences.	K/2/4a: t shares a powerpoint on the different types of music careers. K/2/4b: T asks S to share what music careers they might be interested in by drawing(K) and writing(2/4) a representation of that career.	career, producer, composer, arranger, score, disc jockey, performer, technician, accompanist	T observes S with given rubric.	powerpoint, laptop, projector

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Art & Music Curriculum Maps

Grade Level: 6,7,8

Subject: Choir
Month/Year:Sept.

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).1:Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature with and without notation, including selections performed from memory.;I.8(6,7).5: Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests; in simple, compound, and alla breve meters.	1. S will learn and sing from memory the "PACE Academy Affirmation" song.2. S will learn correct breathing technique and posture"rag doll" and "straw breathing" 3. S will be introduced to Major scale using solfege syllables and a beat division chart. 4. S will be introduced to an online sightsing practice room and attempt to sight read beginning level melodies.	solfeggio, Kodaly, whole, quarter, eighth, sixteenth, note, rest	T observes S using given rubric.	laptop, projector, piano,
2	II.8(6,7).1:Improvise basic harmonic accompaniments	1. S will work in small groups to create melodic ostinati over a given melody.	ostinato, melody, harmony, blend, expression, choreography	T observes S using given rubric.	laptop, projector, piano, percussion classroom instruments
3	III.8(6,7).1:Identify and describe specific musical elements and events in a given aural example, using appropriate terminology	1.T and S discuss the rubric of the grading of the project. 2. S will perform their musical creations for the class.	ostinato, melody, harmony, blend, expression, choreography	T observes S using given rubric.	laptop, projector, piano, video camera
4	II.8(6,7).6: Use a variety of traditional, nontraditional, and electronic sound sources when composing, arranging, and improvising.	S will learn a classic pop tune (Respect) and add an original rhythmic and movement component.	solo, melody, harmony, call and response. Rhythm, choreography	T observes S using given rubric.	classroom percussion instruments, mp3 recording of "Respect"

Month/Year:Oct/ 13-14

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).2:Sing an ostinato;III.8(6,7).5: Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria and offering constructive suggestions for improvement.	1.S will learn a new melodic warm-up to be sung as a round.(ghost of John) 2. T asks S to work in small groups to develop a melodic ostinato that will work with the new round.	ostinati, melody, round, harmony	T observes S with given rubric.	piano, laptop, projector, classroom percussion instruments.

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2	I.8(6,7).3: Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control;II.8(6,7).4: Compose short pieces to communicate ideas and/or stories, within defined parameters and using standard notation.	1. S will be introduced to the hand staff and sing the major scale with solfeggio. 2. S will match pitch of T --singing using solfeggio and and hand staff. 3. T asks S to work in small groups to create a simple melody (4 measures) record on a written staff and develop lyrics about fun in the fall.	melody, solfeggio, major scale, treble staff, octave, lyrics, measures, meter, common time(4/4)	S will turn in melody and lyric sheets.	piano, classroom percussion sheets, staff paper
3	IV.8(6,7).4: Describe the relationship between technology and music,	1. S and T will discuss music technologies in music. T shows video/ppt of "e chorus" , "electronic Smusic" and has S sample music creation from music recording sites. 3. T surveys S as to their favorite holiday or choral music. 2., T introduces new holiday music	electronic, apps, websites, music recording, hip-hop, technology, culture, world holidays	S written surveys, S discussion	laptop, projector, smartboard/pens(or computer lab visit), piano
4	V.8(6,7).2: Describe and compare the relationships between the art forms and their characteristic materials.	1.S will watch a a video of an authentic Latin American vocal performance. 2. S will be introduced a Latin American song .3. S will model T for correct Spanish pronunciation. 4. T and S discuss literal and figurative meaning of song. 5. "Do Now"S are asked to list 5 special features of Latino Culture>	culture, music, dance, Latino, South America, Spain, Mexico, language, pronunciation, diction	S written response, S discussion	laptop, projector, smartboard, piano, paper, pencils

Month/Year:Nov/ 13-14

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).3:Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.	1. S will follow vocal model of T in breath and vocal warm-ups. 2. S will identify key, meter signature, and voice parts on a music score. T will sing or play the music all the way through. 3. Clap rhythm of a portion of the song and sing melody in solfeggio--then sing with accurate pitch and text.	diaphragm, vocalises, phrases, diction, solfeggio, pitch and text	T observes S according to given rubric.	piano, laptop, projector

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2	III.8(6,7).4:Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.	1. In small groups, S are given 7 minutes to create a rubric for evaluating a performance. 2. S will use created rubric to evaluate the performance of familiar music.	rubric, evaluation, cooperative learning,	S produce a written rubric	paper, pencil, laptop, projector, speakers, video
3	V.8(6,7).1:Describe and compare the relationships between the art forms and their characteristic materials.	1. S will view a a video of a show choir performing a known piece and ther cultural pieces with movement. S and t discuss how can dance be related to vocal music. 2. Will view some famous art pieces during the renaissance classical movement and current abstracts. S and T discuss how does the music relate to art.	classical, renaissance, abstract, romantic, visual art, choreography, expression, characteristics, composers,	S will produce notes for credit.	paper, pencil, laptop, projector, speakers, video
4	IV.8(6,7).2: Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.	1. "Do Now" S will hear a classic vocal performance and write a paragraph on why it might be considered great.S should attempt to guess the composer, artist, genre and time period 2. S will apply good vocal technique to familiar songs.	composer, artist, genre period, elements, tempo, dynamics, instrumentation	S will produce a paragraph	paper, pencil, laptop, projector, speakers, video

Month/Year:Dec/ 13-14

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).4: Use tehcnology in a varyey of ways in musical performance.	1. S will manipulate and select various electronic accompaniments to add to a known song. 2. S will demonstrate ability to sightread material	technology, whole, quarter, eighth, sixteenth, syncopation	T observes S according to given rubrics.	laptop, projector,piano
2	II.8(6,7).5: Arrange simple pieces for voices or instruments other than those for which pieces were written.	1. S will work in small groups to change the arrangement of a known song to fit a different genre. 2. T and S will discuss what instruments and elements are typical of different genres.	dynamics, instrumentation, rhythm, tone, timbre	T observes S according to given rubrics.	whiteboard, projector, piano

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3	I.8(6,7).1: Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.	1. S will demonstrate good vocal technique in singing warm-up--sing major scale in harmony.2, S will sing familiar songs with accurate pitch, text and rhythm.	pitch, text, rhythm, harmony, major scale.	T observes S according to given rubrics.	piano, whiteboard, dry markers
4	I.8(6,7).1: "	1. S will sing minor scale using solfeggio 2. S will identify and sing a song written in a minor key..	pitch, text, rhythm, harmony, major scale, minor	T observes S according to given rubrics.	whiteboard, projector, piano

Month/Year:Jan

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).4:Use technology in variety of ways in musical performance.	1. S will demonstrate creativityby selecting sound effects and pre-made rhythmic and melodic elements from a music tech site to accompany a known song for an improvised performanc.	tecnology, ostinato, melodic, rhythmic, loop, repeat, dynamics, effects	T observes S according to given rubric.	laptop, projector, smartboard/stylus, piano, class percussion instruments.
2	III.8(6,7).3: Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.	1, S will demonstrate understanding of chord progression by creating chords and playing(bells or boom whackers) 2. S will identify and sing chord progressions in familiar song. 3. S will sing familiar song with accurate pitch, text, and rhythm.	chord, major, minor, pitch, text, and rhythm	T observes S according to given rubric.	laptop, projector, smartboard/stylus, piano, class percussion instruments.
3	IV.8(6,7).3: Compare, in several cultures of the world, functions music serves and the roles of musicians.	1. S will view a video featuring a folk singer and identify genre, instrumets used and characteristics of tone and performers in appearance.(Complete KWL Chart) 2. S will demonstrate good vocal technique in sing ing new song.	folk, banjo, mouth bow, Native American, country, compare/contrast.	T collects KWL charts(ELA)	paper, pencil, laptop, projector

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4	II.8(6,7).1: Improvise basic harmonic accompaniments.	1. S Identify the chord changes in a familiar songs after being introduced to chord(I, IV, V). 2. S will match pitch of T as T sings new melody by phrase method using solfeggio.	solfeggio, chord, root, third, fifth, step, skip, major	T observes S according to given rubric.	boomwhackers or bells, piano, music scores, laptop, projector, whiteboard, dry markers,
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Month/Year Feb

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	III.8(6,7).2: Analyze the uses of musical elements in aural examples from diverse genres and cultures. IV. 8(6,7).2: Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.	1. Given a "vocal masterpiece." S are asked to identify the genre, composer, name of the piece(if possible) instrumentation, voice type of singer(s) and a paragraph on what elements might classify it is a classic performance and/or piece. Also, what elements could be incorporated into our choir group. 2. S volunteer to share 3. S sing familiar song focusing in on harmony and, diction, vowel formation and blend.	tone, timbre, musical phrase, dynamics, expression, overall presentation, vocal blend, harmony, unison	S write paragraphs.(Writing)	laptop, projector, speakers
2	II.8(6,7).2: Improvise melodic embellishments and basic rhythmic and melodic variations on given pentatonic melodies, and melodies in major keys.	1. S will be given a pentatonic chord and improvise or embellish a melodic and rhythmicphrase base on what they did this weekend(circle formation)2. S will demonstrate good vocal technique as they complete a vocal warm-up and review known songs.	pentatonic, improvisation, melodic, phrase, tonal center.	S observes T based on given rubric	piano, T model(give tonal center), music scores.
Winter Break3					
4	IV,8(6,7).2Classify by genre and style a varied body of exemplary musical wors and explain the charateristics that cause each work to be considered exemplary .	1. S will write a paragraph that includes genre, composer, instrumentation, vocal timbre upon viewing a "masterpiece" vocal performance"-- including what can be learned from the performance and what could have possibly made it great.2. S will demonstrate good vocal technique in reviewing known songs.	genre, timbre, tone, blend, range, harmony, overall presentation	S write paragraphs.(Writing)	c

Month/Year March

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Art & Music Curriculum Maps

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	I.8.5: Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth,dotted notes and rests, in simple, compound, and alla breve meters.	1. S will demonstrate understanding of a beat division chart by clapping to the T's given beat.2. S will sightread a musical piece in a compound and alla breve meter. 2. S will sing familiar songs with accuracy and expression.	alla breve, simple, compound, meter signature, whole, half, quarter. Eighth and dotted notes, syncopation	T observes S with given rubric.	white board, laptop, projector
2	II.8(6,7).3: Improvise short melodies unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.	1. S will create an original song about school life that contains a written melody, lyrics harmony, a rhythmic ostinato and movement given a pentatonic scale. 2. S will will demonstrate accuracy in singing familiar songs.	improvisation, melody, harmony	T observes S with given rubric.	piano, staff paper, video camera
3	III.8(6,7).2:Analyze the uses of musical elements in aural example from diverse genres and cultures.	1. "Do Now" S will view a video of a world music authentic vocal performance. S will describe in a paragraph vocal, rhythmic, cultural and harmonic elements that make it unique 2. S will demonstrate good vocal technique in reviewing known music	culture, melody, harmony, rhythm, beat, texture, instrumentation, vocal arrangement, language	S create paragraph	projector, laptop, paper, pencils.
4	IV.8(6,7).1:Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	1. S will view two video clips of of vocal performances from two different cultures. S will produce their own Venn diagraphm to compare and contrast the pieces--T and S discuss responses. 2. s will demonstrate good vocal technique in breath and vocal warm-ups and practicing familiar songs.	culture, melody, harmony, rhythm, beat, texture, instrumentation, vocal arrangement, language	S create Venn diagraphm	laptop, paper, pencils, piano, music score, projector.

Month/Year April/ 13-14

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	II.8(6,7).4: Use technology in a variety of ways in musical performance.	1. S will demonstrate creativity with technology as they choose computer loop, elements, and rhythms to create a new arrangement of a known song. 2. S will demonstrate good vocal technique during vocal warm-ups and reviewing familiar songs.	music technology, loops, recording, quantizing,vocal blend, melody, harmony, expression	T observes S according to given rubric.	laptop, projector, smartboard,stylus, piano, music scores.

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2	III.8(6,7).3: Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.	1. given a new vocal music score, S will identify and explain meter, tonal center chord progressions, assign solfeggio, and sightread the piece 2. S will demonstrate good vocal technique through warm-up and reviewing familiar songs.	music technology, loops, recording, quantizing, vocal blend, melody, harmony, expression	T observes S according to given rubric.	laptop, projector, smartboard, stylus, piano, music scores.
Spring Break3					
4	V.8(6,7).1: Describe and compare the relationships between the art forms and their characteristic materials.	1. S will use a chart to compare artwork, architecture, and dance forms to music from certain ages. 2 S will demonstrate good singing technique in vocal warm-ups and review of familiar songs	art, dance, compare, contrast, culture, elements, texture, expression, blend, philosophy	S will prepare a comparison chart	laptop, projector, smartboard, stylus, piano, music scores.

Month/Year May

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).5: Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests; in simple, compound and alla breve meters.	1. S will demonstrate ability to recognize and sing from standard notation by completing a sight singing game (Music site) 2. S will demonstrate good vocal technique by singing known songs with accuracy.	standard notation, meter, key signature	T observes S according to given rubric	laptop, projector, smartboard, stylus, piano
2	III.8(6,7).4: Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating..	1. S will review performance at Michigan Charter School Choral Festival and judges score sheet and give personal scores of each element on the rubric before T gives judges score. 2. S will review known songs with accuracy of pitch, text, rhythm and expression.	elements, tone, timbre, overall presentation, difficulty of piece, vocal blend, dynamics, rubric	S create a personal scoresheet.	blank choral judging score sheet, piano, laptop, projector, speakers, pencils
3	IV.8(6,7).3: Compare, in several cultures of the world, functions music serves and the roles of musicians.	S will write an essay response to "What type of cultural music (other than American) do I appreciate most--what cultural and musical elements appeal to me most?" 2. S review familiar songs for accuracy.	elements, tone, timbre, overall presentation, difficulty of piece, vocal blend, dynamics, rubric, culture	S create an essay.	paper, pencil, laptop, projector, piano, music scores.

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4	V.8(6,7).2: Describe ways in which music is related to the subject matter of at least two other disciplines.	1."Do Now": S will write a paragraph on "How does music relate to at least two other disciplines or careers?" brief T and S discussion. 2. S will demonstrate good vocal technique by reviewing known songs with accuracy.	music, career, vocal blend, appreciation	S create an essay.	paper, pencil, laptop, projector, piano, music scores.
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Month/Year June

Week #	Standard	Objectives	Essential Vocabulary	Assessment	Materials/Resources
1	I.8(6,7).3: Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.	1. S will develop a choral mesh-up of their favorite tunes in small groups--including solo and harmony singing. 2. S review known songs with accuracy.	mesh-up, vocal blend, quartet, duet, trio, quintet, solo, harmony, melody	T observes S according to given rubric	piano, classroom percussion instruments
2	III.8(6,7).5: Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria and offering constructive suggestions for improvement.	1. S will review video from Evening of Fine Arts performance and use S created rubric to analyze performance. 2. S will demonstrate music theory knowledge on music theory practice sites.	rubric, critique, music elements	T observes S according to given rubric	S created rubric, laptop, projector.
3	IV. 8(6,7).4: Compare, in several cultures of the world, functions music serves and the roles of musicians.	1. S will demonstrate knowledge of cultural music, theory, and instruments by playing music jeopardy.	theory, culture, appreciation, instruments	T observes S according to given rubric	laptop, smartboard, stylus, projector
4	V. 8(6,7). 3: Identify multiple artistic applications of current technology in music.	1. S will demonstrate ability to navigate music creation sites. 2. S will demonstrate music knowledge by playing music jeopardy and music hangman	technology, theory, performance,	T observes S according to given rubric	laptop, smartboard, stylus, projector

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Art & Music Curriculum Maps

Dr. Joseph F. Pollack Academic Center of Excellence
Curriculum Map

Teacher Name(s):
Grade Level: Kindergarten/First Grade

Subject: Music
Month/Year: First Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1-9	<p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>ART.M.I.K.1- Demonstrate uses of the voice, proper instrumental technique, and steady beat.</p> <p>ART.M.I.K.2 -Sing and play music from a variety of styles and cultures.</p> <p>ART.M.I.K.3-Sing and play expressively utilizing extreme opposites of dynamics and interpretation.</p> <p>ART.M.I.K.4- Sing melodies with confidence in a large group.</p> <p>ART.M.I.K.10- ART.M.I.K.10 Use a system to read two or more pitches. (<i>sol, mi</i>)</p> <p>ART.M.I.1- Demonstrate uses of the voice, proper instrumental technique, steady beat, and melodic rhythm.</p> <p>ART.M.I.1.2- Sing and play from memory songs representing several cultures.</p> <p>ART.M.I.1.3- Sing and play expressively with phrasing and interpretation.</p> <p>ART.M.I.1.4- Sing a melody in a small group.</p> <p>ART.M.I.1.5- Follow cues of the conductor for expressive qualities.</p> <p>ART.M.I.1.6- Play a variety of rhythmic instruments.</p> <p>ART.M.I.1.8- Play instrumental parts in a group while other students sing or recite rhymes.</p> <p>ART.M.I.1.10- Use a system to read four or more pitches (<i>sol, mi, la, do</i>).</p>	<p>Students will learn to read music on lines and spaces.</p> <p>Students will practice keeping a steady beat</p> <p>Students will develop the skill of singing in their head voice.</p>	<p>Treble Clef Musical Alphabet -Freddie (F) -Eli (E) -Crocodile River (C) -Azaleas (A) -Eli's Vacation Home (E') -Freddie's Vacation Home (F') -Hibernate Line Notes Space Notes</p> <p>Head Voice</p>	<p>Vocal Echo (Formative & Summative) solo/sm./lg. group</p> <p>Steady Beat (Formative & Summative) non-pitched percussion- solo/sm./lg. group</p> <p>Note Naming (Formative & Summative) Treble Clef Note Naming</p>	<p>Freddie the Frog and the Thump in the Night</p>

