

SECTION D
CURRICULUM

CURRICULUM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.4, the Academy shall implement, deliver, and support the curriculum identified in this schedule.

The Academy has adopted Academy written curriculum, Curriculum Crafter Tool (CCT), Michigan Model for Health, Exemplary Physical Education Curriculum, and Rosetta Stone. The curriculum for CCT, EPEC, Michigan Model for Health and Rosetta Stone is available electronically and accessible at the following links:

- Curriculum Crafter Tool <http://www.curriculumcrafter.org/>
- Michigan Model for Health <http://www.emc.cmich.edu/mm/default.htm>
- Exemplary Physical Education Curriculum (EPEC) <http://www.michiganfitness.org/epec/>
- Rosetta Stone www.rosettastone.com

The curriculum has been reviewed and approved by The Center for Charter Schools.

Elementary

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5	6	7	8
English Language Arts (CCT)	X	X	X	X	X	X	X	X	X
Mathematics (CCT)	X	X	X	X	X	X	X	X	X
Science (CCT)	X	X	X	X	X	X	X	X	X
Social Studies (CCT)	X	X	X	X	X	X	X	X	X
Health (MI Model)	X	X	X	X	X	X	X	X	X
Physical Education (EPEC)	X	X	X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X	X	X
Mandarin (Rosetta Stone)	X	X	X	X	X	X	X	X	X

MI MODEL FOR HEALTH

Academy: Starr Midtown Academy

Please indicate by a checkmark the modules that will be included in health instruction at the Academy. Return the checklist to the Center.

K-6 Modules

Social Emotional	
X	Managing Feelings
X	Showing Respect and Caring
X	Accepting Responsibility
Nutrition and Physical Activity	
X	Healthy Eating and Healthy Physical Activity
X	Variety Food Groups
X	Variety Physical Activity
X	Balanced Physical Activity, Rest and Sleep
X	Serving Numbers and Sizes
X	Information Labeling
X	Influences
X	Food Safety
X	Safe Physical Activity
X	Plan for Snacks, Balanced Meals, and Physical Activity
X	Weight Management
X	Advocacy
Safety	
X	Pedestrian
X	Vehicle Seat Belt Use/Vehicle Occupant
X	Wheeled Recreational Safety
X	Fire Safety
X	Water and Sun
X	Home and Public Safety
X	Internet Safety
X	Weapons/Dangerous Objects
X	Child Abuse Prevention
Alcohol Tobacco and Other Drugs.	
X	Medicines
X	Poisons/Inhalants
X	Caffeine
X	Tobacco
X	Alcohol
X	Marijuana
Personal Health and Wellness	
X	Hygiene
X	Dental Health
X	Exercise and Rest
X	Sun, Water and Ice Safety

MI Model for Health Checklist

MI MODEL FOR HEALTH

X	Safe Food Handling
X	Medicines
HIV and Reproductive Health (Grades 4-6 only) (new 2011)	
X	General
X	Puberty
X	Friendships/Relationships
X	Influences
X	Human Reproduction
X	HIV and Other Communicable Disease Prevention
X	Abstinence

7-8 Modules

Violence Prevention Module	
X	The Two R's for Stopping Assault and Preventing Violence (Item# R0700V)
HIV Education	
X	Growing Up and Staying Healthy (Item# MA700 – new in 2007)
Tobacco Prevention Module	
X	The Power Is Yours to Be Tobacco Free (Item# MM700T)
Nutrition & Physical Activity Module	
X	A Winning Team: Healthy Eating and Physical Activity (Item# MM700NP)
Substance Abuse Prevention Module	
X	Protect a Friend–Share Your Skills (Item# R0700SA)
Gambling Prevention Curriculum	
X	All "Bets" Are Off! (Item# R0700G)
Character Education Curriculum	
X	Choosing Who I Am - Choosing Who I Become (Item# R0700C)
Service Learning (Grade 7-12)	
X	Building Character Through Service Learning (Item# R0S00C)
Sun Safety Activities Module	
X	Take Control of Your Sun Exposure (Item# R0700SS)

MI Model for Health Checklist

The music program is designed as a comprehensive, standards-based course of study that will allow students to become musically literate. Music education helps students express and interpret meaning. Through music, students increase their awareness of rich and diverse cultures, beliefs, and societies of humankind. As students examine the role of music throughout history and in different cultures, they develop respect for diversity. A quality elementary music program addresses the learning needs of the whole child. Studies in music address the physical, emotional, social, intellectual, and aesthetic development of children. Music engages students by providing an experiential approach to the learning experience. Music study allows learners to be successful by addressing various learning styles and intelligences.

Grade Level	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
OBJECTIVES/ LEARNING GOALS	<p>Sings a diverse repertoire of songs</p> <p>Demonstrates appropriate listening behavior in class, school concerts and assemblies</p> <p>Moves to the beat of music</p> <p>Imitates rhythmic and melodic patterns</p> <p>Identifies differences between pieces of music by describing them as loud or soft, fast or slow, high or low and short or long</p> <p>Explains what composers and performers of music are and what they do</p> <p>Improvises music</p> <p>Makes connections between music and their daily lives</p>	<p>Sings a diverse repertoire of songs with a 5-note range</p> <p>Moves to the beat of music</p> <p>Imitates rhythmic and melodic patterns</p> <p>Identifies differences between pieces of music by describing them as loud or soft, fast or slow, high or low and short or long</p> <p>Explains what composers and performers of music are and what they do</p> <p>Demonstrates appropriate listening behavior in class, school concerts and assemblies</p> <p>Improvises melodic</p>	<p>Sings a diverse repertoire of songs approaching an 8-note range</p> <p>Plays a harmonic or rhythmic accompaniment while the class sings a melody</p> <p>Moves to music keeping a steady beat</p> <p>Imitates more complex rhythmic and melodic patterns</p> <p>Reads short melodies and rhythms from printed music</p> <p>Describes the sequence of events in a piece of music</p> <p>Identifies differences between pieces</p>	<p>Sings a diverse repertoire of songs with an 8-note range</p> <p>Sings two-part rounds with the class</p> <p>Maintains a steady beat to many different types of music</p> <p>Imitates rhythmic and melodic patterns</p> <p>Reads short melodies and rhythms from printed music</p> <p>Describes the sequence of events in a piece of music</p> <p>Identifies differences between pieces of music by describing them as classical or contemporary;</p>	<p>Sings a diverse repertoire of songs extending beyond an 8-note range</p> <p>Sings simple partner song with entire class</p> <p>Maintains a steady beat to many different types of music</p> <p>Reads simple compositions from printed music, accurately interpreting rhythm and melody</p> <p>Describes the sequence of events in a piece of music</p> <p>Identifies differences between music and individual, regional or national life</p>	<p>Signs a diverse repertoire of songs extending beyond an 8-note range</p> <p>Sings simple 2-part songs</p> <p>Maintains a steady beat to many different types of music</p> <p>Reads simple compositions from printed music, accurately interpreting rhythm and melody, and musical symbols</p> <p>Describes the sequence of events in a piece of music</p> <p>Identifies differences between pieces of music using vocabulary relating to form,</p>