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	<p>Standard 3: All students will analyze, describe, and evaluate works of art.</p> <p>ART.M.III.K.1- Identify echo songs and recognize the same and different sections of the music when presented aurally.</p> <p>ART.M.III.K.7- Identify and support personal reactions to a musical selection.</p>	<p>Students will work on developing proper singing using their head voices</p>		<p>Vocal Echo (Formative & Summative) solo/sm./lg. group</p>	<p>Freddie the Frog and the Thump in the Night</p>
	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.K.2- Observe and identify cross-curricular connections within the kindergarten curriculum.</p> <p>ART.M.V.K.3- Discuss the various rationales for using music in daily experiences.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.1.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 1st grade arts.</p> <p>ART.M.V.1.2- Observe and identify cross-curricular connections within the 1st grade curriculum.</p>	<p>Embed lessons from core and other special class lessons that correlate.</p>			

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<p>ART.M.V.1.3- Discuss the various rationales for using music in daily experiences.</p>			
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Grade Level: Kindergarten/First Grade

Month/Year: Third Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.K.6- Play a steady beat. ART.M.I.K.7- Replicate short rhythmic and melodic patterns. ART.M.I.K.8- Play a steady beat in a group while other students sing a song. ART.M.I.K.9- Use a system to read quarter notes and quarter rests.</p> <p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.1.5- Follow cues of the conductor for expressive qualities. ART.M.I.1.6- Play a variety of rhythmic instruments. ART.M.I.1.7- Replicate longer rhythmic and melodic patterns. ART.M.I.1.8- Play instrumental parts in a group while other students sing or recite rhymes. ART.M.I.1.9- Use a system to read quarter notes, quarter rests, and eighth notes. ART.M.I.1.10 Use a system to read four or more ART.M.I.1.11- Perform a variety of expressions of music.</p>	<p>Students will be able to aurally identify tempos (fast vs. slow)</p> <p>Students will be able to echo rhythms (easy and complex)</p> <p>Students will be able to keep a steady beat by themselves and with a small group while others are singing.</p> <p>Students will know by my cues when to start and stop playing their steady beats (performing) on a variety of rhythm instruments.</p>	<p>Tempo Largo Andante Fine Largo Allegro</p> <p>Rhythm Ta Ta-ah Tika Tika Ti-ti Ta-ah-ah-ah Sh Quarter note Quarter rest Half note Half rest Whole note Whole rest Rest</p>	<p><u>Rhythm Reading</u> Formative- -Popsicle stick rhythms Summative- Rhythm/Note Matching</p>	<p><u>Freddie the Frog and the Mysterious Wahoo</u></p>

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<p>2</p>	<p>Standard 2: Apply skills and knowledge to create in the arts. <u>ART.M.II.K.1</u>- Create through exploration, improvisation, and composition, an accompaniment for a selection with non-pitched percussion classroom instruments. <u>ART.M.II.K.5</u>- Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to kindergarten.</p> <p>Standard 2: Apply skills and knowledge to create in the arts. <u>ART.M.II.1.3</u>- Create vocal and rhythmic embellishments for a song or rhyme. <u>ART.M.II.1.5</u>- Use a variety of traditional and non-traditional sound sources and electronic media when composing arranging and improvising appropriate to 1st grade.</p>	<p>Students will compose rhythms with popsicle sticks and flashcards.</p>		<p><u>Improvisation & Composition (Formative & Summative)</u> -Popsicle stick rhythms</p>	
<p>3</p>	<p>Standard 3: All students will analyze, describe, and evaluate works of art. <u>ART.M.III.K.2</u>- Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.</p> <p><u>ART.M.III.K.3</u>- Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses. <u>ART.M.III.K.4</u>- Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft. <u>ART.M.III.K.7</u>- Identify and support personal reactions to a musical selection.</p> <p>Standard 3: Analyze, describe, and evaluate works of art. <u>ART.M.III.1.1</u>- Identify call and response, solo, chorus, and ABA when presented aurally. <u>ART.M.III.1.2</u>- Use invented or standard notation to transcribe</p>	<p>Students will use rhythm/popsicle sticks to create/compose easy and complex rhythms</p> <p>Students will move to music in an appropriate way depending on timbre, tempo, etc. and be able to discuss/respond in regards to aesthetics of the parts of the song orally and through written expression/drawing.</p> <p>Students will learn terms such as tempo and rhythm syllables to compose and read music.</p>			

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	<p>increasingly difficult rhythms and melodies. ART.M.III.K.3- Describe the music performed and presented in 1st grade by moving, drawing, or through other appropriate responses.</p> <p>ART.M.III.1.4- Introduce music vocabulary for the elements of music; i.e. melody, harmony, rhythm, tone color/timbre, form. ART.M.III.1.5- Identify the timbre of pitched classroom instruments. ART.M.III.1.7- Introduce aesthetic responses to music.</p>				
4	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.M.V.K.2- Observe and identify cross-curricular connections within the kindergarten curriculum. ART.M.V.K.3- Discuss the various rationales for using music in daily experiences.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.M.V.1.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 1st grade arts. ART.M.V.1.2- Observe and identify cross-curricular connections within the 1st grade curriculum. ART.M.V.1.3- Discuss the various rationales for using music in daily experiences.</p>				

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Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.K.10- Use a system to read two or more pitches. (<i>sol, mi</i>)</p> <p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.1.10- Use a system to read four or more pitches (<i>sol, mi, la, do</i>).</p> <p>Standard 3: All students will analyze, describe, and evaluate works of art.</p> <p>ART.M.III.K.2- Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.</p> <p>ART.M.III.K.6- Devise student-created criteria for objective evaluation of performances and compositions.</p> <p>Standard 3: Analyze, describe, and evaluate works of art. ART.M.III.1.2- Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.</p> <p>ART.M.III.1.3- Describe the music performed and presented in 1st grade by moving, drawing, or through other appropriate responses.</p> <p>ART.M.III.1.4- Introduce music vocabulary for the elements of music; i.e. melody, harmony, rhythm, tone color/timbre, form.</p> <p>ART.M.III.1.6- Devise student-created criteria for objective</p>	<p>Students will learn to read Bass Clef pitches on lines and spaces.</p> <p>Students will use white boards to compose music using bass clef pitches and rhythms learned during the second quarter</p> <p>Students will learn new terms used to read bass clef pitches</p>	<p>Bass Clef Musical Alphabet -Gate (G) -Apple Trees (A) -Bees (B) -Cocoon (C) -Dragon (D) -Elephant (E) -Frog Log (F) -Grass (G') -Ant (A) -Bass Clef Monster (B) -Hibernate</p> <p>Line Notes Space Notes</p>	<p>Note Naming (Formative & Summative) Treble Clef Note Naming</p>	<p><u>Freddie the Frog and the Bass Clef Monster</u></p>

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	evaluation of performances and compositions.				
2	<p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.M.IV.K.1- Identify and describe distinguishing characteristics of starkly contrasting styles.</p> <p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.M.IV.1.1- Identify and describe distinguishing characteristics of several different styles presented in 1st grade.</p> <p>ART.M.IV.1.2- Describe how elements of music are used in examples from world cultures, using music performed and presented in 1st grade.</p> <p>ART.M.IV.1.3- Demonstrate audience appropriate behavior for the context and style of music presented and performed in 1st grade.</p>	Students will orally and through written word express similarities and differences between recordings and songs listened to			
3	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p>	Embed and differentiate lessons being taught in core and other fine arts classes.			

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	<p>ART.M.V.K.2- Observe and identify cross-curricular connections within the kindergarten curriculum.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.1.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 1st grade arts.</p> <p>ART.M.V.1.2- Observe and identify cross-curricular connections within the 1st grade curriculum.</p> <p>ART.M.V.1.3- Discuss the various rationales for using music in daily experiences.</p>				
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Grade Level: Kindergarten/First Grade

Month/Year: Fourth Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
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<p>1</p>	<p>Standard 1: Apply skills and knowledge to perform in the arts. <u>ART.M.I.K.1</u>- Demonstrate uses of the voice, proper instrumental technique, and steady beat.</p> <p><u>ART.M.I.K.4</u> - Sing melodies with confidence in a large group. <u>ART.M.I.K.10</u>- Use a system to read two or more pitches. (<i>sol, m</i>)</p> <p>Standard 1: Apply skills and knowledge to perform in the arts. <u>ART.M.I.1</u>- Demonstrate uses of the voice, proper instrumental technique, steady beat, and melodic rhythm. <u>ART.M.I.1.2</u>- Sing and play from memory songs representing several cultures. <u>ART.M.I.1.3</u>- Sing and play expressively with phrasing and interpretation. <u>ART.M.I.1.4</u>- Sing a melody in a small group. <u>ART.M.I.1.5</u>- Follow cues of the conductor for expressive qualities. <u>ART.M.I.1.6</u>- Play a variety of rhythmic instruments. <u>ART.M.I.1.8</u>- Play instrumental parts in a group while other students sing or recite rhymes.</p> <p><u>ART.M.I.1.10</u>- Use a system to read four or more pitches (<i>sol, mi, la, do</i>).</p>	<p>Students will demonstrate proper singing voices by themselves and with small groups.</p> <p>Use skills learned in unit 1 in regards to reading treble clef notes</p>	<p>Treble Clef Musical Alphabet -Blowhole (b) -Crater Island (c) -Dolphin (d) -Geckos (G) -Blue Beetle bugs (B) Damsellflies (D)</p> <p>Line Notes Space Notes Grand Staff</p>	<p>Vocal Echo (Formative & Summative) solo/sm./lg. group</p> <p>Steady Beat (Formative & Summative) non-pitched percussion- solo/sm./lg. group</p> <p>Note Naming (Formative & Summative) Treble Clef Note Naming</p>	<p>Freddie the Frog and the Secret of Crater Island</p>
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2	<p>Standard 3: All students will analyze, describe, and evaluate works of art. ART.M.III.K.1- Identify echo songs and recognize the same and different sections of the music when presented aurally. ART.M.III.K.7- Identify and support personal reactions to a musical selection.</p>	<p>Students will identify similarities and differences when songs that are listened to.</p>			
3	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.M.V.K.2- Observe and identify cross-curricular connections within the kindergarten curriculum.</p>	<p>Embed lessons being taught by core and other fine arts teachers</p>			

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Curriculum Map

Subject: Music

Month/Year: First Quarter

Grade Level: Second-Fifth Grade

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/R esources
1-3	<p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>ART.M.I.2.1- Use developmentally appropriate singing voice and physically show melodic contour. ART.M.I.2.2- Sing and play from memory songs representing various cultures and genres. ART.M.I.2.3- Sing and play expressively with phrasing and appropriate dynamics. ART.M.I.2.4- Sing an ostinato. ART.M.I.2.5- Respond to the cues of the conductor for dynamic levels and expressive qualities. ART.M.I.2.6- Play melodic instruments. ART.M.I.2.7- Expand the complexity of patterns. ART.M.I.2.8- Play instrumental parts independently. ART.M.I.2.10- Use a system to read pitch notation for a pentatonic scale.</p> <p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.3.1- Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat. ART.M.I.3.2- Continue to develop repertoire. ART.M.I.3.3- Sing and play expressively utilizing a broader continuum of dynamics and interpretation.</p>	<p>Students will further develop the ability to sing in their head voice using proper singing techniques</p> <p>Students will be able to further develop their skills to read line and space notes in treble clef</p>	<p>-Treble Clef -Freddie -Eli -Crocodile River -Azaleas -Hibernate -Line and Space notes -Staff -Musical alphabet</p> <p>Head voice</p>	<p>-line and space note assessment -formative as small group game -Summative individual and written</p>	<p><u>Freddie the Frog and the Thump in the Night</u></p>
4-6					

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	<p>ART.M.I.3.4- Sing melodies with confidence in a large group.</p> <p>ART.M.I.3.5- Blend timbres and match dynamic levels in response to the cues of the conductor.</p> <p>ART.M.I.3.9- Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes.</p> <p>ART.M.I.3.10- Use a system to read pitch notation for a major scale.</p>				
7-8	<p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>ART.M.III.2.3- Describe the music performed and presented in 1st grade by moving, drawing, or through other appropriate responses.</p> <p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>ART.M.III.3.1- Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat.</p>	Students will demonstrate the ability to move appropriately to music –fast vs. slow, et.			Music k-8 magazine
	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.2.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 2nd grade arts.</p> <p>ART.M.V.2.2- Observe and identify cross-curricular connections within the 2nd grade curriculum.</p> <p>ART.M.V.2.3- Discuss the various rationales for using music in daily</p>				

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	<p>experiences.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.3.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts.</p> <p>ART.M.V.3.2- Observe and identify cross-curricular connections within the 3rd grade curriculum.</p> <p>ART.M.V.3.3- Discuss the various rationales for using music in daily experiences.</p>				
4	<p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts</p> <p>ART.M.IV.3.2- Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade.</p> <p>ART.M.IV.3.3- Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3rd grade.</p>				

Grade Level: Second-Fifth Grade

Month/Year: Second Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1-4	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.2.7- Expand the complexity of patterns.</p>	<p>Students will learn/further develop the ability to read pitches in bass clef.</p>	<ul style="list-style-type: none"> -Bass clef -Gate -Apple trees -Bees -Cocoon -Dragon -Elephant 	<p>Bass clef assessment of pitches.</p> <p>Formative-students will practice with flashcards to be able to identify certain notes in bass clef.</p>	<p><u>Freddie the Frog and the Bass Clef Monster</u></p>

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	<p>ART.M.I.2.10- Use a system to read pitch notation for a pentatonic scale. Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.3.1- Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat. ART.M.I.3.2- Continue to develop repertoire. ART.M.I.3.4- Sing melodies with confidence in a large group. ART.M.I.3.5- Blend timbres and match dynamic levels in response to the cues of the conductor. ART.M.I.3.9- Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes. ART.M.I.3.10- Use a system to read pitch notation for a major scale.</p>		<ul style="list-style-type: none"> -Frog Log -Grass -Annie the Ant -Bass clef monster -Line and space notes -musical alphabet 	<p>Summative-students will identify specific notes in bass clef.</p>	
<p>5-7</p>	<p>Standard 2: Apply skills and knowledge to create in the arts. ART.M.II.3.1- Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments. ART.M.II.3.3- Create through exploration, improvisation, and composition, melodic embellishments for a familiar song.</p>	<p>Students will compose using the skills from the first few weeks using pitches from the bass clef</p>			<p>Music k-8 magazine</p>

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8	<p>Standard 5: <u>Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</u> ART.M.V.2.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 2nd grade arts.</p> <p>ART.M.V.2.2- Observe and identify cross-curricular connections within the 2nd grade curriculum.</p> <p>ART.M.V.2.3- Discuss the various rationales for using music in daily experiences.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.3.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts.</p> <p>ART.M.V.3.2 Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts.</p> <p>ART.M.V.3.3- Discuss the various rationales for using music in daily experiences.</p>				
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	<p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.M.IV.3.2- Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade.</p> <p>ART.M.IV.3.3- Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3rd grade.</p>				
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Grade Level: Second-Fifth Grade

Month/Year: Third Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
1	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.2.9- Use a system to read quarter notes and rests, eighth notes, and half notes. ART.M.I.2.11- Know and use beginning vocabulary for articulation and tempo.</p> <p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.3.1- Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat. ART.M.I.3.2- Continue to develop repertoire. ART.M.I.3.4- Sing melodies with confidence in a large group.</p>		<ul style="list-style-type: none"> -Rhythm -Tempo -Largo -Presto -Allegro -Accellerando -Ritardando -Fine -Ta -Titi -Tika Tika -Sh -Ta-ah 		<p>Freddie the Frog and the Mysterious Wahoo</p>

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	<p>ART.M.I.3.5- Blend timbres and match dynamic levels in response to the cues of the conductor.</p> <p>ART.M.I.3.6- Play rhythmic and chordal ostinati and melodies.</p> <p>ART.M.I.3.7- Expand the complexity of patterns.</p> <p>ART.M.I.3.8- Play instrumental parts independently while other students sing.</p> <p>ART.M.I.3.9- Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes.</p> <p>ART.M.I.3.11- Perform music with a variety of expressive qualities, articulation, and tempo.</p>				
2	<p>Standard 2: Apply skills and knowledge to create in the arts.</p> <p>ART.M.II.2.1- Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.</p> <p>ART.M.II.2.2- Create through exploration, improvisation, and composition, answers that are rhythmic and melodic.</p> <p>ART.M.II.2.3- Create through exploration, improvisation, and composition, rhythmic variations for a familiar song.</p> <p>ART.M.II.2.6- Add vocal, instrumental, and physical responses to a selection presented in 2nd grade.</p> <p>Standard 2: Apply skills and knowledge to create in the arts.</p> <p>ART.M.II.3.1- Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.</p> <p>ART.M.II.3.2- Create through exploration, improvisation, and</p>	<p>Standard 2: Apply skills and knowledge to create in the arts.</p>			<p>Music k-8 magazine</p>