<p>OBJECTIVES/LEARNING GOALS CONT'D</p>	<p>Forms and expresses opinions about music using musical vocabulary to support their ideas</p> <p>Cares for and uses musical instruments properly</p> <p>Expresses feelings created by music using movement, visual art and words</p>	<p>fragments and rhythm patterns</p> <p>Reads short melodies or rhythms from printed music</p> <p>Makes connections between music and their daily lives</p> <p>Forms and expresses opinions about music using musical vocabulary to support their ideas</p> <p>Cares for and uses rhythm instruments properly</p> <p>Expresses feelings created by music using movement, visual art and words</p> <p>Learn symbols and rhythm in music</p> <p>Identify instruments by name and sound</p> <p>Learn about various composers</p>	<p>of music by describing them as classical or contemporary, solo or group</p> <p>Makes connections between music and community life</p> <p>Cares for and uses musical instruments and facilities properly</p> <p>Demonstrates appropriate listening behavior in class, school concerts and assemblies</p> <p>Improvises or composes music which reflects concepts being studied in class</p> <p>Names some significant composers, performers and compositions</p> <p>Forms and expresses opinions about music using an expanding musical vocabulary to support their</p>	<p>solo or group; string, wind, percussion or voice; and by their melodic contour</p> <p>Makes connections between music and community life</p> <p>Cares for and uses musical instruments and facilities properly</p> <p>Demonstrates appropriate listening behavior in class, school concerts and assemblies</p> <p>Improvises or composes music which reflects concepts being studied in class</p> <p>Names significant composers, performers and compositions</p> <p>Forms and expresses opinions about music using an expanding musical vocabulary to</p>	<p>Recognizes ways in which music is a part of their daily lives</p> <p>Predicts ways in which music may be a part of their adult lives</p> <p>Forms and expresses opinions about music using an expanding musical vocabulary to support their ideas</p> <p>Cares for and uses musical instruments and facilities properly</p> <p>Demonstrates appropriate audience behavior in class and when attending performances in or away from school</p> <p>Improvises or composes music which reflects concepts being studied in class</p>	<p>style and individual instrumental and vocal timbres</p> <p>Makes connections between music and individual, regional or national life</p> <p>Recognizes ways in which music is a part of their daily lives</p> <p>Predicts ways in which music may be a part of their adult lives</p> <p>Forms and expresses opinions about music using an expanding musical vocabulary to support their ideas</p> <p>Cares for an uses musical instruments and facilities properly</p> <p>Demonstrates appropriate audience behavior in class and when attending performance in</p>
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<p>OBJECTIVES/LEARNING GOALS CONT'D</p>	<p>Use technology to create, perform and record music</p> <p>Define musical terms and concepts such as “composers”, “orchestra”, “opera”, “instrumental music”, and “ballet” and know their components</p> <p>Understand that music can tell a story</p>	<p>ideas</p> <p>Expresses feelings created by music using movement, visual art and words</p> <p>Expresses appreciation for performers’ efforts in appropriate ways</p> <p>Demonstrate a competency in music reading, notation and aural skills</p> <p>Identify instruments from various cultures by name and sound</p> <p>Use technology to create, perform and record music</p> <p>Review families of instruments: strings, brass, woodwinds, percussion</p> <p>Recognize that the piano and organ are keyboard instruments, and listen to a</p>	<p>support their ideas</p> <p>Expresses feelings created by music using movement, visual art and words</p> <p>Expresses appreciation for performers’ efforts in appropriate ways</p> <p>Identify simple musical form</p> <p>Identify instruments from various cultures by name and sound</p> <p>Learn various composers and their cultures</p> <p>Use technology to create, perform and record music</p>	<p>Names significant composers and performers, when and where they live(d) and some of their representative works</p> <p>Expresses feelings created by music using movement, visual art and words</p> <p>Expresses appreciation for performers’ efforts in appropriate ways in a wide variety of situations</p> <p>Perform in groups and respond to cues from a conductor</p> <p>Learn about various composers and cultures to broaden their knowledge and understanding</p> <p>Use technology to create, perform and record music</p>	<p>or away from school</p> <p>Improvises or composes music which reflects concepts being studied in class</p> <p>Names significant composers and performers, when and where they live(d) and some of their representative works</p> <p>Expresses feelings created by music using movement, visual art and words</p> <p>Expresses appreciation for performers’ efforts in appropriate ways in a wide variety of situations</p> <p>Use technology to create, perform and record music</p>
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			variety of keyboard music			
GLCE'S	ART.I.M.EL.1- ART.I.M.EL.12 ART.II.M.EL.1- ART.II.M.EL.3 ART.III.M.EL.1- ART.III.M.EL.5 ART.IV.M.EL.1- ART.IV.M.EL.5 ART.V.M.EL.1 ART.V.M.EL.3 ART.II.M.EL.4- ART.II.M.EL.6 ART.III.M.EL.6- ART.III.M.EL.7 ART.V.M.EL.2 ART.V.M.EL.4	ART.I.M.EL.1- ART.I.M.EL.9 ART.III.M.EL.1- ART.III.M.EL.2 ART.III.M.EL.4- ART.III.M.EL.5 ART.IV.M.EL.1- ART.IV.M.EL.5 ART.V.M.EL.1 ART.V.M.EL.3 ART.I.M.EL.4 ART.I.M.EL.10- ART.I.M.EL.12 ART.II.M.EL.1- ART.II.M.EL.6 ART.III.M.EL.3 ART.III.M.EL.6- ART.III.M.EL.7 ART.V.M.EL.2 ART.V.M.EL.4	ART.I.M.EL.1- ART.I.M.EL.9 ART.III.M.EL.1- ART.III.M.EL.2 ART.III.M.EL.4- ART.III.M.EL.5 ART.IV.M.EL.1- ART.IV.M.EL.5 ART.V.M.EL.1 ART.V.M.EL.3 ART.I.M.EL.4 ART.I.M.EL.10- ART.I.M.EL.12 ART.II.M.EL.1- ART.II.M.EL.6 ART.III.M.EL.3 ART.III.M.EL.6- ART.III.M.EL.7 ART.V.M.EL.2 ART.V.M.EL.4	ART.I.M.EL.1- ART.I.M.EL.12 ART.V.M.EL.2 ART.III.M.EL.1- ART.III.M.EL.2 ART.V.M.EL.4 ART.III.M.EL.3- ART.III.M.EL.5 ART.IV.M.EL.1- ART.IV.M.EL.5 ART.V.M.EL.1 ART.V.M.EL.3 ART.V.M.EL.3 ART.I.M.EL.4 ART.II.M.EL.1- ART.II.M.EL.6 ART.III.M.EL.6- ART.III.M.EL.7	ART.I.M.EL.1- ART.I.M.EL.12 ART.II.M.EL.1- ART.II.M.EL.3 ART.III.M.EL.1- ART.III.M.EL.2 ART.III.M.EL.3- ART.III.M.EL.5 ART.IV.M.EL.1- ART.IV.M.EL.5 ART.V.M.EL.1 ART.V.M.EL.3 ART.I.M.EL.4 ART.II.M.EL.4- ART.II.M.EL.6 ART.III.M.EL.6- ART.III.M.EL.7 ART.V.M.EL.2 ART.V.M.EL.4	ART.I.M.EL.1- ART.I.M.EL.12 ART.II.M.EL.1- ART.II.M.EL.3 ART.III.M.EL.1- ART.III.M.EL.2 ART.III.M.EL.3- ART.III.M.EL.5 ART.IV.M.EL.1- ART.IV.M.EL.5 ART.V.M.EL.1 ART.V.M.EL.3 ART.I.M.EL.4 ART.II.M.EL.4- ART.II.M.EL.6 ART.III.M.EL.6- ART.III.M.EL.7 ART.V.M.EL.2 ART.V.M.EL.4
ESSENTIAL SKILLS	Understanding elements of music Performing musical elements Understanding musical dynamics Listening skills – recognizing instruments; recognizing songs Visual skills – recognizing instruments; understanding symbols Recognizing composers	Understanding elements of music Performing musical elements Listening skills – recognizing instruments; recognizing songs Visual skills – recognizing instruments; understanding symbols	Understanding elements of music Performing musical elements Musical response and analysis Listening skills – recognizing instruments; recognizing songs Visual skills – recognizing	Understanding elements of music Performing musical elements Musical response and analysis Listening skills – recognizing instruments; recognizing songs Visual skills – recognizing	Understanding elements of music Performing musical elements Musical response and analysis Listening skills – recognizing instruments; recognizing songs Visual skills – recognizing	Understanding elements of music Performing musical elements Musical response and analysis Listening skills – recognizing instruments; recognizing songs Visual skills – recognizing

ESSENTIAL SKILLS CONT'D		Recognizing composers Using Technology	instruments; understanding symbols; reading music Recognizing composers Using Technology	instruments; understanding symbols; reading music Recognizing composers Using Technology	instruments; understanding symbols; reading music Recognizing composers Using Technology	instruments; understanding symbols; reading music Recognizing composers Using Technology
SUGGESTED MATERIALS/RESOURCES	Various musical instruments for student use	Various musical instruments for student use	Various musical instruments for student use	Various musical instruments for student use	Various musical instruments for student use	Various musical instruments for student use

** See Appendixes I-VI for a more detailed listing of topics of study

Objective Centered Outline

Course: Music 6

Grade Level: 6

Course Description: Music for 6th graders focuses on teaching basic music concepts through traditional children's songs and classical music examples. Students develop fine and gross motor skills that will enable them to keep a steady beat and learn rhythm instruments. Music 6 teaches students the six elements in music, while rounding out their knowledge of music notation and of rhythmic and melodic patterns.

A. Grade Level Content Expectations

MI State Standards

ART.I.M.M.1-10

ART.II.M.M.1-7

ART.III.M.M.1-5

ART.IV.M.M.1-4

ART.V.M.M.1-4

National Standards 1-9

1.01-1.05 (*1.06-1.07 for choral*)

2.01-2.04 (*2.05-2.06 for instrumental*)

3.01-3.04

4.01-4.04

5.01-5.05

6.01-6.05

7.01-7.04

8.01-8.03

9.01-9.04

B. Goals/Learning Objectives

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

C. Essential Learning Skills

- Singing skills
- Instrumental performance
- Recognize a score
- Improvisation skills
- Create an expressive effect
- Composition
- Adapt music to media
- Basic vocabulary
- Identify aural musical examples
- Music evaluation
- Performance evaluation
- Musical history
- Examine the role of music/musicians
- Musical elements/processes and principles
- Music across the content areas

D. Planned Sequence of Topics / Art Explorations

Music Terminology

The Sounds of Music

Starr Midtown Academy

A Tour through Time
Music Notation

E. Teaching/Learning Strategies

Teachers will use a variety of teaching strategies to help students meet course objectives including, but not limited to, lecture, modeling, cooperative group work, hands-on activities, project and performance based learning, and independent student learning.

F. Materials/Resources

A variety of CDs and DVDs representing performances of music from each time period
Television, DVD player, CD player, computer, digital projector
'A History of Western Music' by Donald Grout
'Music and Art History' from Mark Twain Media
VH1 Storytellers lessons

G. Computer Literacy and Technological Resources

VH1 Storytellers lessons
In-class keyboard
YouTube.com for video performances

H. Student Assessment

Students will be assessed regularly by the teacher in the form of tests, quizzes, projects, and performances at teacher's discretion.

Objective Centered Outline

Course: Music 7

Grade Level: 7

Course Description: Music for 7th graders focuses on teaching basic music concepts through traditional children's songs and classical music examples. Students develop fine and gross motor skills that will enable them to keep a steady beat and learn rhythm instruments. Music 7 teaches students the six elements in music, while rounding out their knowledge of music notation and of rhythmic and melodic patterns.

A. Grade Level Content Expectations

MI State Standards

ART.I.M.M.1-10

ART.II.M.M.1-7

ART.III.M.M.1-5

ART.IV.M.M.1-4

ART.V.M.M.1-4

National Standards 1-9

1.01-1.05 (*1.06-1.07 for choral*)

2.01-2.05 (*2.06-2.07 for instrumental*)

3.01-3.04

4.01-4.04

5.01-5.06

6.01-6.05

7.01-7.04

8.01-8.03

9.01-9.04

B. Goals/Learning Objectives

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

C. Essential Learning Skills

- Singing skills
- Instrumental performance
- Recognize a score
- Improvisation skills
- Create an expressive effect
- Composition
- Adapt music to media
- Basic vocabulary
- Identify aural musical examples
- Music evaluation
- Performance evaluation
- Musical history
- Examine the role of music/musicians
- Musical elements/processes and principles
- Music across the content areas

D. Planned Sequence of Topics / Art Explorations

Music Terminology

The Sounds of Music

Starr Midtown Academy

A Tour through Time
Music Notation

E. Teaching/Learning Strategies

Teachers will use a variety of teaching strategies to help students meet course objectives including, but not limited to, lecture, modeling, cooperative group work, hands-on activities, project and performance based learning, and independent student learning.

F. Materials/Resources

A variety of CDs and DVDs representing performances of music from each time period
Television, DVD player, CD player, computer, digital projector
'A History of Western Music' by Donald Grout
'Music and Art History' from Mark Twain Media
VH1 Storytellers lessons

G. Computer Literacy and Technological Resources

VH1 Storytellers lessons
In-class keyboard
YouTube.com for video performances

H. Student Assessment

Students will be assessed regularly by the teacher in the form of tests, quizzes, projects, and performances at teacher's discretion.

Objective Centered Outline

Course: Music 8

Grade Level: 8

Course Description: Music for 8th graders focuses on teaching basic music concepts through traditional children's songs and classical music examples. Students develop fine and gross motor skills that will enable them to keep a steady beat and learn rhythm instruments. Music 8 teaches students the six elements in music, while rounding out their knowledge of music notation and of rhythmic and melodic patterns.

A. Grade Level Content Expectations

MI State Standards

ART.I.M.M.1-10
ART.II.M.M.1-7
ART.III.M.M.1-5
ART.IV.M.M.1-4
ART.V.M.M.1-4

National Standards 1-9

1.01-1.05 (*1.06-1.07 for choral*)
2.01-2.05 (*2.06-2.07 for instrumental*)
3.01-3.04
4.01-4.04
5.01-5.06
6.01-6.05
7.01-7.04
8.01-8.03
9.01-9.04

B. Goals/Learning Objectives

- Demonstrating appropriate expressive and technical vocal and instrumental practices
- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms and using appropriate terminology
- Improvising, composing, and arranging music
- Listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

C. Essential Learning Skills

- Singing skills
- Instrumental performance
- Recognize a score
- Improvisation skills
- Create an expressive effect
- Composition
- Adapt music to media
- Basic vocabulary
- Identify aural musical examples
- Music evaluation
- Performance evaluation
- Musical history
- Examine the role of music/musicians
- Musical elements/processes and principles
- Music across the content areas

D. Planned Sequence of Topics / Art Explorations

Music Terminology
The Sounds of Music

Starr Midtown Academy

A Tour through Time
Music Notation

E. Teaching/Learning Strategies

Teachers will use a variety of teaching strategies to help students meet course objectives including, but not limited to, lecture, modeling, cooperative group work, hands-on activities, project and performance based learning, and independent student learning.

F. Materials/Resources

A variety of CDs and DVDs representing performances of music from each time period
Television, DVD player, CD player, computer, digital projector
'A History of Western Music' by Donald Grout
'Music and Art History' from Mark Twain Media
VH1 Storytellers lessons

G. Computer Literacy and Technological Resources

VH1 Storytellers lessons
In-class keyboard
YouTube.com for video performances

H. Student Assessment

Students will be assessed regularly by the teacher in the form of tests, quizzes, projects, and performances at teacher's discretion.

Elementary art education engages students intellectually, intuitively, personally, physically and emotionally. Students learn to see themselves as artists and express their ideas and feelings through their art. Conversely, students learn to respond to the art of others to share ideas, build critical thinking skills, and evaluating. Students are active in drawing, painting, designing, sculpting, and working with paper and fibers in order to develop visual, spatial and manipulative skills. In addition, students learn through study of a variety of art periods and techniques how art is part of everyday life and that artists throughout time have addresses similar concerns.

Grade Level	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
OBJECTIVES/ LEARNING GOALS	<p>Uses imagination to create visual forms</p> <p>Shares personal impressions about one's own art experiences</p> <p>Recognizes broad categories of subject matter (e.g., landscape, still life, portraiture)</p> <p>Explains what artists do</p> <p>Observes and identifies some of the elements of art in works of art and in the environment</p> <p>Physically works with art materials</p> <p>Describes the mood or feeling that a specific artwork evokes</p> <p>Takes pride in one's own progress in regards to making art</p> <p>Listens to other opinions and reactions regarding a work of art</p>	<p>Explains what artists do</p> <p>Observes and identifies the elements of art in one's own work</p> <p>Uses physical skills to create images and forms with assigned materials</p> <p>Describes the mood or feeling evoked by a work of art</p> <p>Shares personal impressions about art experiences and art creations with others</p> <p>Recognizes common themes used by artists from different cultures and eras</p>	<p>Recognizes that people make art for different purposes; e.g., decorative, expressive, spiritual</p> <p>Recognizes some characteristics of different forms of art</p> <p>Recognizes ways that visual art is connected to daily life</p> <p>Recognizes variations of the elements of art used in a specific work</p> <p>Uses spontaneous and step-by-step processes to create artwork</p> <p>Discusses the use of theme and meaning as expressed in a</p>	<p>Recognizes that people make art for different purposes; e.g., decorative, expressive, spiritual</p> <p>Recognizes some characteristics of different forms of art</p> <p>Recognizes ways that visual art is connected to daily life</p> <p>Recognizes variations of the elements of art used in a specific work</p> <p>Uses skills of observation and imagination to create visual forms</p> <p>Uses spontaneous and multiple step processes</p>	<p>Identifies selected artworks representative of individual artists, different cultures and historical eras</p> <p>Identifies broad styles of art; e.g. realistic, abstract, non-objective</p> <p>Identifies the purpose of galleries, artist studios and public museums</p> <p>Uses the elements of art and principles of design in one's own work</p> <p>Describes methods used to achieve a desired effect</p> <p>Uses a variety of strategies to transform ideas</p>	<p>Identifies selected artworks representative of individual artists, different cultures and historical eras</p> <p>Identifies broad styles of art; e.g. realistic, abstract, non-objective</p> <p>Identifies the purpose of galleries, artist studios and public museums</p> <p>Uses the elements of art and principles of design in one's own work</p> <p>Describes methods used to achieve a desired effect</p> <p>Uses a variety of strategies to transform ideas</p>