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	<p>composition, answers that are rhythmic and melodic. ART.M.II.3.3- Create through exploration, improvisation, and composition, melodic embellishments for a familiar song.</p>				
3	<p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>ART.M.III.2.2- Use invented or standard notation to transcribe increasingly difficult rhythms and melodies. ART.M.III.2.3- Describe the music performed and presented in 2nd grade by moving, drawing, or through other appropriate responses. ART.M.III.2.6- Devise student-created criteria for objective evaluation of performances and compositions.</p> <p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>ART.M.III.3.1- Identify round and canon when presented aurally. ART.M.III.3.4- With teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles.</p> <p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.M.IV.3.2- Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade. ART.M.IV.3.3- Demonstrate audience appropriate behavior for the context</p>		<p>-Jazz -Improvisation -Scat</p>		<p><u>Freddie the Frog and the Jazz Kitten</u></p>

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	and style of music presented and performed in 3rd grade.				
4	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life</p> <p>ART.M.V.2.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 2nd grade arts.</p> <p>ART.M.V.2.2- Observe and identify cross-curricular connections within the 2nd grade curriculum.</p> <p>ART.M.V.2.3- Discuss the various rationales for using music in daily experiences.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</p> <p>ART.M.V.3.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 3rd grade arts.</p> <p>ART.M.V.3.2- Observe and identify cross-curricular connections within the 3rd grade curriculum.</p> <p>ART.M.V.3.3- Discuss the various rationales for using music in daily experiences.</p>				

Grade Level: Second-Fifth Grade

Month/Year: Fourth Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
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Art & Music Curriculum Maps

<p>1-3</p>	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.3.1- Use developmentally appropriate singing voice, sing melodies accurately, and physically demonstrate macro and micro beat. ART.M.I.3.2- Continue to develop repertoire. ART.M.I.3.3- Sing and play expressively utilizing a broader continuum of dynamics and interpretation. ART.M.I.3.4- Sing melodies with confidence in a large group. ART.M.I.3.5- Blend timbres and match dynamic levels in response to the cues of the conductor. ART.M.I.3.9- Use a system to read quarter notes and rests, eighth notes, half notes, and whole notes. ART.M.I.3.10- Use a system to read pitch notation for a major scale. ART.M.I.3.11- Perform music with a variety of expressive qualities, articulation, and tempo.</p>	<p>Students will learn to read additional notes from treble clef.</p>	<ul style="list-style-type: none"> -Crater island -Dolphin -Freddie -Eli -Crocodile River -Blue Beetle Bugs -Azaleas -Geckos -Damselies -Line and Space notes -Treble clef -tempo terms from 3rd quarter 		<p><u>Freddie the Frog and the Secret of Crater Island</u></p>
<p>4-6</p>	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.M.V.2.1- Observe and identify similarities and differences in the meanings of common vocabulary used in the various 2nd grade arts. ART.M.V.2.2- Observe and identify cross-curricular connections within the 2nd grade curriculum.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.M.V.3.1- Observe and identify similarities and differences in the</p>	<p>Students will learn to aurally identify instruments.</p>			<p><u>Carnival of the Animals</u></p>

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Art & Music Curriculum Maps

	<p>meanings of common vocabulary used in the various 3rd grade arts.</p> <p>ART.M.V.3.2- Observe and identify cross-curricular connections within the 3rd grade curriculum.</p> <p>ART.M.V.3.3- Discuss the various rationales for using music in daily experiences.</p>				
7-8	<p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>ART.M.III.2.3- Describe the music performed and presented in 2nd grade by moving, drawing, or through other appropriate responses.</p> <p>ART.M.III.2.4- Introduce music vocabulary to describe the qualities of music of various styles.</p> <p>ART.M.III.2.5- Identify the timbre of instrument families.</p> <p>ART.M.III.2.7- Support personal aesthetic response to musical works and styles.</p> <p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>ART.M.III.3.1- Identify round and canon when presented aurally.</p> <p>ART.M.III.3.2- Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.</p> <p>ART.M.III.2.3- Describe the music performed and presented in 3rd grade by moving, drawing, or through other appropriate responses.</p> <p>ART.M.III.3.4- With teacher guidance, use music vocabulary to analyze, describe, and evaluate music of various styles.</p> <p>ART.M.III.3.5- Identify the timbre of specific instruments in string, brass, woodwinds, and percussion families.</p>	<p>Students will work on projects to accompany “the Carnival of the Animals”. Students will write, draw and present this assignment in class.</p>			<p>Music k-8 magazine</p>

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Art & Music Curriculum Maps

	<p>ART.M.III.3.6- Devise student-created criteria for objective evaluation of performances and compositions.</p> <p>ART.M.III.3.7- Use music vocabulary to express personal reactions for musical works and styles.</p>				
<p>7-8</p>	<p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.M.IV.2.1- Identify and describe distinguishing characteristics of several different styles presented in 2nd grade.</p> <p>ART.M.IV.2.2- Describe how elements of music are used in examples from world cultures using music performed and presented in 2nd grade.</p> <p>ART.M.IV.2.3- Demonstrate audience appropriate behavior for the context and style of music presented and performed in 2nd grade.</p> <p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</p> <p>ART.M.IV.3.1- Identify and describe distinguishing characteristics of contrasting styles.</p> <p>ART.M.IV.3.2- Describe how elements of music are used in examples from world cultures, using music performed and presented in 3rd grade.</p> <p>ART.M.IV.3.3- Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3rd grade.</p> <p>Standard 2: Apply skills and knowledge to create in the arts.</p> <p>ART.M.II.3.4- Create an instrumental song with lyrics.</p> <p>ART.M.II.3.5- Use a variety of traditional and non-traditional sound</p>	<p>Students will learn historical information about composers such as Saint Saens and make connections with other core subjects.</p>			

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Art & Music Curriculum Maps

sources and electronic media when composing, arranging, and improvising appropriate to 3rd grade. ART.M.II.3.6 - Add vocal, instrumental, and physical responses to a selection presented in 3rd grade.			
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Dr. Joseph F. Pollack Academic Center of Excellence
Curriculum Map

Subject: Music

Grade Level: 6-8th Grade Band

Month/Year: First Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1-9	<p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>ART.M.I.6.1 -Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory.</p> <p>ART.M.I.6.3 -Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.</p> <p>ART.M.I.6.4 -Use technology in a variety of ways in musical performance.</p> <p>ART.M.I.6.5 -Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.</p>	Students will learn to play beginning band instruments.	Quarter note Half note Whole note Quarter rest Half rest Whole rest Treble clef Bass clef Tempo Dynamics	Weekly playing tests assessing the growth of skills	Essential Elements 2000

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Art & Music Curriculum Maps

	<p>Standard 2: Apply skills and knowledge to create in the arts. ART.M.II.6.2 -Embellish a melody of rhythmic pattern in various ways. ART.M.II.6.3 -Improvise short melodies consistent in style, meter, and tonality. ART.M.II.6.4 -Compose short pieces to communicate ideas and/or stories. ART.M.II.6.5 -Demonstrate an understanding of some instrumental and vocal ranges. ART.M.II.6.6 Use a variety of traditional and nontraditional sound sources when composing, arranging, and improvising.</p>	<p>Students will work on composing short songs in the keys that we are working on</p>		<p>Performances in small groups or solos of compositions</p>	
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Grade Level: 6-8th Grade Band

Month/Year: Second Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1-9	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.6.1 -Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory. ART.M.I.6.3 -Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.</p>	<p>Students will learn to play beginning band instruments.</p> <p>Students will work on listening skills and audience/performer etiquette</p> <p>Students will be able to play in a variety of meters</p>	<p>Quarter note Half note Whole note Quarter rest Half rest Whole rest</p> <p>Treble clef Bass clef</p> <p>Tempo Dynamics</p>	<p>Weekly playing tests assessing the growth of skills</p> <p>Students will perform in small groups and as solos demonstrating the ability to play a scale and in different meters. Students who are not playing are considered the "audience" and will</p>	<p>Essential Elements 2000</p> <p>Video of performances to evaluate</p>

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Art & Music Curriculum Maps

	<p>ART.M.I.6.4 -Use technology in a variety of ways in musical performance.</p> <p>ART.M.I.6.5 -Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.</p> <p>Standard 3: Analyze, describe, and evaluate works of art.</p> <p>ART.M.III.6.1 -Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.</p> <p>ART.M.III.6.2 -Identify elements of music used in music of diverse genres and styles.</p> <p>ART.M.III.6.3 -Demonstrate knowledge of the basic principles of rhythm, simple meter (2/4, 3/4, 4/4), and the intervals of a major scale.</p> <p>ART.M.III.6.4 -Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as selfevaluation when performing and creating.</p> <p>ART.M.III.6.5 -Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.</p>	<p>Students will learn to play at least one major scale using a variety of rhythm and rhythmic patterns.</p> <p>Students will watch and later reflect on their performances.</p>		<p>demonstrate appropriate behavior discussed in class.</p>	
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Grade Level: 6-8th Grade Band

Month/Year: Third Quarter

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/
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Art & Music Curriculum Maps

					Resources
1-9	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.6.1 -Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory. ART.M.I.6.3 -Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control. ART.M.I.6.4 -Use technology in a variety of ways in musical performance. ART.M.I.6.5 -Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.</p>	Students will learn to play beginning band instruments.	<p>Quarter note Half note Whole note Quarter rest Half rest Whole rest</p> <p>Treble clef Bass clef</p> <p>Tempo Dynamics</p>	Weekly playing tests assessing the growth of skills	Essential Elements 2000
	<p>Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts. ART.M.IV.6.1 -Identify a repertoire of music from diverse cultures. ART.M.IV.6.2 -Classify by genre a varied body of exemplary musical works. ART.M.IV.6.3 -Compare, in several cultures of the world, the functions music serves. ART.M.IV.6.4 -Identify the uses of technology in music.</p>	Students will work on songs to perform for Black History Month and songs for festival		Weekly playing test assessments to be certain of students' progress in learning program music.	

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Art & Music Curriculum Maps

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/ Resources
1-9	<p>Standard 1: Apply skills and knowledge to perform in the arts. ART.M.I.6.1 -Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory. ART.M.I.6.3 -Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control. ART.M.I.6.4 -Use technology in a variety of ways in musical performance. ART.M.I.6.5 -Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.</p>	<p>Students will learn to play beginning band instruments.</p>	<p>Quarter note Half note Whole note Quarter rest Half rest Whole rest Treble clef Bass clef Tempo Dynamics</p>	<p>Weekly playing tests assessing the growth of skills</p>	<p>Essential Elements 2000 Sheet music</p>
	<p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. ART.M.V.6.2 List musical elements and find a connection to at least one other discipline. ART.M.V.6.3 Identify at least one artistic application of current technology in music.</p>	<p>Students will work on assignments to prepare for the spring “evening of fine arts” where they will perform with other fine arts classes and disciplines.</p>			

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Art & Music Curriculum Maps

Subject: Stings (Violin)

Grade Level: K-1

Unit 1: 8 weeks	Art.M.1.K.1 Demonstrate proper instrumental technique, and steady beat.	SWBAT hold instruments correctly SWBAT play on the A & E strings SWBAT place fingers correctly on the strings	A string, E string, bow, tip, frog,	Visual, teacher will observe students	Suzuki, Volume 1, pg. 1-26
Unit 2: 8 weeks	Art.M.1.K.1 Demonstrate proper instrumental technique, and steady beat.	SWBAT play on the A & E strings & play simple tunes (ie, Jingle Bells)	A major scale	Visual, teacher will observe students	Suzuki, Volume 1, pg. 1-26
Unit 3: 8 weeks	Art.M.1.K.1 Demonstrate proper instrumental technique, and steady beat. Art.M.1.K.9 Use a system to read quarter notes and quarter rests.	SWBAT count beats	note, beat, quarter note, half note, count	Visual, teacher will observe students	Suzuki, Volume 1, pg. 1-26, sheet music
Unit 4:	ART.M.1.K.9 Use a system to read quarter notes and quarter rests.	SWBAT count beats	note, beat, quarter note, half note, count	Visual, teacher will observe students	Suzuki, Volume 1, pg. 1-26, sheet music

Grade Level 2-3

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
Unit 1: 8 weeks	ART.M.1.2.6 Play melodic instruments	SWBAT hold the violin correctly.	violin, A string, E string, bow	Visual: teacher will observe students	String Explorer, Bk. 1, pg.12
Unit 2: 8 weeks	ART.M.1.2.6 Play melodic instruments	SWBAT hold the violin correctly. SWBAT play on the A & E strings	A major scale, quarter note, half note	Visual: teacher will observe students	String Explorer, Bk. 1, pg.12, pg. 14-15
Unit 3: 8 weeks	ART.M.1.2.6 play melodic instruments	SWBAT play and count .	quarter note, quarter rest, half note, half rest	Visual: teacher will observe students	String Explorer, Bk. 1, sheet music
Unit 4: 8 weeks	ART.M.1.2.9 Use a system to read quarter notes & rests	SWBAT play easy tunes.	D string, G string	Visual, & peer review	String Explorer, Bk. 1, sheet music

Grade Level; 4-5

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
Unit 1: 8 weeks	ART.M.1.4.1	SWBAT play in tune.	pitch, intonation	Observation, peer review	String Explorer, Bk. 1, pg. 16-20
Unit 2: 8 weeks	ART.M.1.4.1	SWBAT play in tune.	pitch, intonation	Observation, peer review	String Explorer, Bk. 1, pg. 16-20, sheet music

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Art & Music Curriculum Maps

Unit 3:8weeks	ART.M.I.4.7 Perform with accuracy, rhythmic, and melodic patterns	SWBAT play Ode to Joy	eighth notes, eighth rests, sixteenth note, sixteenth rest	Observation, peer review, performance	String Explorer, Bk. 1, pg. 16-20 sheet music
Unit 4: 8 weeks	ART.M.I.4.7 Perform with accuracy, rhythmic, and melodic patterns	SWBAT perform songs	eighth notes, eighth rests, sixteenth note, sixteenth rest, timbre, tone	Observation, peer review, performance in June 5th concert	Sheet music, James Bond Play with back ground tape & music

Grade Level: 6-8

Week #	Standard	Objective	Essential Vocabulary	Assessment	Materials/Resources
Unit 1: 8 weeks	ART.M.I.6.3 Play accurately in small groups and large ensembles	SWBAT count & play accurately in different meter signatures	eighth note sixteenth note, intonation, timbre, tone quality	visual, peer review, student demonstration	String Explorer, Bk. 2,pg. 33
Unit 2: 8 weeks	ART.M.I.6.3 Play accurately in small groups and large ensembles	SWBAT count & play accurately in different meter signatures	eighth note sixteenth note, intonation, timbre, tone quality	visual, peer review, student demonstration	String Explorer, Bk. 2,pg. 33, sheet music; God Rest Ye Merry Gentlemen, Jingle Bells, Silent Night
Unit 3:	ART.M.I.6.3 Play accurately in small groups and large ensembles ARTM.I.III.7.5 Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.	SWBAT play holiday songs	feelings, tone quality, meter signature	Visual, peer review, student demonstration	Star Wars String Music, James Bond String Music
Unit 4:		SWBAT perform in front of an audience, with correct technique. SWBAT perform in a group with others.	tone quality, timbre, intonation, blend, scale, intonation	visual, peer review, student demonstration, performance on June 5th	Star Wars String Music, James Bond String Music

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Curriculum Map

Course/Subject: P.E./Health

Grade: 7th grade

Time Period: Q t r

	<p>FITNESS</p>	<p>Content Standard 12: All students will describe the effects of activity and inactivity and formulates examples of lifestyle choices that result in the development and maintenance of health related fitness</p>	<p>* Describe the long term psychological effects of right kinds and regular amounts of physical activity. * Describe the effects of inactivity on health-related fitness, growth, and performance. * Analyze potential risks associated with selected lifelong physical activities commonly used to develop aerobic capacity, aerobic capacity, muscular strength, muscular endurance, muscular power, flexibility, weight control, and with selected physical recreational and competitive activities. * Analyze and categorize physical activities that will improve cardio endurance: strength and endurance of the arms, shoulders and abdominal area; hip flexibility; and will result in an optimal level of body composition while avoiding the potential detrimental effects of</p>	<ul style="list-style-type: none"> • Group discussion • Demonstrations • Lead-up activities • Rule assessments • Cooperative group work • Games and sports • Healthy citizenship lessons 	<p>P.E. Equipment Assessment Rubric Pre/Post recording sheet posters</p>	<ul style="list-style-type: none"> • Teacher Correction & Evaluation • Student Computer Portfolio 	<ul style="list-style-type: none"> • Teacher Correction & Evaluation • Student Computer Portfolio
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	Grade 6	Grade 7	Grade 8		2015-16*
1st TRIMESTER	M1: Ratios and Unit Rates (35 days)	M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and Scientific Notation (20 days)	1st QUARTER	
	M2: Arithmetic Operations Including Division of Fractions (25 days)	M2: Rational Numbers (30 days)	M2: The Concept of Congruence (25 days)		
2nd TRIMESTER	M3: Rational Numbers (25 days)	M3: Expressions and Equations (35 days)	M3: Similarity (25 days)	2nd QUARTER	
	M4: Expressions and Equations (45 days)	M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)	3rd QUARTER	
3rd TRIMESTER	M5: Area, Surface Area, and Volume Problems (25 days)	M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)		
	M6: Statistics (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)		
			M7: Introduction to Irrational Numbers Using Geometry (35 days)		



Approx. test date for grades 6-8

Key:					
Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions

*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	2015-16*
1st TRIMESTER	M1: Counting to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days) M2: Addition and Subtraction of Length Units (12 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	1st QUARTER
	M2: Shapes (15 days)	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	
2nd TRIMESTER	M3: Counting to 10 (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)	2nd QUARTER
	M4: Comparison of Length, Weight, Capacity, and Numbers to 5 (35 days)	M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	
3rd TRIMESTER	M5: Addition and Subtraction Stories and Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M5: Addition and Multiplication with Volume and Area (25 days)	3rd QUARTER
	M4: Comparison of Length, Weight, Capacity, and Numbers to 5 (35 days)	M6: Analyzing, Comparing, and Composing Shapes (10 days)	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	
				M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M7: Exploring Measurement with Multiplication (20 days)		4th QUARTER



Approx. test date for grades 3-5

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions

*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

**Please refer to the modules themselves to identify partially labeled titles as well as the standards corresponding to all modules.