<p>OBJECTIVES/LEARNING GOALS CONT'D</p>	<p>Studies a variety of artists</p> <p>Identifies types of media</p> <p>Distinguishes between works of different artists</p> <p>Observes the use of lines in works of art</p> <p>Identifies and uses different lines: zigzag, curved, wavy, thick, thin</p> <p>Recognize and discuss the following as sculptures: Northwest American Indian totem pole, Statue of Liberty</p>	<p>Recognizes broad categories of subject matter in artworks</p> <p>Recognizes signs and visual symbols as a form of communication</p> <p>Identifies elements of art seen in the natural and manmade environment</p> <p>Practices safe ways to use tools, materials and equipment</p> <p>Uses spontaneous and step-by-step processes to create artwork</p> <p>Displays a feeling of pride in one's own artwork</p> <p>Listens to other opinions and reactions regarding a work of art</p>	<p>work of art</p> <p>Explains the ideas conveyed in one's own work</p> <p>Identifies elements of art and principles of design seen in the natural and manmade environments</p> <p>Experiments with a variety of art media</p> <p>Uses tools and materials associated with media and processes</p> <p>Identifies the elements of art and principles of design in a work of art using descriptive vocabulary</p> <p>Expresses a degree of success and pride in one's own work</p> <p>Recognizes that people respond to art in different ways</p>	<p>to create artwork</p> <p>Discusses the use of materials, subject, theme and meaning expresses in an artwork</p> <p>Explains the ideas conveyed in one's own artwork</p> <p>Recognizes some of the roles that artists play within the Detroit community</p> <p>Identifies elements of art and principles of design used in natural and manmade environments</p> <p>Selects and experiments with a variety of art media</p> <p>Uses tools and materials associated with art media and processes</p> <p>Uses vocabulary related to media and processes</p>	<p>and feelings into visual forms</p> <p>Uses a descriptive vocabulary to discuss a work of art and interpret the meaning conveyed</p> <p>Selects personal favorites of well-known artwork and briefly explains reasons for choice</p> <p>Points out the elements of art and principles of organization in a work of art using descriptive vocabulary</p> <p>Gives examples of ways that art is connected to music, language, mathematics, science and social studies</p> <p>Applies the elements and principles of art as seen in the natural and built environment to create artworks</p>	<p>and feelings into visual forms</p> <p>Uses a descriptive vocabulary to discuss a work of art and interpret the meaning conveyed</p> <p>Selects personal favorites of well-known artwork and briefly explains reasons for choice</p> <p>Points out the elements of art and principles of organization in a work of art using descriptive vocabulary</p> <p>Gives examples of ways that art is connected to music, language, mathematics, science and social studies</p> <p>Applies the elements and principles of art as seen in the natural and built environment to create artworks</p>
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<p>OBJECTIVES/LEARNING GOALS CONT'D</p>			<p>Compare lifelike and abstract animals in various art works</p> <p>Observe and discuss examples of abstract painting and sculpture</p> <p>Understand architecture as the art of designing buildings</p> <p>Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings</p> <p>Examine different examples of architecture noting the use of line, shape, and other special features</p>	<p>Identifies the elements of art and principles of design in a work of art, using descriptive vocabulary</p> <p>Displays a feeling of success and pride in one's own work</p> <p>Recognizes that people respond to art in different ways</p>	<p>Selects art materials to achieve a desired effect</p> <p>Uses tools and materials with safety and confidence</p> <p>Displays feelings of self-confidence and pride in own work</p> <p>Accepts differing opinions and reactions to a work of art</p> <p>Plan the use of visual qualities to express an idea, feeling, or non-verbal message.</p> <p>Use familiar media in new ways to develop flexibility and problem solving</p>	<p>Selects art materials to achieve a desired effect</p> <p>Uses tools and materials with safety and confidence</p> <p>Use discoveries made in experimentation and observation as sources to create works of art</p> <p>Displays feelings of self-confidence and pride in own work</p> <p>Demonstrates an acceptance of differing opinions and reactions regarding a work of art</p> <p>Recognize how art is used to record ideas, events and feelings</p> <p>Recognize how art is influenced by time and place</p> <p>Recognize that artists borrow</p>
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						ideas and receive inspiration from other artists
GLCE'S	ART.I.VA.EL.1- ART.I.VA.EL.4 ART.II.VA.EL.1- ART.II.VA.EL.2 ART.II.VA.EL.5 ART.III.VA.EL.1- ART.III.VA.EL.5 ART.IV.VA.EL.1 ART.IV.VA.EL.3 ART.II.VA.EL.3- ART.II.VA.EL.4 ART.II.VA.EL.6 ART.IV.VA.EL.2- ART.IV.VA.EL.3 ART.V.VA.EL.2- ART.V.VA.EL.4	ART.I.VA.EL.1- ART.I.VA.EL.4 ART.II.VA.EL.1- ART.II.VA.EL.5 ART.III.VA.EL.1- ART.III.VA.EL.5 ART.IV.VA.EL.1- ART.IV.VA.EL.3 ART.V.VA.EL.1 ART.II.VA.EL.6 ART.V.VA.EL.2- ART.V.VA.EL.4	ART.I.VA.EL.1- ART.I.VA.EL.4 ART.II.VA.EL.1- ART.II.VA.EL.5 ART.III.VA.EL.1- ART.III.VA.EL.5 ART.IV.VA.EL.1- ART.IV.VA.EL.3 ART.V.VA.EL.1 ART.II.VA.EL.6 ART.V.VA.EL.2- ART.V.VA.EL.4	ART.I.VA.EL.1- ART.I.VA.EL.4 ART.II.VA.EL.1- ART.II.VA.EL.5 ART.III.VA.EL.1- ART.III.VA.EL.5 ART.IV.VA.EL.1- ART.IV.VA.EL.3 ART.V.VA.EL.1 ART.V.VA.EL.3- ART.V.VA.EL.4 ART.II.VA.EL.6 ART.V.VA.EL.2	ART.I.VA.EL.1- ART.I.VA.EL.4 ART.II.VA.EL.1- ART.II.VA.EL.5 ART.III.VA.EL.1- ART.III.VA.EL.5 ART.IV.VA.EL.1- ART.IV.VA.EL.3 ART.V.VA.EL.1; ART.V.VA.EL.3- ART.V.VA.EL.4 ART.II.VA.EL.6 ART.V.VA.EL.2	ART.I.VA.EL.1- ART.I.VA.EL.4 ART.II.VA.EL.1- ART.II.VA.EL.5 ART.III.VA.EL.1- ART.III.VA.EL.5 ART.IV.VA.EL.1- ART.IV.VA.EL.3 ART.V.VA.EL.1; ART.V.VA.EL.3- ART.V.VA.EL.4 ART.II.VA.EL.6 ART.V.VA.EL.2
ESSENTIAL SKILLS	Responding to art Recognizing characteristics of art Recognizing works of specific artists or styles Creating art Identifying types of media	Responding to art Recognizing characteristics of art Recognizing works of specific artists or styles Creating art Identifying types of media	Responding to art Recognizing characteristics of art Recognizing works of specific artists or styles Creating art Identifying types of media	Responding to art Recognizing characteristics of art Recognizing works of specific artists or styles Creating art Identifying types of media	Responding to art Recognizing characteristics of art Recognizing works of specific artists or styles Creating art Identifying types of media	Responding to art Recognizing characteristics of art Recognizing works of specific artists or styles Creating art Identifying types of media
SUGGESTED MATERIALS/RESOURCES	Various materials used for art creation	Various materials used for art creation	Various materials used for art creation	Various materials used for art creation	Various materials used for art creation	Various materials used for art creation

** See Appendixes I-VI for a more detailed listing of topics of study

Objective Centered Outline

Course: Art 6

Grade Level: 6

Course Description: This course focuses on how students can identify art in everyday life and in their surroundings. Students discover art forms from the items they find on their person, in their home, and in the community. They complete art history, art criticism, and art production activities with an American art focus. Through a variety of media, students create two- and three-dimensional art projects, emphasizing drawing, design, and functionality.