PHENOMENAL SCIENCE UNITS

K-5 Scope and Sequence

K-5 Pacing Guides

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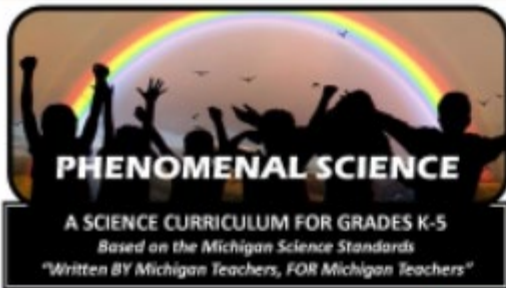
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Phenomenal Science Units

A Complete Elementary Science Curriculum
ALL Michigan Elementary Science Standards
are included



Suggested Sequence:

K KINDERGARTEN	<i>K.1: Warm Up, Cool Down</i> Energy	<i>K.2: Barriers Up</i> Force and Motion	<i>K.3: Living it Up</i> Earth and Environment	
1 FIRST GRADE	<i>1.1: Star Light, Star Bright</i> Space Systems	<i>1.2: Feature Factor</i> Structure, Function & Info Processing	<i>1.3: Oh, Say Can You See?</i> Sound and Light Waves	
2 SECOND GRADE	<i>2.1: What Does It Matter?</i> Matter	<i>2.2: Shifting Sands</i> Earth Events & Diversity	<i>2.3: Bloom Where You're Planted</i> Plants	
3 THIRD GRADE	<i>3.1: Wild Wacky Weather</i> Weather & Climate	<i>3.2: Let's Move It</i> Force & Motion	<i>3.3: No Place Like Home</i> Plants and Animals	<i>3.4: Stick Together</i> Adaptations
4 FOURTH GRADE	<i>4.1: Let it Rip!</i> Energy	<i>4.2: Built for Survival</i> Plants & Animals	<i>4.3: Surf's Up</i> Waves & Info Transfer	<i>4.4: Big Blue Marble</i> Earth Systems
5 FIFTH GRADE	<i>5.1: Go with the Flow</i> Earth Systems	<i>5.2: Ch-ch-ch-Changes</i> Matter & Its Interactions	<i>5.3: To Infinity and Beyond</i> Earth & the Universe	<i>5.4: Round and Round It Goes</i> Matter, Energy, Ecosystems

Kindergarten Scope and Sequence

Title	Performance Expectations
Unit 1: WARM UP, COOL DOWN! Weather & Energy	K-ESS2-1 Local weather patterns K-ESS3-2 Weather predictions K-PS3-1 Sunlight K-PS3-2 Structures reduce effect of Sunlight K-2-ETS1-1 Problem Solving
Unit 2: BARRIER'S UP! Force and Motion	K-PS2-1 Push and Pull K-PS2-2 Speed and Direction K-2-ETS1-2 Models - Shape of object K-2-ETS1-3 Data Analysis ETS-1 Define Engineering problems & develop possible solutions
Unit 3: _ LIVING IT UP! Plants/Animals & Environment	K-LS1-1 Survival Patterns K-ESS3-1 Models needs plants/animals K-ESS2-2 Environmental change K-ESS3-3 Reduce human impact on environment

Pacing Guide

Phenomenal Science: Kindergarten Pacing Guide	Month	SEP			OCT				NOV					DEC					JAN				FEB				MAR				APR			MAY				JUN			
	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Unit 1: Warm Up, Cool Down*																																									
Unit 2: Barriers Up!																																									
Unit 3: Living it Up!																																									
New Michigan Science Standards																																									

*Weather data is collected throughout the school year in order for students to see patterns across the seasons

**First Grade
Scope and Sequence**

Title	Performance Expectations
Unit 1: STAR BRIGHT, STAR LIGHT Space Systems	1-ESS1-1 Sun, moon, stars patterns 1-ESS1-2 Daylight times of year 1-PS4-2 Illuminated objects seen in darkness K-2-ETS1-2 Engineering Design/problem solving
Unit 2: FEATURE FACTOR Structure, Information & Processing of Living & Nonliving things	1-LS1-1 Living things meet needs 1-LS1-2 Patterns of behavior 1-LS3-1 Heredity - plants/animals K-2-ETS1-3 Data Analysis
Unit 3: OH SAY CAN YOU SEE! Sound Waves	1PS4-1 Sound Waves 1-PS4-2 Illuminated Objects 1-PS4-3 Path of Light 1PS4-4 Communicating/Information K-2-ETS1-1 Data analysis/design solution

Pacing Guide

	Month	SEP			OCT			NOV			DEC		JAN			FEB			MAR			APR		MAY			JUN														
	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Phenomenal Science: 1st Grade Pacing Guide																																									
Unit 1: Star Light, Star Bright																			*																						
Unit 2: Feature Factor																																									
Unit 3: Oh, Say Can You See!																																									
New Michigan Science Standards																																									

**Sky observation data is collected throughout the school year in order for students to see patterns across the seasons*

Second Grade Scope and Sequence

Title	Performance Expectations
Unit 1: WHAT DOES IT MATTER? Matter	2-PS1-1 Observable Properties 2-PS1-2 Testing Materials & collecting data 2-PS1-3 Objects built from smaller pieces 2-PS1-4 Changes by heating & cooling ETS1-3 Compare & Test Designs
Unit 2: SHIFTING SANDS Earth	2-ESS1-1 Events can happen fast or slow 2-ESS2-1 Wind & water 2-ESS2-2 Models & Maps 2-ESS2-3 Water-solid/liquid 2-LS4-1 Diversity of life ETS1-1 Problem Solving
Unit 3: BLOOM WHERE YOU'RE PLANTED Plants	2-LS2-1 Plants-Sunlight & Water 2-LS2-2 Dispersing Seeds & Pollinating Plants 2-ETS1-2 Modeling

Pacing Guide

	Month	SEP				OCT				NOV				DEC		JAN			FEB			MAR			APR			MAY			JUN										
	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Phenomenal Science: 2nd Grade Pacing Guide																																									
Unit 1: What Does It Matter?																																									
Unit 2: Shifting Sands																																									
Unit 3: Bloom Where You're Planted																																									
New Michigan Science Standards																																									

Third Grade Scope and Sequence

Title	Performance Expectations
Unit 1: WILD WACKY WEATHER Weather and Climate	3-ESS2-1 Seasonal Weather 3-ESS2-2 Climates 3-ESS3-1 Weather-Related Hazards
Unit 2: LET'S MOVE IT Force and Motion	3PS2-1 Balanced/unbalanced forces 3PS2-2 Patterns of motion 3PS2-3 Electric or Magnetic interaction 3PS2-4 Problem solving with magnets 3-5 ETS1-1 Define simple design problem 3-5 ETS1-2 Problem solutions/constraints
Unit 3: NO PLACE LIKE HOME Plants and Animals	3-LS1-1 Life Cycle 3-LS3-1 Traits 3-LS4-3 Organism Survival 3-LS4-1 Fossils
Unit 4: STICK TOGETHER	3-LS2-1 Animal groups/survival 3-LS3-2 Traits influenced by environment

Adaptations	3-LS4-2 Variations in traits & survival 3-LS4-4 Environmental Changes
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Pacing Guide

Phenomenal Science: 3rd Grade Pacing Guide	Month	SEP			OCT			NOV			DEC		JAN			FEB			MAR			APR		MAY			JUN														
	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Unit 1: Wild Wacky Weather				*						*					*					*																					
Unit 2: Let's Move It																																									
Unit 3: No Place Like Home																																									
Unit 4: Stick Together																																									
New Michigan Science Standards																																									

**Weather data is collected throughout the school year in order for students to see patterns across the seasons*

Fourth Grade Scope and Sequence

Title	Performance Expectations
Unit 1: LET IT RIP! Energy in Mechanical Systems	4-PS3-1 Speed 4-PS3-3 Collision 4-PS3-2 Energy transfer 4-ESS3-1 Fuel 4-PS3-4 Energy conversion 3-5-ETS1-1 Defining Engineering Problems
Unit 2: BUILT FOR SURVIVAL Structure, Function, Information Processing	4-LS1-1 Plant and animal structures 4-LS1-2 Animal information processing 4-PS4-2 Eye 3-5-ETS1-1 Defining Engineering Problems 3-5-ETS1-2 Generate and Compare multiple solutions
Unit 3: SURF'S UP Waves	4-PS4-1 Waves 4-PS4-3 Transfer information 3-5-ETS1-1 Defining Engineering Problems 3-5-ETS1-2 Generate and Compare multiple solutions
Unit 4: BIG BLUE MARBLE	4-ESS2-1 Weathering and erosion 4-ESS2-2 Patterns of earth

Processes that Shape the Earth	4-ESS1-1 Fossils 4-ESS3-2 Impact on humans 3-5-ETS1-1 Defining Engineering Problems
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Pacing Guide

	Month	SEP			OCT				NOV					DEC		JAN			FEB			MAR			APR		MAY			JUN											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		
Phenomenal Science: 4th Grade Pacing Guide	Week																																								
Unit 1: Let it Rip!																																									
Unit 2: Built for Survival																																									
Unit 3: Surf's Up																																									
Unit 4: Big Blue Marble																																									
New Michigan Science Standards																																									

Fifth Grade Scope and Sequence

Title	Performance Expectations
Unit 1: GO WITH THE FLOW Earth Systems	5-ESS2-2 Distribution of Water on Earth 5-ESS2-1 Sphere Interactions 5-ESS3-1 Earth's Resources and Environment
Unit 2: CH-CH-CH-CHANGES Matter and Its Interactions	5-PS1-1 Particle Theory 5-PS1-3 Properties of Matter 5-PS1-2 Reactions of Matter 5-PS1-4 Mixtures
Unit 3: TO INFINITY AND BEYOND Earth and the Universe	5-PS2-1 Earth's Gravitational Force 5-ESS1-1 Sun and Stars 5-ESS1-2 Patterns of Daily Changes
Unit 4: ROUND AND ROUND IT GOES Energy	5-LS1-1 Plant Growth 5-PS3-1 Energy and Animals 5-LS2-1 Movement of Matter within Ecosystems



WIT & WISDOM

More Meaningful English

MODULE TOPICS & TEXTS

(CLICK TOPIC TO VIEW TEXTS)

GRADE	MODULE 1	MODULE 2	MODULE 3	MODU
K	<u>The Five Senses</u>	<u>Once Upon A Farm</u>	<u>America, Then and Now</u>	<u>The Cont</u>
1	<u>A World of Books</u>	<u>Creature Features</u>	<u>Powerful Forces</u>	<u>Cinderella</u>
2	<u>A Season of Change</u>	<u>The American West</u>	<u>Civil Rights Heroes</u>	<u>Good E</u>
3	<u>The Sea</u>	<u>Outer Space</u>	<u>A New Home</u>	<u>Artists M</u>
4	<u>A Great Heart</u>	<u>Extreme Settings</u>	<u>The Redcoats Are Coming!</u>	<u>Myth M</u>
5	<u>Cultures in Conflict</u>	<u>Word Play</u>	<u>A War Between Us</u>	<u>Breaking B</u>
6	<u>Resilience in the Great Depression</u>	<u>A Hero's Journey</u>	<u>Narrating the Unknown: Jamestown</u>	<u>Courage i</u>
7	<u>Identity in the Middle Ages</u>	<u>Americans All (WWII)</u>	<u>Fever</u>	<u>Language a</u>
8	<u>Poetics and the Power of Storytelling</u>	<u>The Great War</u>	<u>What is Love?</u>	<u>Teens as Cha</u>

GRADE K MODULE 1

The Five Senses

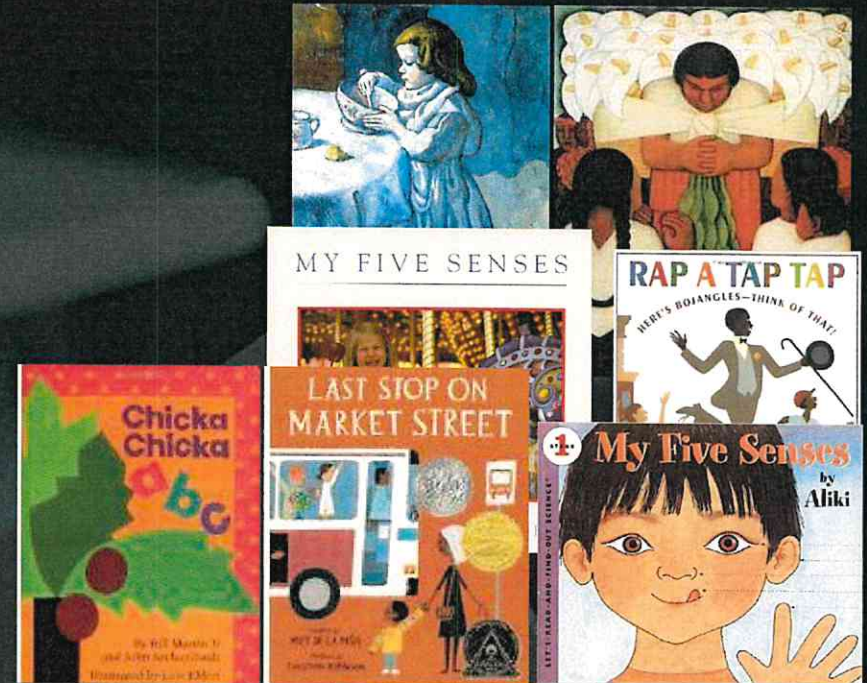
Studying the five senses lays a foundation for the knowledge of human biology. Full of rhyme, rhythm, and color, this module introduces children to the joy and rigor of text-based, content-rich learning.

Core Texts

- *My Five Senses (I)*
by Margaret Miller
- *My Five Senses (I)*
by Alik
- *Last Stop on Market Street (L)*
by Matt De La Pena
- *Chicka Chicka Boom Boom! (L)*
by Bill Martin
- *Rap a Tap, Tap, Here's Bojangles! (I)*
by Lee Dillon
- *Flower Day (Art)*
by Diego Rivera
- *Le Gourmet (Art)*
by Pablo Picasso

L = Literary text

I = Informative text



GRADE K MODULE 2

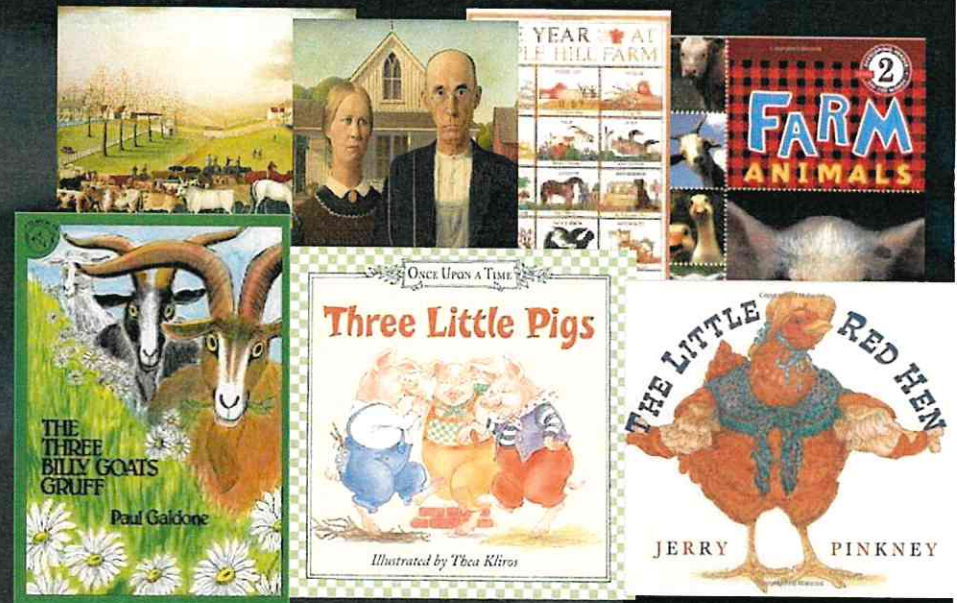
Once Upon a Farm

William Makepeace Thackeray wrote, “the two most engaging powers of an author are to make new things familiar, familiar things new.” The texts in this module do exactly that—make new things familiar and familiar things new—as young readers playfully explore both informational and fictional books depicting one of the most humble yet vibrant of places: the farm.