A. Grade Level Content Expectations

ART.I.VA.M.1-4
ART.II.VA.M.1-6
ART.III.VA.M.1-5
ART.IV.VA.M.1-3
ART.V.VA.M.1-4

B. Goals/Learning Objectives

All students will:

- 1 - Explore a variety of art media, techniques, and processes.
 - Experiment with a variety of media, including current arts-related technologies.
 - Experience the expressive possibilities of art media, techniques, and processes.
 - Practice safe and responsible use of art media, equipment, and studio space.
- 2 - Create works of art that show the use of the art elements and principles.
 - Create expressive works of art using art elements, including line, shape, form, value, and color.
 - Create expressive works of art using the art principles, including balance, repetition, color relationships, and emphasis, to organize the art elements.
- 3 - Critique works of art.
 - Describe artworks according to use of art elements and principles.
 - Examine the functions of art.
 - Interpret works of art.
- 4 - Evaluate works of art.
 - Learn how to use aesthetic approaches to compare and discuss works of art.
 - Evaluate works of art based on how they were created, effective use of the art elements and principles, fulfillment of functions, and expressive qualities.
- 5 - Create content in works of art.
 - Identify subject matter, themes, and content in works of art.
 - Create works of art that show subject matter, themes, or individually conceived content.
 - Express subject matter, themes, or content through applications of art media and by applying the art elements and principles.
- 6 - Curate works of art ordered by medium and content.
 - Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this course, or significant content.
 - Exhibit works of art selected by themes such as mastery of a medium, course objectives, and significant content.

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- 7 - Align works of art according to history, geography, and personal experience.
Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views of the Egyptians, tenebrism of the Baroque.
Analyze the impact of culture on works of art.
Evaluate own relationship with artworks from various periods in history.
- 8 - Synthesize art with other educational subjects.
Explore relationships between the visual arts and dance, music, and theater.
Explore how visual arts can be integrated across disciplines.
- 9 - Evaluate the impact of art on life outside of school.
Examine careers related to visual arts.
Predict how the visual arts can add quality to life and lifelong learning.

C. Essential Learning Skills

1. Media and technology use
2. Safety skills with art
3. Art elements
4. Describing art
5. Functions of art
6. Evaluating art
7. Interpreting art
8. Identifying subject matter, themes, and content in art
9. Creating art – expressing subject matter, themes, content; using elements and principles
10. Aesthetics
11. Art presentation: portfolio
12. Making connections between art and culture
13. Art history

D. Planned Sequence of Topics / Art Explorations

The Art Basics
Art and You
Art in Your Home
Art in Your Community

E. Teaching/Learning Strategies

Teachers will use a variety of teaching strategies to help students meet course objectives including, but not limited to, lecture, modeling, cooperative group work, hands-on activities, project-based learning, and independent student learning.

F. Materials/Resources

Paper, drawing pencils, magazines, large picture books, pastels, tempura paints, acrylics, erasers, brushes, glue, safe scissors

Glencoe *Introducing Art*

G. Computer Literacy and Technological Resources

ArtsConnected
<http://www.artsconnected.org/toolkit/>

A Lifetime of Color,
<http://www.alifetimeofcolor.com/play/color2/a1.html>

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Elements of Art

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14888

Principles of Art

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14897

H. Student Assessment

Students will be assessed regularly by teachers in the form of tests, quizzes, projects, and performances at teacher's discretion. Performance rubrics will be used by teachers and by students to assess project work, as well as to evaluate a student's portfolio of work, over time.

Objective Centered Outline

Course: Art 7

Grade Level: 7

Course Description: The seventh grade Art course focuses on the visual arts as a form of personal expression. Students explore the basics of art, including the methods and themes of expression. This course has strong ties to social studies and a strong emphasis on drawing and painting techniques.

A. Grade Level Content Expectations

ART.I.VA.M.1-4
ART.II.VA.M.1-6
ART.III.VA.M.1-5
ART.IV.VA.M.1-3
ART.V.VA.M.1-4

B. Goals/Learning Objectives

All students will:

- 1 - Explore a variety of art media, techniques, and processes.
Experiment with a variety of media, including current arts-related technologies.
Experience the expressive possibilities of art media, techniques, and processes.
Practice safe and responsible use of art media, equipment, and studio space.
- 2 - Create works of art that show the use of the art elements and principles.
Create expressive works of art using art elements, including line, shape, form, value, and color.
Create expressive works of art using the art principles, including balance, repetition, color relationships, and emphasis, to organize the art elements.
- 3 - Critique works of art.
Describe artworks according to use of art elements and principles.
Examine the functions of art.
Interpret works of art.
- 4 - Evaluate works of art.
Learn how to use aesthetic approaches to compare and discuss works of art.
Evaluate works of art based on how they were created, effective use of the art elements and principles, fulfillment of functions, and expressive qualities.
- 5 - Create content in works of art.
Identify subject matter, themes, and content in works of art.
Create works of art that show subject matter, themes, or individually conceived content.
Express subject matter, themes, or content through applications of art media and by applying the art elements and principles.
- 6 - Curate works of art ordered by medium and content.
Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this course, or significant content.
Exhibit works of art selected by themes such as mastery of a medium, course objectives, and significant content.
- 7 - Align works of art according to history, geography, and personal experience.

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Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views of the Egyptians, tenebrism of the Baroque.
Analyze the impact of culture on works of art.
Evaluate own relationship with artworks from various periods in history.

8 - Synthesize art with other educational subjects.

Explore relationships between the visual arts and dance, music, and theater.
Explore how visual arts can be integrated across disciplines.

9 - Evaluate the impact of art on life outside of school.

Examine careers related to visual arts.
Predict how the visual arts can add quality to life and lifelong learning.

C. Essential Learning Skills

1. Media and technology use
2. Safety skills with art
3. Art elements
4. Describing art
5. Functions of art
6. Evaluating art
7. Interpreting art
8. Writing about Art
9. Identifying subject matter, themes, and content in art
10. Creating art – expressing subject matter, themes, content; using elements and principles
11. Aesthetics
12. Art presentation: portfolio
13. Making connections between art and culture
14. Art history

D. Planned Sequence of Topics / Art Explorations

The Art Basics
Methods of Visual Expression
Using Your Voice: Themes and Meaning

E. Teaching/Learning Strategies

Teachers will use a variety of teaching strategies to help students meet course objectives including, but not limited to, lecture, modeling, cooperative group work, hands-on activities, project-based learning, and independent student learning.

F. Materials/Resources

Paper, drawing pencils, magazines, large picture books, pastels, tempura paints, acrylics, erasers, brushes, glue, safe scissors, clay

Glencoe *Exploring Art*

G. Computer Literacy and Technological Resources

ArtsConnected
<http://www.artsconnected.org/toolkit/>

A Lifetime of Color,
<http://www.alifetimeofcolor.com/play/color2/a1.html>

Elements of Art

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14888

Principles of Art

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14897

H. Student Assessment

Students will be assessed regularly by teachers in the form of tests, quizzes, projects, and performances at teacher's discretion. Performance rubrics will be used by teachers and by students to assess project work, as well as to evaluate a student's portfolio of work, over time.