Core Texts

- *The Year at Maple Hill Farm* (I)
by Alice and Martin Provensen
- *Farm Animals* (I)
by Wade Cooper
- *The Little Red Hen* (L)
by Jerry Pinkney
- *The Three Billy Goats Gruff* (L)
by Paul Galdone
- *The Three Little Pigs* (L)
by Thea Kliros
- *American Gothic* (Art)
by Grant Wood
- *The Cornell Farm* (Art)
by Edward Hicks

L = Literary text
I = Informative text



GRADE K MODULE 3

America Then and Now

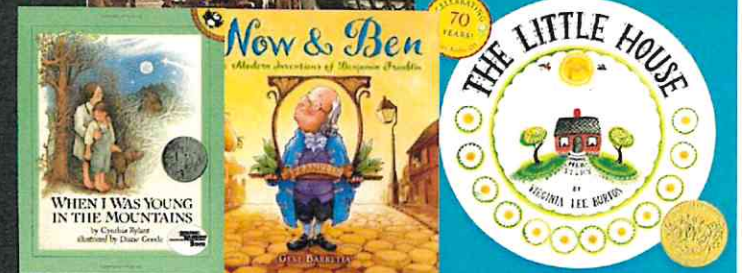
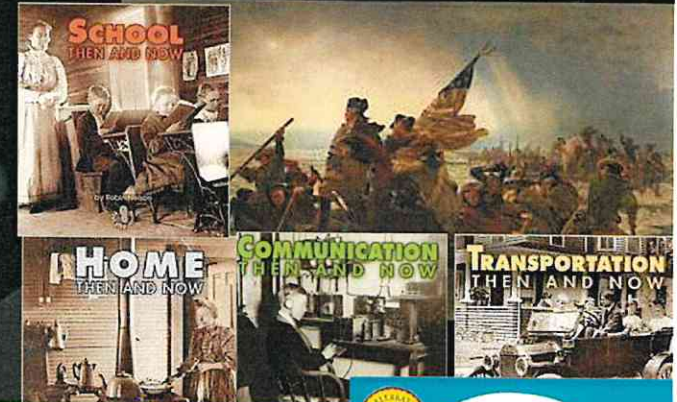
America is ever changing, evolving, and growing. Students will push up their bifocals to appreciate the extraordinary innovations that Ben Franklin contributed to the world and recognize the impact of his brilliance in their lives today. This module demonstrates how days and seasons change, how “progress” can change a landscape, and also reminds us how life is as much about continuity as it is about change.

Core Texts

- *Home: Then and Now* (First Step Nonfiction) (I)
- *School: Then and Now* (First Step Nonfiction) (I)
- *Transportation: Then and Now* (First Step Nonfiction) (I)
- *Communication: Then and Now* (First Step Nonfiction) (I)
by Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin* (I)
by Gene Baretta
- *When I Was Young in the Mountains* (L)
by Cynthia Rylant and Diane Goode
- *The Little House* (L)
by Virginia Lee Burton
- *Washington Crossing the Delaware* (Art)
by Emanuel Leutze

L = Literary text

I = Informative text



GRADE K MODULE 4

The Continents

Have you ever looked at the globe and thought about all the places in the world you could visit? Would you climb high peaks like Denali or Mount Everest? Would you learn to tango in Argentina, or enjoy the beauty of the frescos on the ceiling of the Sistine Chapel? There is, quite literally, a world of possibilities!

Core Texts

- *Introducing North America* (I)
by Chris Oxlade
- *World Atlas* (I)
by Barefoot Books
- *Africa; Australia; Antarctica; Asia; Europe; South America* (I)
by Rebecca Hirsch
- *The Story of Ferdinand* (L)
by Munro Leaf
- *Moon Rope* (L)
by Lois Ehlert
- *Why Mosquitos Buzz in People's Ears* (L)
by Leo Dillon

L = Literary text
I = Informative text



GRADE 1 MODULE 1

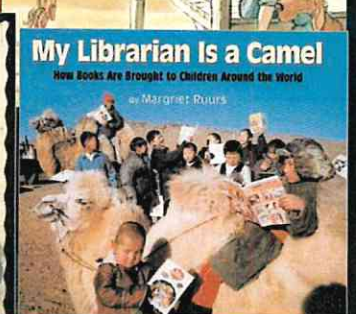
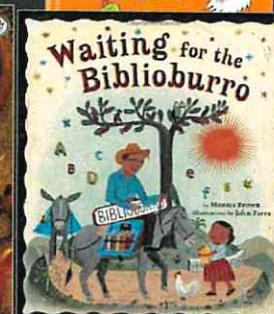
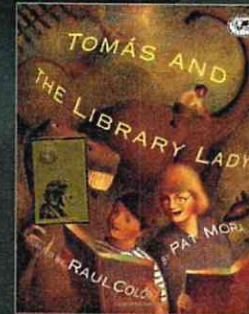
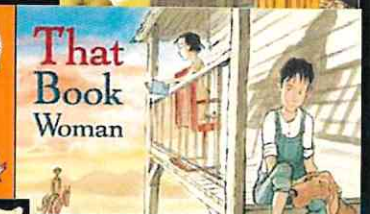
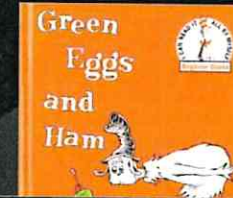
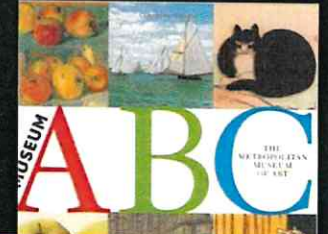
A World of Books

At a critical time in early literacy development, students focus on the power of reading to change lives--by reading, discussing, and writing about inspiring texts.

Core Texts

- *Museum ABC* (I)
by NY Metropolitan Museum of Art
- *Tomas and the Library Lady* (L)
by Pat Mora
- *Waiting for the Biblioburro* (L)
by Monica Brown
- *That Book Woman* (L)
by Heather Henson and David Small
- *My Librarian is a Camel* (I)
by Margriet Ruurs
- *Green Eggs and Ham* (L)
by Dr. Seuss

L = Literary text
I = Informative text



GRADE 1 MODULE 2

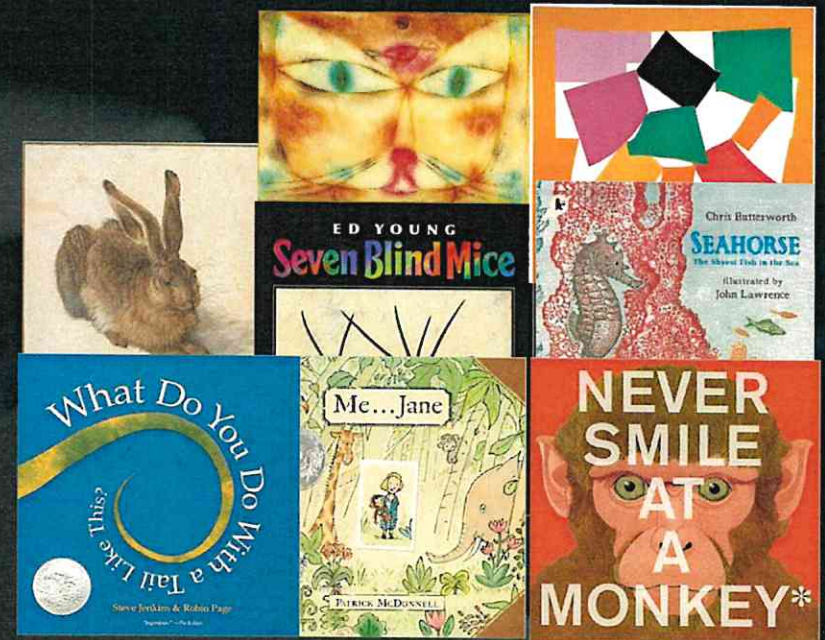
Creature Features

What makes animals fascinating? How do people observe animals to learn about their features? How are the features of animals' bodies similar and different? Students look deeply at the natural world through the lens of high-quality, content-rich texts and works of art.

Core Texts

- *Me...Jane* (I)
by Patrick McDonald
- *Seahorse: Shyest Fish in the Sea* (I)
by Chris Butterworth & John Lawrence
- *What Do You Do With a Tail Like This?* (I)
by Steve Jenkins
- *Never Smile at a Monkey* (I)
by Steve Jenkins
- *Seven Blind Mice* (L)
by Ed Young
- *Young Hare* (Art)
by Albrecht Durer
- *Cat and Bird* (Art)
by Paul Klee
- *The Snail* (Art)
by Henri Matisse

L = Literary text
I = Informative text



GRADE 1 MODULE 3

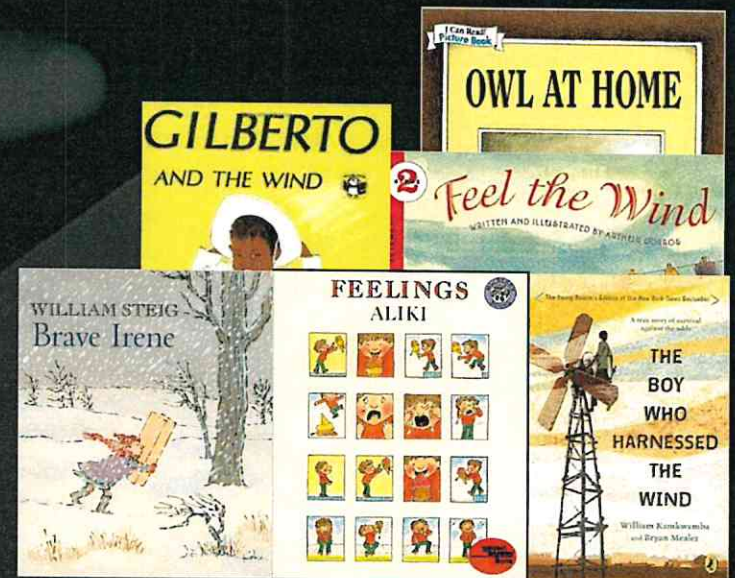
Powerful Forces

Although none of us have seen the wind, it powerfully impacts our lives. Students explore key scientific concepts of weather and forces. They also explore the invisible force of emotions. Students gain an understanding of how wind moves objects and generates power. They also explore how we, as humans, are moved.

Core Texts

- *The Boy Who Harnessed the Wind* (I)
by William Kamkwamba
- *Feelings* (I)
by Alik
- *Brave Irene* (L)
by William Steig
- *Owl at Home* (L)
by Arnold Lobel
- *Gilberto and the Wind* (L)
by Marie Hall Ets
- *Feel the Wind* (I)
by Arthur Dorros

L = Literary text
I = Informative text



GRADE 1 MODULE 4

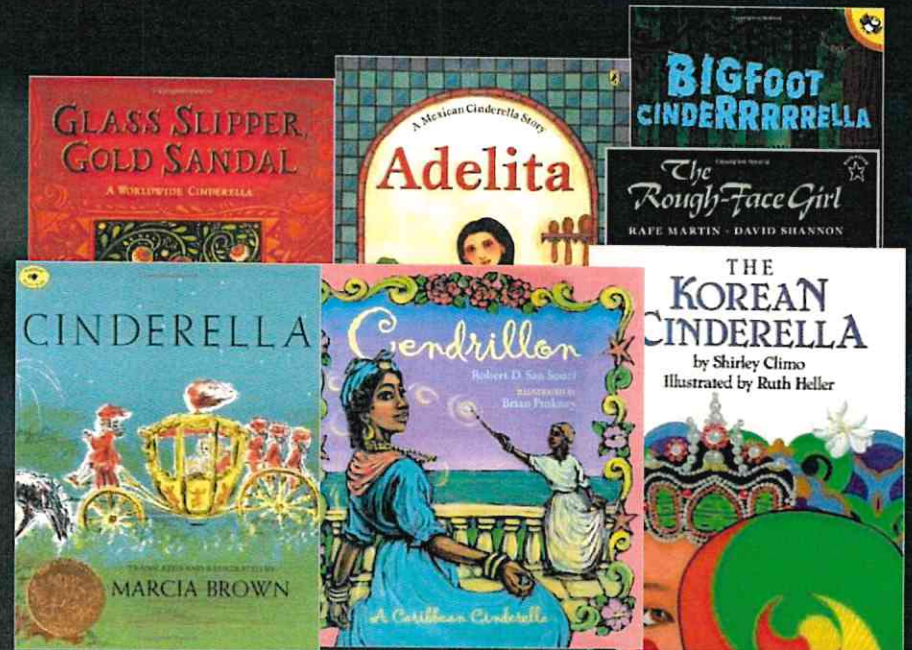
Cinderella Stories

The story of Cinderella is a timeless piece of traditional literature. While there are thousands of versions of Cinderella, the stories are united by common elements and themes; changes to the setting do not disrupt the magic of these tales or their ability to impart the importance of kindness, forgiveness, and belief in good triumphing over evil.

Core Texts

- *Cinderella* (L)
by Marcia Brown
- *Adelita* (L)
by Tomi dePaola
- *Korean Cinderella* (L)
by Shirley Climo and Ruth Heller
- *Bigfoot Cinderrrrrrrella* (L)
by Tony Johnston and James Warhola
- *Cendrillon: A Caribbean Cinderella* (L)
by Robert D. San Souci and Brian Pinkney
- *The Rough-Faced Girl* (L)
by Rafe Martin & David Shannon
- *Glass Slipper, Gold Sandal* (L)
by Paul Fleischman and Julie Paschkis

L = Literary text
I = Informative text



GRADE 2 MODULE 1

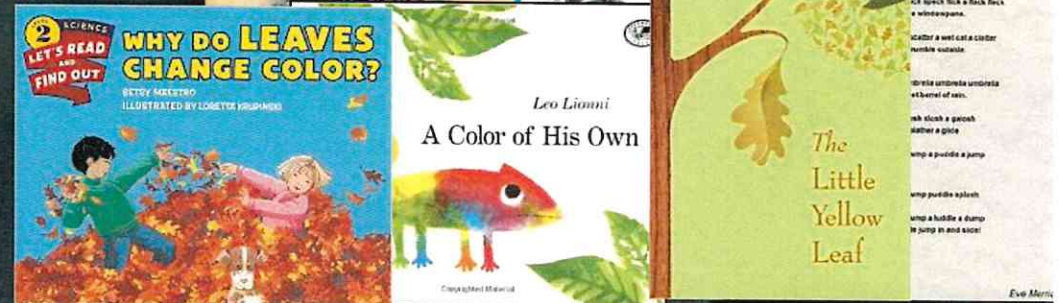
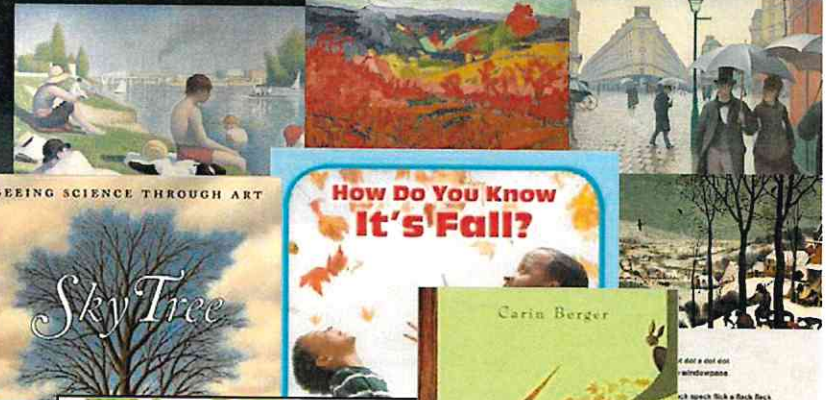
A Season of Change

Students delve into visually stunning, thought-provoking literature, playful poetry, and rich, informative text to uncover some of the mysteries of change: its fleeting yet timeless nature; its capacity to challenge and inspire; and the contradiction between changes that are fast and slow, big and small.

Core Texts

- “Weather” (L)
by Eve Merriam
- *The Little Yellow Leaf* (L)
by Carin Berger
- *A Color of His Own* (L)
by Leo Lionni
- *How Do You Know It’s Fall?* (I)
by Lisa M. Herrington and Randy C Bilk
- *Why Do Leaves Change Color?* (I)
by Betsy Maestro and Loretta Krupinski
- *Sky Tree* (L)
by Thomas Locker
- *Une Baignade, Asnières* (Art)
by Georges Seurat
- *Paris Street, Rainy Day* (Art)
by Gustave Caillebotte
- *Hunters in the Snow* (Art)
by Pieter Bruegel
- *Autumn Landscape* (Art)
by Maurice de Vlaminck

L = Literary text
I = Informative text



GRADE 2 MODULE 2

The American West

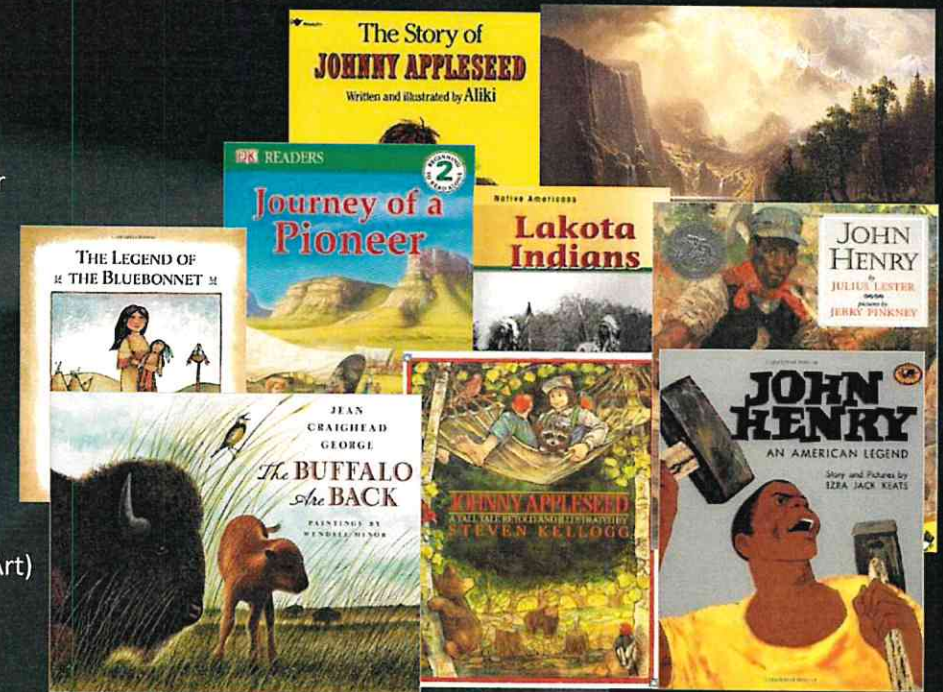
Students explore the challenges and responses of the legendary people of the early American West – the stories that emerge from this period of tremendous struggle and growth.

Core Texts

- *Journey of a Pioneer* (I)
by Patricia Murphy
- *Lakota Indians* (I)
by Caryn Yacowitz
- *The Buffalo Are Back* (L)
by Jean Craighead George and Wendell Minor
- *The Legend of the Bluebonnet* (L)
by Tomie dePaola
- *Johnny Appleseed* (L)
by Steven Kellogg
- *The Story of Johnny Appleseed* (L)
by Aliki
- *John Henry* (L)
by Ezra Jack Keats
- *John Henry* (L)
by Julius Lester and Jerry Pinkney
- *Among the Sierra Nevada Mountains, California* (Art)
by Albert Bierstadt

L = Literary text

I = Informative text



GRADE 2 MODULE 3

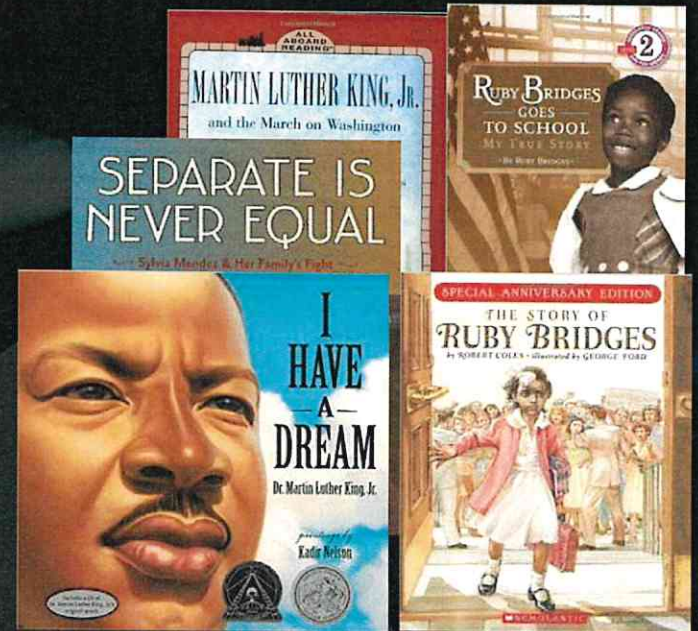
Civil Rights Heroes

Glimpse into the lives of people, young and old, who made a difference in the fight for freedom and equality for all—those whose actions and words inspired change.

Core Texts

- *Martin Luther King, Jr. and the March on Washington* (I)
by Frances E. Ruffin and Stephen Marchesi
- *I Have a Dream MLK* (I)
by Kadir Nelson
- *The Story of Ruby Bridges* (I)
by Robert Coles
- *Ruby Bridges Goes to School: My True Story* (I)
by Ruby Bridges
- *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* (I)
by Duncan Tonatiuh

L = Literary text
I = Informative text



GRADE 2 MODULE 4

Good Eating

Food nourishes and sustains us beyond just our physical needs of hunger and growth. Food can bring people together, repair communities, and teach us important lessons.

Core Texts

- *Bone Button Borscht* (L)
by Aubry Davis
- *Stone Soup* (L)
by Marcia Brown
- *Good Enough to Eat* (I)
by Lizzy Rockwell
- *The Digestive System* (I)
by Jennifer Prior
- *The Digestive System* (I)
by Christine Taylor-Butler
- *The Vegetables We Eat* (I)
by Gail Gibbons
- *The Magic School Bus Human Body* (DVD)
by Scholastic

L = Literary text

I = Informative text



GRADE 3 MODULE 1

The Sea

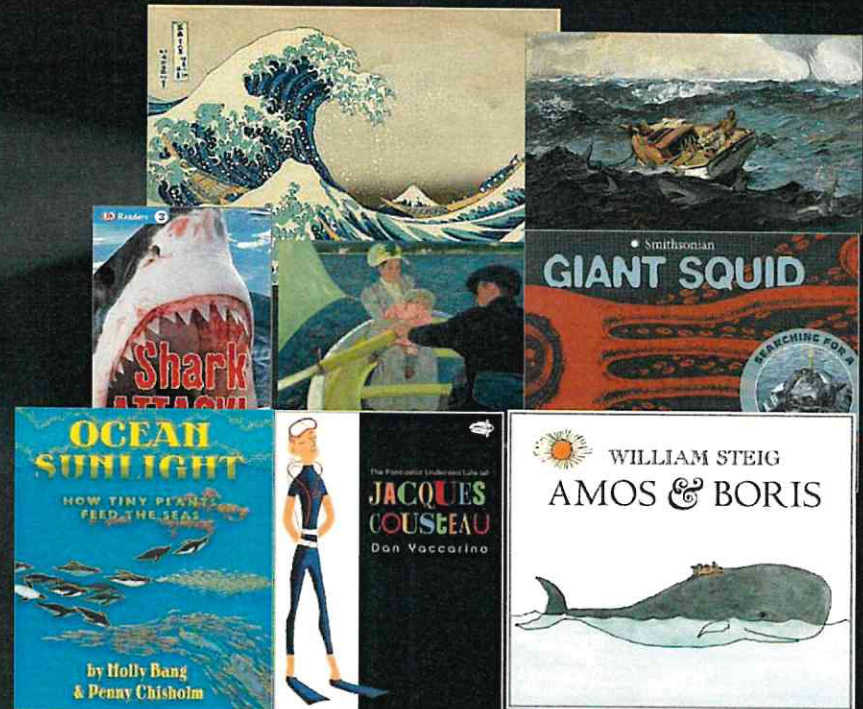
Since ancient times, the sea has inspired explorers and scientists, authors and artists, adults and children. Students build knowledge about the vast ocean and the creatures that live in this fascinating, inspiring, and sometimes dangerous environment.

Core Texts

- *Amos and Boris* (L)
by William Steig
- *Ocean Sunlight: How Tiny Plants Feed the Sea* (I)
by Molly Bang and Penny Chisholm
- *Fantastic Undersea Life of Jacques Cousteau* (I)
by Dan Yaccarino
- *Shark Attack* (I)
by DK Reader (Cathy East Dubowski)
- *Giant Squid: Searching for a Sea Monster* (I)
by Mary Cerullo
- *Under the Wave off Kanagawa* (Art)
by Katsushika Hokusai
- *The Boating Party* (Art)
by Mary Cassatt
- *The Gulf Stream* (Art)
by Winslow Homer

L = Literary text

I = Informative text



GRADE 3 MODULE 2

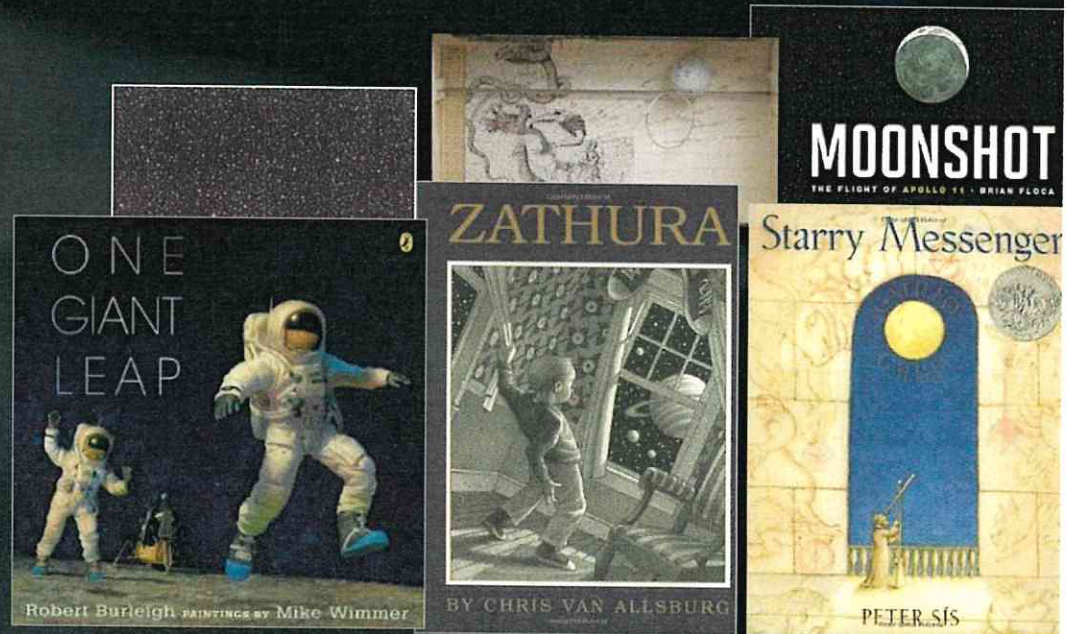
Outer Space

Over half a billion people around the world gathered around their televisions to watch when Neil Armstrong became the first human to walk on the moon. Their collective fascination with outer space was not unique to that moment in time, but rather part of a continued fascination that has driven people to study and explore outer space since the earliest of times.

Core Texts

- *Zathura* (L)
by Chris Van Allsburg
- *Starry Messenger: Galileo Galilei* (I)
by Peter Sis
- *Moonshot* (I)
by Brian Floca
- *One Giant Leap* (I)
by Robert Burleigh
- *Starfield* (Visual Art)
by Vija Celmins
- *Space Object Box* (Art)
by Joseph Cornell

L = Literary text
I = Informative text



GRADE 3 MODULE 3

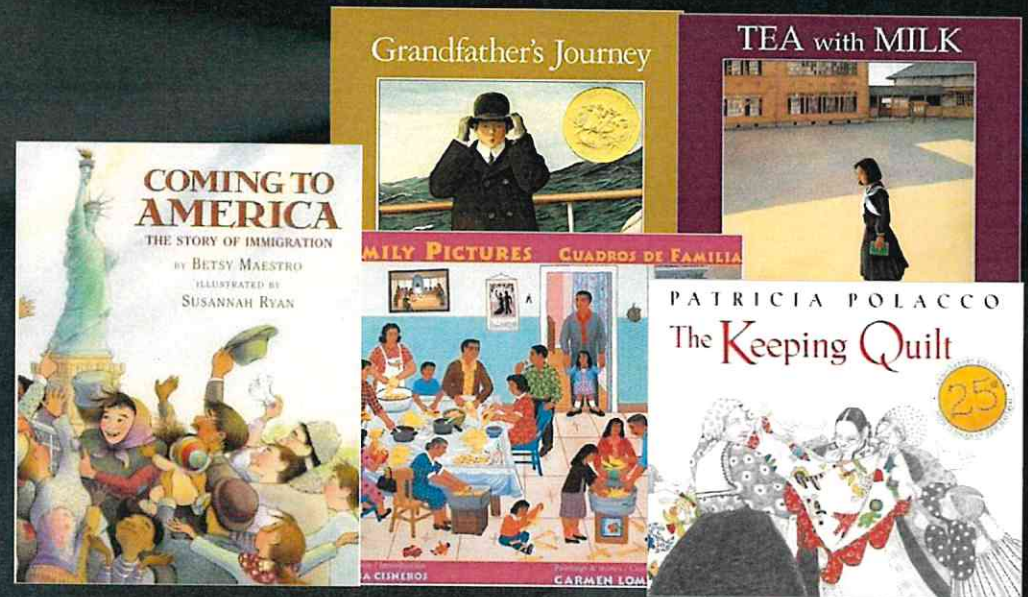
A New Home

America represents a land of possibility and opportunity—a chance to begin again, to strike it rich, to establish a safe home, or obtain freedom. Hopeful immigrants left their homelands, often with little more than the belief that in America, with hard work and a little luck, they would have an opportunity to create better lives for themselves and their families.

Core Texts

- *Coming to America (I)*
by Betsy Maestro
- *Grandfather's Journey (L)*
by Allen Say
- *Tea with Milk (L)*
by Allen Say
- *The Keeping Quilt (L)*
by Patricia Polacco
- *Family Pictures (L)*
by Carmen Lomas Garza

L = Literary text
I = Informative text



GRADE 3 MODULE 4

Artists Make Art

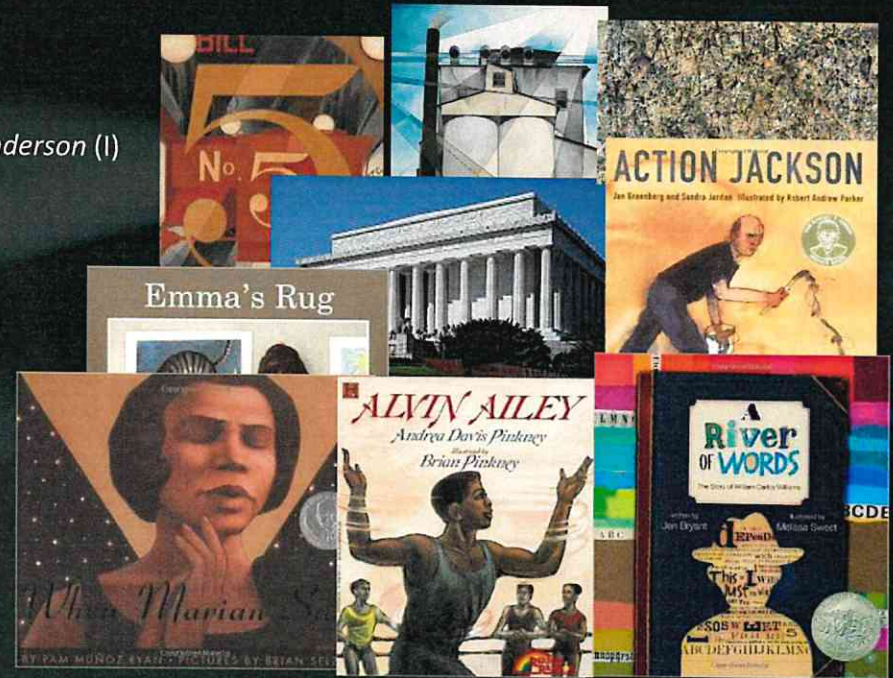
Artists work in different media to express themselves, communicate ideas and feelings, and enrich society. Students explore texts and art that detail the creative processes, the successes, and the struggles involved in translating thoughts into words, sound, and images.