Objective Centered Outline

Course: Art 8

Grade Level: 8

Course Description: Students in eighth grade Art learn how visual art influences people and places, and alternatively, how people and places influence the world of art. Students make connections between art from across time and location as they create their own art meant to influence ideas, actions, or environments.

A. Grade Level Content Expectations

ART.I.VA.M.1-4
ART.II.VA.M.1-6
ART.III.VA.M.1-5
ART.IV.VA.M.1-3
ART.V.VA.M.1-4

B. Goals/Learning Objectives

All students will:

- 1 - Explore a variety of art media, techniques, and processes.
Experiment with a variety of media, including current arts-related technologies.
Experience the expressive possibilities of art media, techniques, and processes.
Practice safe and responsible use of art media, equipment, and studio space.
- 2 - Create works of art that show the use of the art elements and principles.
Create expressive works of art using art elements, including line, shape, form, value, and color.
Create expressive works of art using the art principles, including balance, repetition, color relationships, and emphasis, to organize the art elements.
- 3 - Critique works of art.
Describe artworks according to use of art elements and principles.
Examine the functions of art.
Interpret works of art.
- 4 - Evaluate works of art.
Learn how to use aesthetic approaches to compare and discuss works of art.
Evaluate works of art based on how they were created, effective use of the art elements and principles, fulfillment of functions, and expressive qualities.
- 5 - Create content in works of art.
Identify subject matter, themes, and content in works of art.
Create works of art that show subject matter, themes, or individually conceived content.
Express subject matter, themes, or content through applications of art media and by applying the art elements and principles.
- 6 - Curate works of art ordered by medium and content.
Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this course, or significant content.
Exhibit works of art selected by themes such as mastery of a medium, course objectives, and significant content.
- 7 - Align works of art according to history, geography, and personal experience.

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Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist views of the Egyptians, tenebrism of the Baroque.
Analyze the impact of culture on works of art.
Evaluate own relationship with artworks from various periods in history.

8 - Synthesize art with other educational subjects.

Explore relationships between the visual arts and dance, music, and theater.
Explore how visual arts can be integrated across disciplines.

9 - Evaluate the impact of art on life outside of school.

Examine careers related to visual arts.
Predict how the visual arts can add quality to life and lifelong learning.

C. Essential Learning Skills

1. Media and technology use
2. Safety skills with art
3. Art elements
4. Describing art
5. Functions of art
6. Evaluating art
7. Interpreting art
8. Writing about Art
9. Identifying subject matter, themes, and content in art
10. Creating art – expressing subject matter, themes, content; using elements and principles
11. Aesthetics
12. Art presentation: portfolio
13. Making connections between art and culture
14. Art history

D. Planned Sequence of Topics / Art Explorations

Reviewing the Basics
Influences on Art
Art That Influences People
Art That Influences Spaces

E. Teaching/Learning Strategies

Teachers will use a variety of teaching strategies to help students meet course objectives including, but not limited to, lecture, modeling, cooperative group work, hands-on activities, project-based learning, and independent student learning.

F. Materials/Resources

Paper, drawing pencils, magazines, large picture books, pastels, tempura paints, acrylics, erasers, brushes, glue, safe scissors, clay

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G. Computer Literacy and Technological Resources

ArtsConnected
<http://www.artsconnected.org/toolkit/>

A Lifetime of Color,
<http://www.alifetimeofcolor.com/play/color2/a1.html>

Starr Midtown Academy

Elements of Art

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14888

Principles of Art

http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14897

H. Student Assessment

Students will be assessed regularly by teachers in the form of tests, quizzes, projects, and performances at teacher's discretion. Performance rubrics will be used by teachers and by students to assess project work, as well as to evaluate a student's portfolio of work, over time.

Kindergarten Developmental Skills: Although not part of the Michigan Framework, there are developmental skills that the Academy believes are an essential part of the Kindergarten curriculum. These skills, which build on the skills that students would learn in an early childhood setting, are designed to provide students with the ability to successfully participate in the learning experiences that will move them toward achieving the Michigan elementary content standards by the end of fifth grade.

- Demonstrates self-help skills: zip, button, snap, buckle, tie, etc.
- Demonstrates large muscle skills such as: gallop, catch a ball, hop, and bounce a ball.
- Demonstrates small muscle skills such as: working puzzles, stringing beads, stacking objects, drawing and using scissors appropriately, holding and using writing/drawing tools appropriately.
- Identifies 8 to 10 colors.
- Identifies pictures of common objects (e.g. animals, tools, furniture).
- Identifies likenesses and differences in pictures, objects, shapes.
- Recalls objects after removed from sight; recall events from recent past.
- Sequences objects, pictures and ideas.
- Responds to and interprets a picture.
- Knows age, birthday, address and telephone number.
- Identifies rhyming words.
- Reproduces (by copying) letters of the alphabet.
- Knows the name of an adult to contact in case of an emergency.

I. KINDERGARTEN – Topics of Study, Vocabulary/Key Concepts, Assessments

A. Art –

- a. Elements of art
 - i. Color: Pieter Bruegel, *The Hunters in the Snow*; Helen Frankenthaler, *Blue Atmosphere*; Paul Gauguin, *Tahitiann Landscape*; Pablo Picasso, *Le Gourmet*
 - ii. Line: Katsushika Hokusai, *Tuning the Samisen*; Henri Matisse, *The Purple Robe*; Joan Miro, *People and Dog in the Sun*
- b. Looking at and talking about works of art
 - i. Pieter Bruegel, *Children's Games*
 - ii. Mary Cassatt, *The Bath*
 - iii. Winslow Homer, *Snap the Whip*
 - iv. Diego Rivera, *Mother's Helper*
 - v. Henry O. Tanner, *The Banjo Lesson*
- c. Sculpture
 - i. Mobiles: Alexander Calder, *Lobster Trap and Fish Tail*

Vocabulary/Key Concepts – Art:

Color, Line, Painting, Element, Sculpture, Subject matter, Mood, Artist, Media

B. ELA – (see also CCT for additional content area vocabulary in ELA)

- a. Reading and writing
- b. Poetry
 - i. Mother Goose and Other Traditional Poems
 - ii. Other Poems, old and new
- c. Fictional stories
 - i. *The Bremen Town Musicians*
 - ii. *Chicken Little*
 - iii. *Cinderella*
 - iv. *Goldilocks and the Three Bears*
 - v. *How Many Spots Does a Leopard Have?*
 - vi. *King Midas and the Golden Touch*
 - vii. *The Legend of Jumping Mouse*
 - viii. *The Little Red Hen*
 - ix. *Little Red Riding Hood*
 - x. *Momotaro: Peach Boy*
 - xi. *Snow White and the Seven Dwarves*
 - xii. *The Three Billy Goats Gruff*
 - xiii. *The Three Little Pigs*
 - xiv. *A Tug of War*
 - xv. *The Ugly Duckling*
 - xvi. *The Velveteen Rabbit*
 - xvii. Selections from *Winnie the Pooh*
 - xviii. *The Wolf and the Kids*
- d. Aesop's Fables
 - i. *The Lion and the Mouse*
 - ii. *The Grasshopper and the Ants*
 - iii. *The Dog and His Shadow*
 - iv. *The Hare and the Tortoise*

- e. American Folk Heroes and Tall Tales
 - i. *Johnny Appleseed*
 - ii. *Casey Jones*
- f. Literary Terms
 - i. Author
 - ii. Illustrator
- g. Sayings and Phrases
 - i. A dog is man's best friend
 - ii. April showers bring May flowers
 - iii. Better safe than sorry
 - iv. Do unto others as you would have them do unto you
 - v. The early bird gets the worm
 - vi. Great oaks from little acorns grow
 - vii. Look before you leap
 - viii. A place for everything and everything in its place
 - ix. Practice makes perfect

Vocabulary/Key Concepts – ELA:

Consonants, Digraphs, Conventions, Critical Standards, Fluency, Genre, Metacognition, Phonics, Phonemic Awareness, Spoken Discourse, Standard English, Syllable, Vowel, Writing Genre, Narrative text (fiction), Informational text (non-fiction), Brainstorming, Personal style

- C. Math – (see also CCT for additional content area vocabulary in Math)
 - a. Patterns and Classification
 - b. Numbers and Number Sense
 - c. Money
 - d. Computation
 - e. Measurement
 - f. Geometry

Vocabulary/Key Concepts – Math:

Attributes, Compose numbers, Decompose numbers, Patterns, Count, Measure, Add, Subtract, Relate, Three-dimensional, Sort, Shapes

- D. Science – (see also CCT for additional content area vocabulary in Science)
 - a. Plants and Plant Growth
 - b. Animals and Their Needs
 - c. Human Body (Five Senses)
 - d. Introduction to Magnetism
 - e. Seasons and Weather
 - f. Taking Care of the Earth
 - g. Science Biographies

Vocabulary/Key Concepts – Science:

Observe, Classify, Experiment, Properties, Record, Five senses, Report, Describe, Characteristics, Identify, Explain, Conservation, Energy, Matter, Seasons, Weather, Magnets, Animals, Plants, Charts, Graphs, Problem Solving, Scientist,

- E. Social Studies – (see also CCT for additional content area vocabulary in Social Studies)
- a. Civics and Government
 - b. Geography
 - c. Living and working together in families and schools
 - d. Native American Peoples, Past and Present
 - e. Early Exploration and settlement
 - i. The Voyage of Columbus in 1492
 - ii. The Pilgrims
 - iii. July 4, “Independence Day”
 - f. Presidents, Past and Present
 - i. George Washington
 - ii. Thomas Jefferson
 - iii. Abraham Lincoln
 - iv. Theodore Roosevelt
 - v. Current United States President
 - g. Symbols and Figures – Recognize and become familiar with the significance of:
 - i. American Flag
 - ii. Statue of Liberty
 - iii. Mount Rushmore
 - iv. The White House

Vocabulary/Key Concepts – Social Studies

Distinguish, Create, Identify, Describe, Recognize, Positional words, Timeline, Map, Globe, Regions, Environment, Human need, Human want, United States flag, Symbol, Rights, Fairness, Safety, Common Good, Self-discipline, Individual responsibility, Following rules, Working in a group, Taking turns, Goods, Services, Economic wants, Trade, Classroom issue, Graph, Viewpoint, Compare, Express a position, Participate

F. Music --

- a. Elements of Music
- b. Listening and Understanding
 - i. Instruments
 - ii. John Philip Sousa
 - iii. Edvard Grieg, “Morning” and “In the Hall of the Mountain King”
 - iv. Victor Herbert, “March of the Toys” from *Babes in Toyland*
 - v. Richard Rodgers, “March of the Siamese Children” from *The King and I*
 - vi. Camille Saint-Saens, *Carnival of the Animals*
- c. Musical performance
 - i. Instrumental
 - ii. Vocal – Songs
 1. The Bear Went Over the Mountain
 2. Bingo
 3. The Farmer in the Dell
 4. Go In and Out the Window
 5. Go Tell Aunt Rhody
 6. Here We Go Round the Mulberry Bush
 7. The Hokey Pokey
 8. Hush Little Baby

9. If you're Happy and You Know It
10. Jingle Bells
11. John Jacob Jingleheimer Schmidt
12. Kumbaya
13. London Bridge
14. Old MacDonald Had a Farm
15. Row, Row, Row Your Boat
16. This Old Man
17. Twinkle Twinkle Little Star
18. The Wheels on the Bus

Vocabulary/Key Concepts – Music

Songs, Listening, Music, Beat, Rhythm, Melody, Volume, Tempo, Pitch, Composers, Performers, Improve, Expression, Instruments, Response

G. Physical Education/Health

- a. Personal Health and Wellness
- b. Social Emotional
- c. Nutrition and Physical Activity
- d. Safety
- e. Alcohol, Tobacco, and other Drugs

Vocabulary/Key Concepts – Physical Education/Health

Germes, Behavior, Emotions, Nutrition, Healthy lifestyles, Safety, Drugs, Fire Safety, Communication, Investigate, Five senses, Health professionals, Flexibility, Endurance, Personal space, Locomotor skills, Rhythm, Balance, Rules, Physical effects, Physical activity, Sportsmanship, Patterns

H. Assessment

Students in Kindergarten will be assessed with the North West Evaluation Association Measure of Academic Progress Primary. Classroom assessments will include, but not be limited to, tests, quizzes, projects, and performances at teacher's discretion. Formative assessments created by the teachers will be given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment will take place at the end of the course or units of study to determine mastery of skills. Summative assessments will include teacher-created assessments and classroom-ready assessments from textbook resources and learning software programs.

II. GRADE 1 – Topics of Study, Vocabulary/Key Concepts/Assessments

A. Art –

- a. Art from Long Ago
 - i. Cave paintings; Art of Ancient Egypt
- b. Elements of Art
 - i. Color: Claude Monet, *Tulips in Holland*; James A. McNeill Whistler, *Arrangement in Black and Gray*; Diego Rivera, *Pinata*
 - ii. Line: Jacob Lawrence, *Parade*; Henri Matisse, *The Swan*; Georgia O’Keefe, *Shell paintings*
 - iii. Shape: Jacob Lawrence, *Parade*; Grant Wood, *Stone City, Iowa*
 - iv. Texture: Edgar Degas, *Little Fourteen-Year-Old Dancer*; Albrecht Durer, *Young Hare*
- c. Kinds of Pictures
 - i. Still Life: Vincent van Gogh, *Irises*; Paul Cezanne, *Apples and Oranges*
 - ii. Portrait or self-portrait: Leonardo da Vinci, *Mona Lisa*; Francisco Goya, *Don Manuel Osorio Manriquee de Zuniga*; Vincent van Gogh, *Self-portrait*
 - iii. Mural: Diego Rivera, *The History of Medicine in Mexico*

Vocabulary/Key Concepts - Art

Elements, Observe, Identify, Images, Mood, Impressions, Theme, Subject matter, Visual symbol, Environment, Equipment, Safety, Art processes, Personal response

B. ELA – (see also CCT for additional content area vocabulary in ELA)

- a. Reading and writing
- b. Poetry
 - i. *Hope* – Langston Hughes
 - ii. *I Know All the Sounds that the Animals Make* – Jack Prelutsky
 - iii. *My Shadow* – Robert Louis Stevenson
 - iv. *The Owl and the Pussycat* – Edward Lear
 - v. *The Pasture* – Robert Frost
 - vi. *The Purple Cow* – Gelett Burgess
 - vii. *Rope Rhyme* – Eloise Greenfield
 - viii. *Sing a Song of People* – Lois Lenski
 - ix. *Solomon Grundy*
 - x. *The Swing* – Robert Louis Stevenson
 - xi. *Table Manners* – Gelett Burgess
 - xii. *Thanksgiving Day (Over the river and through the wood)* – Lydia Maria Child
 - xiii. *Washington* – Nancy Byrd Turner
 - xiv. *Wynkeyn, Blynken, and Nod* – Eugene Field
- c. Fictional Stories
 - i. *The Boy at the Dike* (Folktale from Holland)
 - ii. *The Frog Prince*
 - iii. *Hansel and Gretel*
 - iv. Selections from *The House at Pooh Corner* (A.A. Milne)
 - v. *How Anansi Got stories from the Sky God* (Folktale from West Africa)
 - vi. *It Could Always Be Worse* (Yiddish Folk Tale)
 - vii. *Jack and the Beanstalk*
 - viii. *The Knee-High Man* (African-American folktale)
 - ix. *Medio Pollito* (Hispanic folktales)
 - x. *The Pied Piper of Hamelin*
 - xi. *Pinocchio*

- xii. *The Princess and the Pea*
- xiii. *Puss-in-Boots*
- xiv. *Rapunzel*
- xv. *Rumpelstiltskin*
- xvi. *Sleeping Beauty*
- xvii. *The Tale of Peter Rabbit* – Beatrix Potter
- xviii. *Tales of Br'er Rabbit*
- xix. *Why the Owl Has Big Eyes* (Native American Legend)
- d. Aesop's Fables
 - i. *The Boy Who Cried Wolf*
 - ii. *The Dog in the Manger*
 - iii. *The Wolf in Sheep's Clothing*
 - iv. *The Maid in the Milk Pail*
 - v. *The Fox and the Grapes*
 - vi. *The Goose and the Golden Eggs*
- e. Literary Terms
 - i. Characters, heroes, and heroines
 - ii. Drama – actors, actresses, costumes, scenery and props, theater, stage, audience
- f. Sayings and phrases
 - i. A.M. and P.M.
 - ii. An apple a day keeps the doctor away
 - iii. Do unto others as you would have them do unto you (also in Grade K)
 - iv. Fish out of water
 - v. Hit the nail on the head
 - vi. If at first you don't succeed, try, try again
 - vii. Land of Nod
 - viii. Let the cat out of the bag
 - ix. The more the merrier
 - x. Never leave till tomorrow what you can do today
 - xi. Practice makes perfect (also in Grade K)
 - xii. Sour grapes
 - xiii. There's no place like home
 - xiv. Wolf in sheep's clothing