Core Texts

- *Emma's Rug* (L)
by Allen Say
- *A River of Words* (I)
by Jen Bryant and Melissa Sweet
- *When Marian Sang: The True Recital of Marian Anderson* (I)
by Pam Muñoz Ryan and Brian Selznick
- *Action Jackson* (I)
by Jan Greenberg
- *Alvin Ailey* (I)
by Andrea Davis Pickney
- *Number 1, 1950 and Number 11, 1952* (Art)
by Jackson Pollock
- *Lincoln Memorial and Reflecting Pool* (Art)
by Henry Bacon
- *My Egypt* (Art)
by Charles Demuth
- *I Saw Figure 5 in Gold* (Art)
by Charles Demuth

L = Literary text

I = Informative text



GRADE 4 MODULE 1

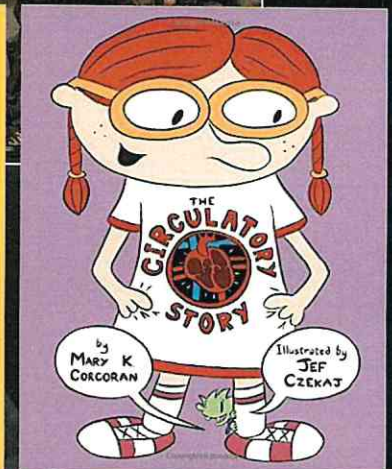
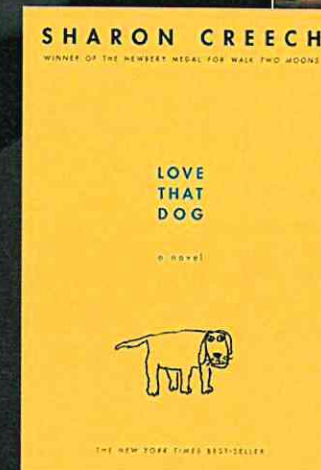
A Great Heart

Invite students to examine the complexity of the human heart. Not only is it a biological wonder, it is also a symbol of human caring. What does it mean to think with our hearts? How do people demonstrate “great heart? What can we do to have healthy hearts?

Core Texts

- *The Circulatory Story* (I)
by Mary K. Corcoran
- *Love That Dog* (L)
by Sharon Creech
- *The Clinic of Dr. Samuel D. Gross* (Art)
by Thomas Eakins

L = Literary text
I = Informative text



GRADE 4 MODULE 2

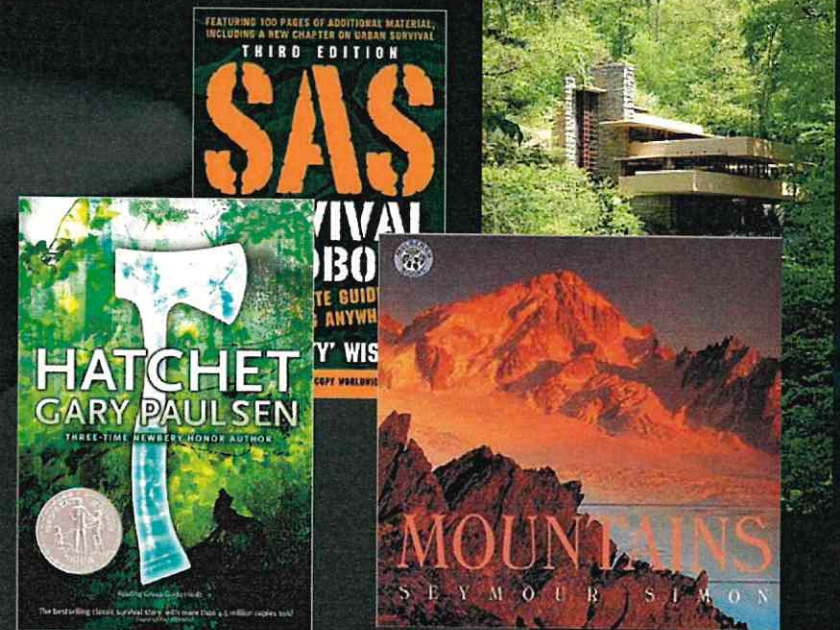
Extreme Settings

Gary Paulsen writes in *Hatchet*, "You are your most valuable asset. Don't forget that. You are the best thing you have." This quote epitomizes the importance of perseverance, tenacity, creativity, and knowledge in the face of adversity. Students explore the challenges presented by extreme environments, examining the characteristics of setting and analyzing what makes certain landscapes challenging for survival.

Core Texts

- *Mountains* (I)
by Seymour Simon
- *Hatchet* (L)
by Gary Paulsen
- *SAS Survival Handbook, Third Addition* (I)
by John "Lofty" Wiseman
- *Fallingwater* (Art)
by Frank Lloyd Wright

L = Literary text
I = Informative text



GRADE 4 MODULE 3

The Redcoats are Coming!

Paul Revere's words will forever be associated with the start of the revolution that, when it was done, freed a people and their nation: The United States of America. There is no more essential story for young citizens than that of the American Revolution. Studying the events and heroes of this era will advance literacy skills while building historical knowledge.

Core Texts

- *Colonial Voices: Hear Them Speak* (I)
by Kay Winters
- *George vs. George* (I)
by Rosalyn Schanzer
- *Woods Runner* (L)
by Gary Paulsen
- *The Scarlett Stocking Spy* (L)
by Trinka Hakes Noble
- *The Bloody Massacre* (Art)
by Paul Revere

L = Literary text
I = Informative text



GRADE 4 MODULE 4

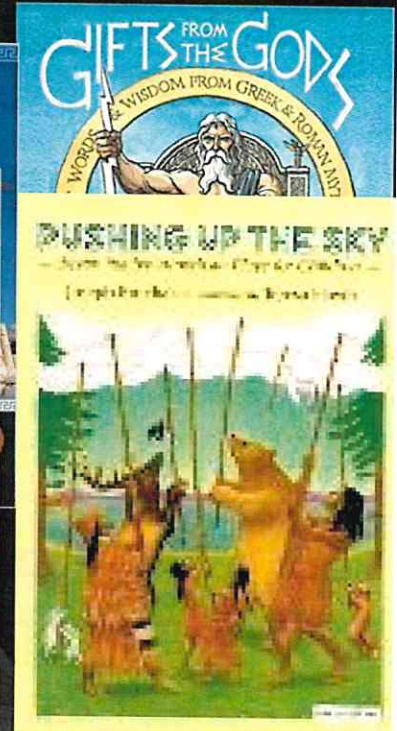
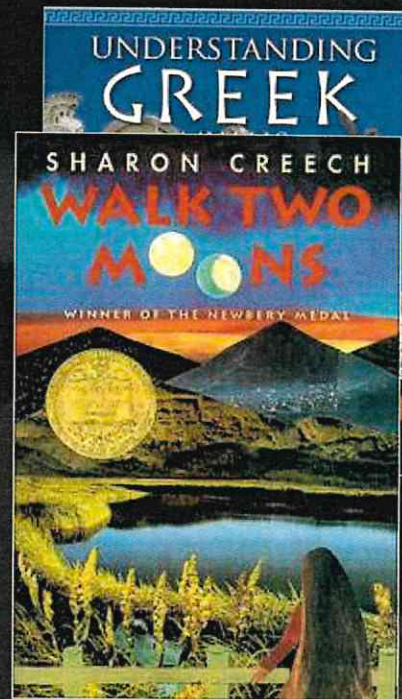
Myth Making

Through the lens of a masterful contemporary novel inspired by Greek mythology, this module explores the relevance of Greek mythology and the power of stories that convey important life lessons.

Core Texts

- *Understanding Greek Myths* (I)
by Natalie Hyde
- *Gifts from the Gods: Ancient Words and Wisdom* (I)
by Lisa Lunge-Larsen
- *Walk Two Moons* (L)
by Sharon Creech
- *Pushing Up the Sky* (L)
by Joseph Bruchac

L = Literary text
I = Informative text



GRADE 5 MODULE 1

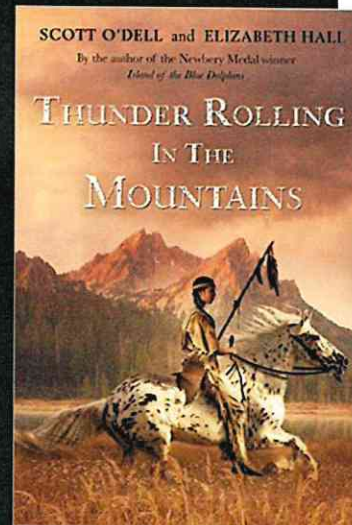
Cultures in Conflict

Explore the impact of United States' territorial growth through the eyes of one Native American tribe, the Nez Perce. The module examines the cultural conflict between Native American and European American societies by asking students to consider how the beliefs and values of a culture, specifically the Nez Perce tribe, guide the actions of its people.

Core Texts

- *Thunder Rolling in the Mountain* (L)
by Scott O'Dell
- *Chief Joseph's Lincoln Hall Speech to members of Congress 1879* (I)
- *The White Cloud, Head Chief of the Iowas* (Art)
by George Catlin
- *Chief Joseph, Nez Perce Chief, Head-and-Shoulders Portrait* (Art)
by E.A. Burbank
- *Landsdowne Portrait* (Art)
by Gilbert Stuart

L = Literary text
I = Informative text



Chief Joseph's Lincoln Hall Speech

Chief Joseph - Lincoln Hall Speech
Washington, D.C., January 14, 1879

Citation excerpts from the Speech at Lincoln Hall in Washington, D.C., of the Nez Perce. Published in *North American Review*, Vol. 224, Issue 2, Cornell University's Making of America.

Part 1

1 My friends, I have been asked to show you my heart. I am glad to let the white people to understand my people. Some of you think an Indian is a man or not. I believe much trouble and blood would be hearts more. I will tell you in my way how the Indian sees things. It to tell you how they look to him, but it does not require



GRADE 5 MODULE 2

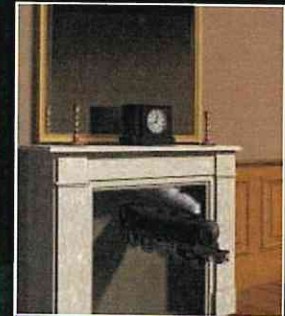
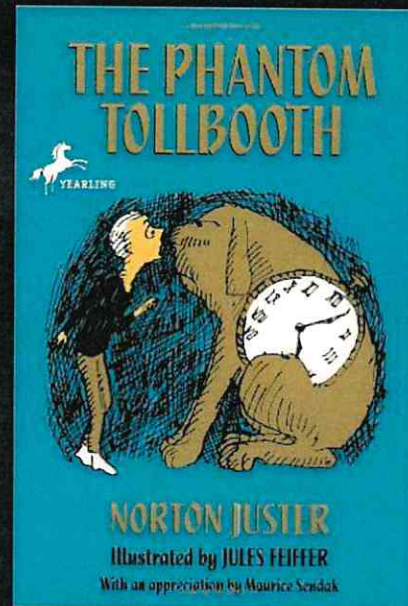
Word Play

The English language, with its rich, hybrid history and innumerable sounds and word choices, is ripe with opportunity for wordplay. It almost begs for it! But why play with words? Writers like Lewis Carroll and Norton Juster prove that wordplay can be a worthy and thought-provoking challenge, a source of fantastic amusement, and a splendid avenue for conveying meaning.

Core Texts

- *The Phantom Tollbooth* (L)
by Norton Juster
- *Time Transfixed* (Art)
by Rene Magritte
- *The Persistence of Memory* (Art)
by Salvador Dali

L = Literary text
I = Informative text



GRADE 5 MODULE 3

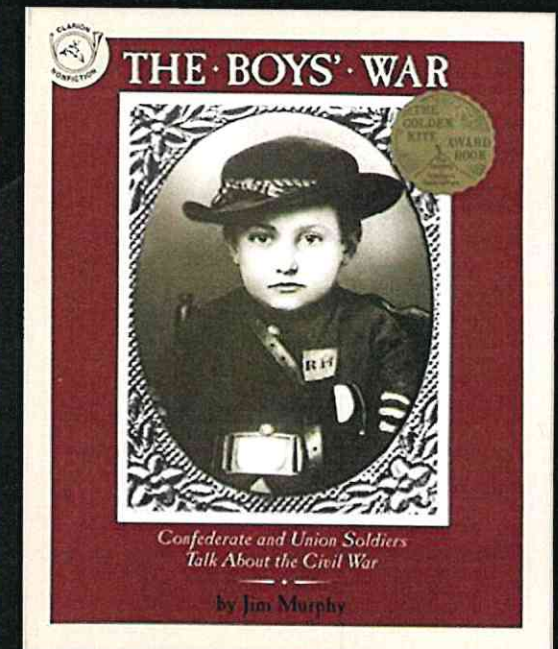
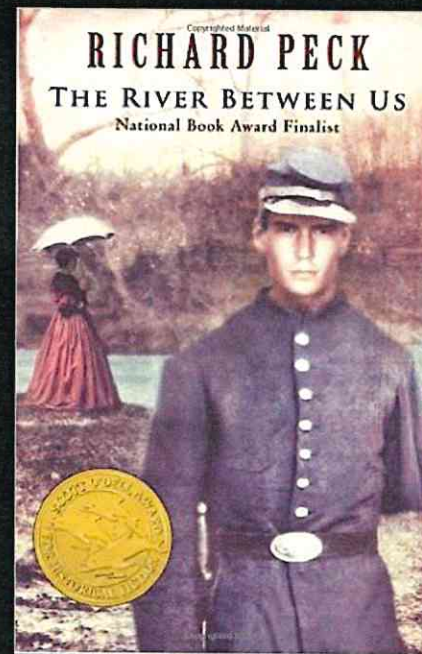
A War Between Us

With no common ground to be found between the North and South on the issue of sovereignty over slavery, the nation plunged into civil war. Through the eyes of young soldiers who experienced the Civil War, students learn about this transformative period of American history.

Core Texts

- *A River Between Us* (L)
by Richard Peck
- *The Boys War* (I)
by Jim Murphy

L = Literary text
I = Informative text



GRADE 5 MODULE 4

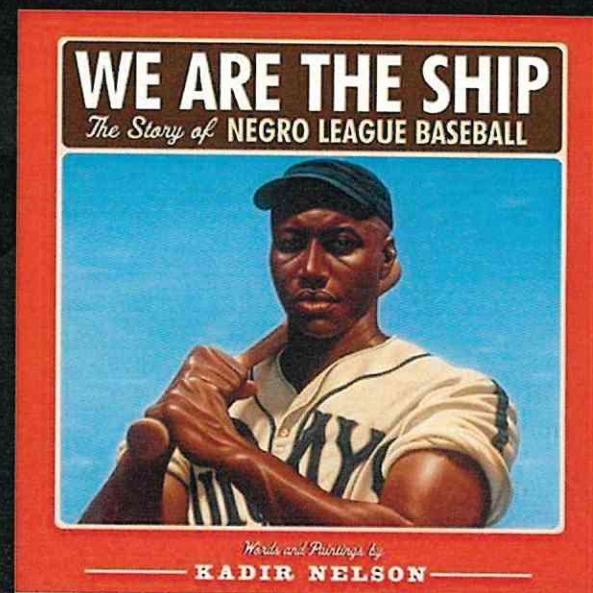
Breaking Barriers

History is filled with examples of individual athletes, teams, and coaches who have overcome adversity and challenged barriers of race, gender, culture, and class. This module explores the power that sports and individual athletes have to tear down social barriers and to strengthen individuals and communities.

Core Texts

- *We are the Ship: The Story of Negro League Baseball* (I)
by Kadir Nelson

L = Literary text
I = Informative text



GRADE 6 MODULE 1

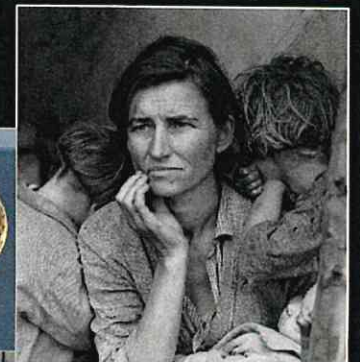
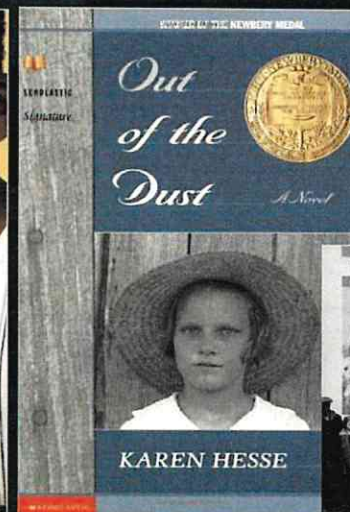
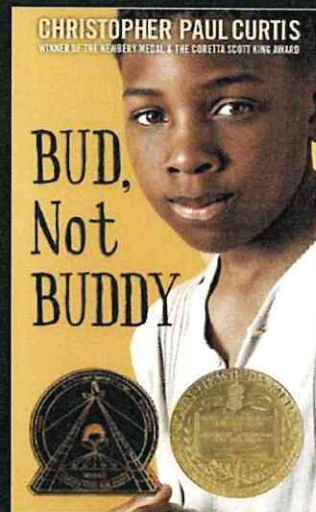
Resilience in the Great Depression

Much of the prosperity of the 1920s was built on a financial house of cards that collapsed in 1929 and plunged the nation into the worst economic situation in its history, the Great Depression. Literature, and a novel in verse, offers a glimpse into the hardships families faced and the triumphs they endured during the Great Depression.

Core Texts

- *Bud, Not Buddy* (L)
by Christopher Paul Curtis
- *Out of the Dust* (L)
by Karen Hesse
- *Kentucky Flood* (Art)
by Margaret Bourke-White
- *Migrant Mother* (Art)
by Dorothea Lange

L = Literary text
I = Informative text



GRADE 6 MODULE 2

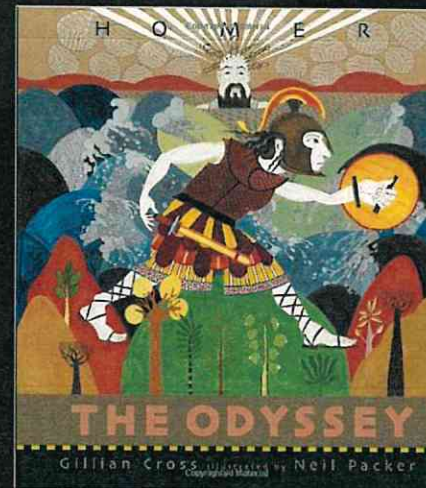
A Hero's Journey

What are mythological archetypes, and how do they function in ancient stories? What is the relationship between struggle and transformation in the mythological hero's journey? What lessons does that journey teach us about the value of struggle, disappointment, and failure?

Core Texts

- *The Odyssey* (L)
by Gillian Cross and Neil Packer
- *The Ramayana: The Divine Loophole* (L)
by Sanjay Patel

L = Literary text
I = Informative text



GRADE 6 MODULE 3

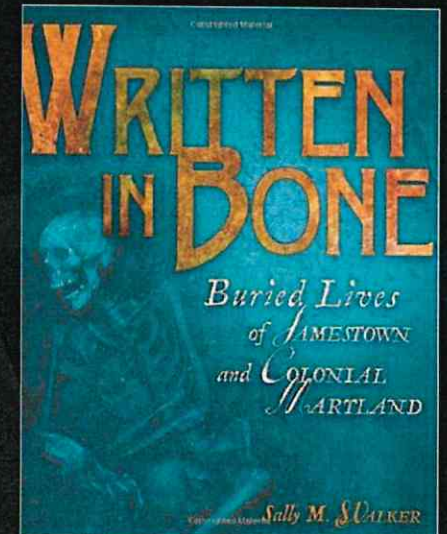
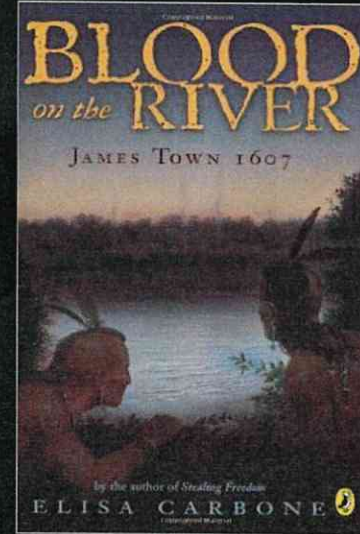
Narrating the Unknown: Jamestown

The past, perpetually receding and forever mysterious, requires that we use a variety of investigative methods to understand it. Some people learn about the past by reading the work of historians. Others rely on science to unravel the mystery of what came before us. Each method offers glimpses into the obscure and distant stories of the past.

Core Texts

- *Blood on the River: James Town in 1607* (L)
by Elisa Carbone
- *Written In Bone: Buried Lives of Jamestown* (I)
by Sally Walker

L = Literary text
I = Informative text



GRADE 6 MODULE 4

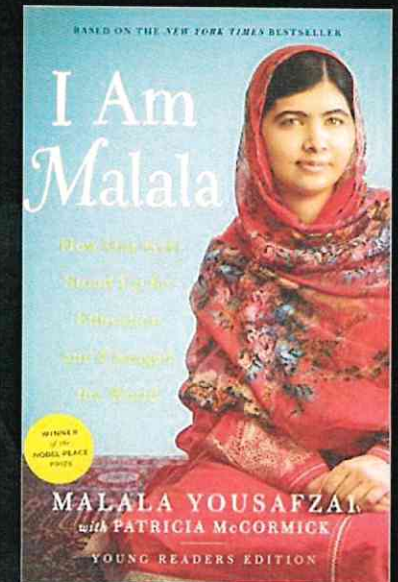
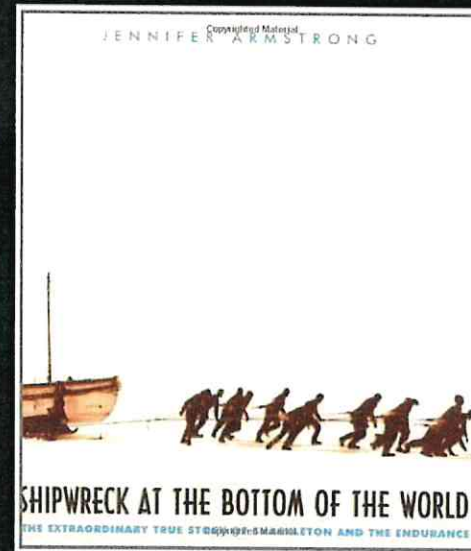
Courage in Crisis

Can hostile environments develop or catalyze leadership? These against-all-odds stories create an entry into research about inspirational people who responded to personal peril and/or daunting challenges.

Core Texts

- *Shipwrecked at the Bottom of the World* (I)
by Jennifer Armstrong
- *I Am Malala* (Young Readers Edition) (I)
by Malala Yousafzai

L = Literary text
I = Informative text



GRADE 7 MODULE 1

Identity in the Middle Ages

Captivating stories of lords and ladies, millers and pardoners, peasants, poachers, pilgrims, courtly love, castle life, and the plague introduce students to the daily lives of a wide range of medieval Europeans. Immersed in the Middle Ages, the period from about 500 AD to 1500 AD, students focus on *identity* and *character*, and the impact of society on both.

Core Texts

- *Castle Diary* (L)
by Richard Platt
- *Canterbury Tales* (L)
by Geraldine McCaughrean
- *The Midwife's Apprentice* (L)
by Karen Cushman
- *Pilgrims Leaving Canterbury* (Art)
by Lydgate's Siege of Thebes
- *Joachim Among the Shepherds* (Art)
by Giotto di Bondone

L = Literary text
I = Informative text



GRADE 7 MODULE 2

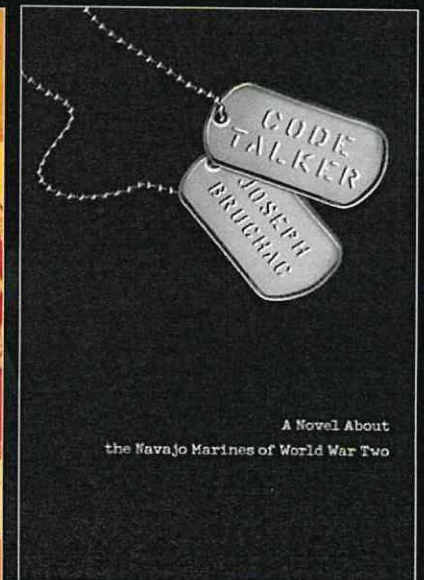
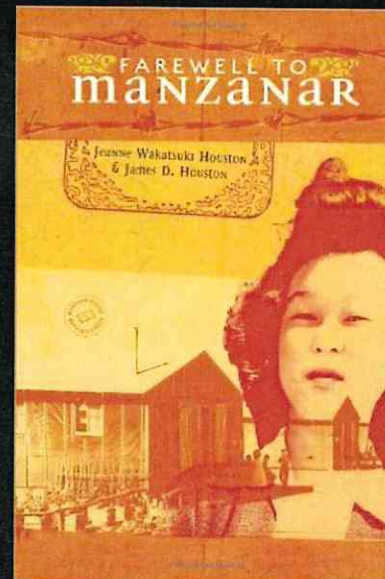
Americans All

Fascist regimes drove global powers into conflict and expansionist Japan pulled America into the Second World War. The experiences of Japanese Americans, Native Americans, and African Americans both challenged and proved the claim that the United States was “united in one single purpose” during World War II.

Core Texts

- *Farewell to Manzanar* (L)
by Jeanne Wakatsuki Houston
- *Code Talker* (L)
by Joseph Bruchac

L = Literary text
I = Informative text



GRADE 7 MODULE 3

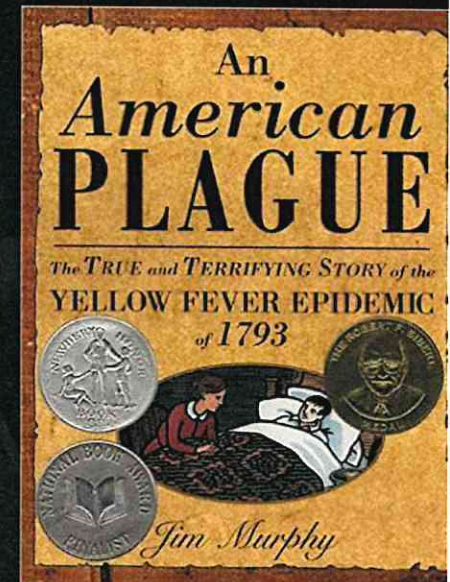
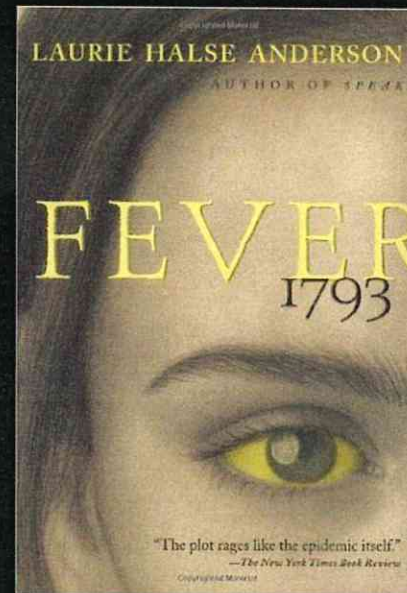
Fever

Students investigate one of the pivotal crises in American history: the yellow fever epidemic of 1793. As crises often do, this epidemic illuminated and altered realities of power, prejudice, and human fortitude. Examining large-scale crisis leads us to deeper understanding of our own society—shaped by crises throughout history.

Core Texts

- *Fever 1793* (L)
by Laurie Halse Anderson
- *American Plague: The True and Terrifying Account of Yellow Fever* (I)
by Jim Murphy

L = Literary text
I = Informative text



GRADE 7 MODULE 4

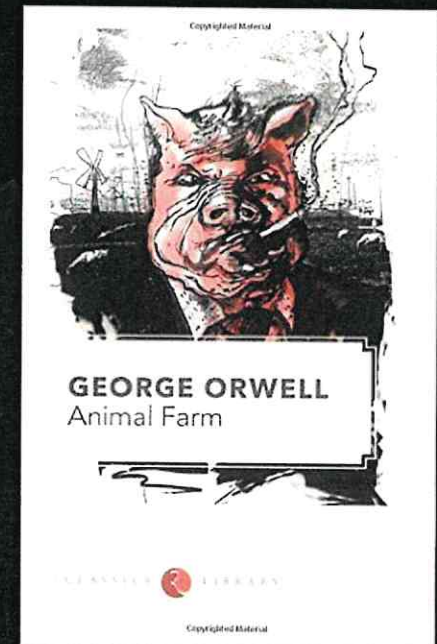
Language and Power

Leaders understand the power of language to inspire or to control. Advertisers understand how to use words to persuade or to manipulate. Language—the crafted use of words, rhetorical strategies, and styles of expression—has an enormous impact on the power of information and arguments.

Core Text

- *Animal Farm* (L)
by George Orwell

L = Literary text
I = Informative text



GRADE 8 MODULE 1

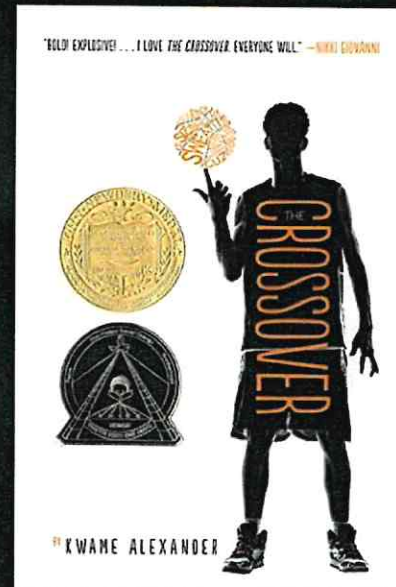
Poetics and the Power of Storytelling

Stories and poems have long been a way for human beings to understand the world around them, understand themselves, and create community. From the oral tradition of the Native Americans to contemporary poets, students consider how storytelling – and the choices storytellers make -- can be a powerful way to make sense of themselves and the world around them.

Core Texts

- *The Crossover* (L)
by Kwame Alexander
- *Children's Games* (Art)
by Pieter Bruegel the Elder
- *The Block* (Art)
by Romare Bearden

L = Literary text
I = Informative text



GRADE 8 MODULE 2

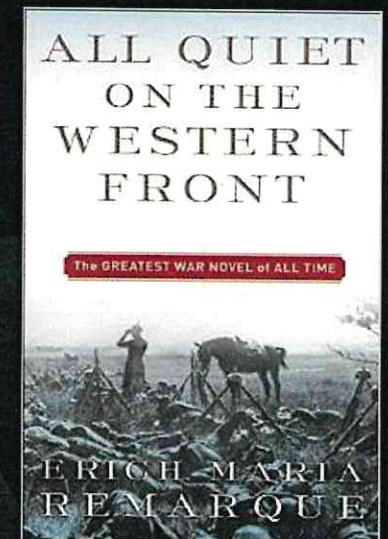
The Great War

The impact of World War I was devastating and far-reaching for the world at large. Who were the individuals who endured? What were their experiences of the sacrifices – physical and psychological – required by such a war?

Core Text

- *All Quiet on the Western Front* (L)
by Erich Maria Remarque
- *Gassed* (Art)
by John Singer Sargent
- *Soldiers Playing Cards* (Art)
by Fernand Leger

L = Literary text
I = Informative text



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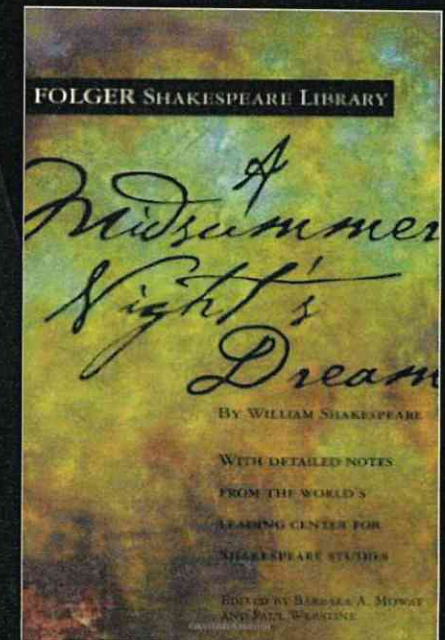
What is Love?

Through Shakespeare's characters, introduce perspectives about love, its purpose, place, and power. Through this eternally popular comedy, students discover the laughter and conflict that erupts when love takes unexpected turns and transforms us in unexpected ways.

Core Text

- *Midsummer Night's Dream* (L)
by William Shakespeare (Folger Version)

L = Literary text
I = Informative text



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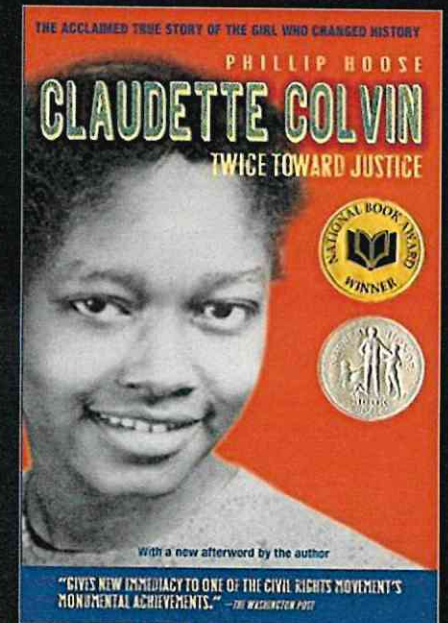
Teens as Change Agents

Young people are just as capable of pushing to improve their communities as adults are—and often more willing to do so. Across space and time, young people have taken a stand against injustice in their communities in an attempt to effect change and make a more just society.

Core Text

- *Claudette Colvin (I)*
by Phillip Hoose

L = Literary text
I = Informative text



MODULE TOPICS & TEXTS

(CLICK TOPIC TO VIEW TEXTS)

GRADE	MODULE 1	MODULE 2	MODULE 3	MODU
K	The Five Senses	Once Upon A Farm	America, Then and Now	The Cont
1	A World of Books	Creature Features	Powerful Forces	Cinderella
2	A Season of Change	The American West	Civil Rights Heroes	Good E
3	The Sea	Outer Space	A New Home	Artists M
4	A Great Heart	Extreme Settings	The Redcoats Are Coming!	Myth M
5	Cultures in Conflict	Word Play	A War Between Us	Breaking E
6	Resilience in the Great Depression	A Hero's Journey	Narrating the Unknown: Jamestown	Courage i
7	Identity in the Middle Ages	Americans All (WWII)	Fever	Language a
8	Poetics and the Power of Storytelling	The Great War	What is Love?	Teens as Char



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