Vocabulary/Key Concepts – ELA

Consonant digraphs, Context clues, Conventions, Critical standards, Fluency, Genre, Metacognition, Phonics, Phonemic awareness, Prefixes/Suffixes, Spoken discourse, Standard English, Syllable, Narrative text (fiction), Informational text (non-fiction), Writing genre, Comprehension, Personal Style, Writing process

- C. Math – (see also CCT for additional content area vocabulary in Math)
 - a. Patterns and Classification
 - b. Numbers and Number Sense
 - c. Money
 - d. Computation
 - e. Measurement
 - f. Geometry

Vocabulary/Key Concepts – Math

Data Analysis, Statistics, Interpret, Tables, Charts, Graphs, Fluency, Calculate, Accuracy, Geometry, Size, Shape, Position, Direction, Movement, Measurement, Length, Height, Width, Inches, Feet, Meters, Centimeters, Pounds, Time, Hour, Minute, Seconds, Classify, Perimeter, Distance, Pictograph, Icon, Money, Symbols

- D. Science – (see also CCT for additional content area vocabulary in Science)
- a. Living Things and Their Environments
 - b. Human Body (Body Systems)
 - c. Matter
 - d. Properties of Matter: Measurement
 - e. Introduction to Electricity
 - f. Astronomy
 - g. The Earth
 - h. Science Biographies

Vocabulary/Key Concepts - Science

Compare, Contrast, Organisms, Characteristics, Classification, Life cycle, Observe, Predict, Habitat, Interdependence, Environment, Human body systems, Matter, Electricity, Physical properties, Structure, Solar System, Venn Diagram, Moon cycle, Prism, Geographical features, Geological characteristics

- E. Social Studies – (see also CCT for additional content area a vocabulary in Social Studies)
- a. Civics and Government
 - b. Geography
 - c. Living and working together in families and schools
 - d. Economics
 - e. Early World Civilizations: Mesopotamia, Ancient Egypt
 - f. History of World Religions: Judaism, Christianity, Islam
 - g. Modern Civilization and Culture: Mexico
 - h. Early People and Civilizations in North America: Hunters and Nomads, Maya, Inca, and Aztec
 - i. Early Exploration and Settlement: Columbus, The Conquistadors, English settlers
 - j. From Colonies to Independence: The American Revolution
 - k. Early Exploration of the American West
 - i. Daniel Boone and the Wilderness Road
 - ii. The Louisiana Purchase
 - iii. Explorations of Lewis and Clark
 - iv. Scagawea
 - v. Geography: Locate the Appalachian Mountains, the Rocky Mountains and the Mississippi River
 - l. Symbols and Figures
 - i. Liberty Bell
 - ii. Current U.S. President
 - iii. American Flag
 - iv. Eagle

Vocabulary/Key Concepts – Social Studies

Demonstrate, Chronological, Distinguish, Investigate, Generation, Retell, Sequence, Draw conclusions, Artifacts, Compare, Criteria, Diversity, Authority, Modify, Adapt, Rules, Identify, Examples, Decisions, Resolutions, Conflicts, Fair, Just, Symbols, Responsibilities, Situations

F. Music –

- a. Elements of Music
- b. Listening and Understanding
 - i. Musical terms and concepts: composers, orchestra
 - ii. Music can tell a story: opera, instrumental music, ballet
 - iii. American Music Traditions
- c. Musical performance
- d. Songs
 - i. *America the Beautiful*
 - ii. *Billy Boy*
 - iii. *Dry Bones*
 - iv. *For He's a Jolly Good Fellow*
 - v. *Frere Jacques*
 - vi. *La Cucaracha*
 - vii. *Make New Friends*
 - viii. *Michael, Row the Boat Ashore*
 - ix. *Oh, Dear, What Can the Matter Be?*
 - x. *Oh, John the Rabbit*
 - xi. *Oh! Susanna*
 - xii. *On Top of Old Smokey*
 - xiii. *She'll Be Comin' 'Round the Mountain*
 - xiv. *Skip to My Lou*
 - xv. *Take Me Out to the Ball Game*
 - xvi. *There's a Hole in the Bucket*
 - xvii. *When the Saints Go Marching In*
 - xviii. *Yankee Doodle*

Vocabulary/Key Concepts – Music

Range, Imitate, Rhythm, Pattern, Melody, Volume, Pitch, Tempo, Composers, Performers, Listening, Fragments, Response, Instruments, Orchestra, Opera, Instrumental music, Ballet, Components

G. Physical Education/Health –

- a. Personal Health and Wellness
- b. Social Emotional
- c. Nutrition and Physical Activity
- d. Safety
- e. Alcohol Tobacco and other Drugs

Vocabulary/Key Concepts – Physical Education/Health

Immunizations, Illness, Prevention, Medicines, Substances, Poison, Courtesy, Respect, Family roles, Danger, Family, Senses, Human Growth, Development, Organs, Safety, Emergency, Flexibility, Strength, Endurance, Locomotor skills, Rhythmic movement, Tumbling, Gymnastics, Throw, Catch, Game rules, Sportsmanship, Lifelong health, Fitness, Well-being

H. Assessment

Students in Grade 1 will be assessed with the North West Evaluation Association Measure of Academic Progress Primary. Classroom assessments will include, but not be limited to, tests, quizzes, projects, and performances at teacher's discretion. Formative assessments created by the teachers will be given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment will take place at the end of the course or units of study to determine mastery of skills. Summative assessments will include teacher-created assessments and classroom-ready assessments from textbook resources and learning software programs.

III. GRADE 2 – Topics of Study, Vocabulary/Key Concepts, Assessments

A. Art –

- a. Elements of art
 - i. Pablo Picasso, *Mother and Child*
 - ii. Katsushika Hokusai, *The Great wave at Kanagawa Nami-Ura*
- b. Sculpture
 - i. *The Discus Thrower*
 - ii. *Flying Horse*
 - iii. Auguste Rodin, *The Thinker*
- c. Kinds of pictures: Landscapes
 - i. Thomas Cole, *The Oxbow*
 - ii. El Greco, *View of Toledo*
 - iii. Henri Rousseau, *Virgin Forest*
 - iv. Vincent van Gogh, *The Starry Night*
- d. Abstract art
 - i. Albrecht Durer, *Young Hare*
 - ii. Paul Klee, *Cat and Bird*
 - iii. Pablo Picasso, *Bull's Head*
 - iv. Henri Matisse, *The Snail*
 - v. Marc Chagall, *I and the Village*
 - vi. Constantin Brancusi, *Bird in Space*
- e. Architecture
 - i. The Parthenon
 - ii. Great Stupa (Buddhist temple in Sanchi, India)
 - iii. Himeji Castle (Japan)
 - iv. The Guggenheim Museum (New York City)

Vocabulary/Key Concepts – Art

Art purposes, Characteristics, Art forms, Visual Art, Variation, Elements of art, Art processes, Expression, Response, Principles, Design, Media, Tools, Abstract, Architecture, Symmetry, Features

B. ELA – (see CCT for additional content area vocabulary in ELA)

- a. Reading and writing
- b. Poetry
 - i. *Bed in Summer* – Robert Louis Stevenson
 - ii. *Bee! I'm Expecting You* – Emily Dickinson
 - iii. *Buffalo Dusk* – Carl Sandburg
 - iv. *Caterpillars* – Aileen Fisher
 - v. *Discovery* – Harry Behn
 - vi. *Harriet Tubman* – Eloise Greenfield
 - vii. *Hurt No Living Thing* – Christina Rossetti
 - viii. *Lincoln* – Nancy Byrd Turner
 - ix. *The Night Before Christmas* – Clement Clarke Moore
 - x. *Rudolph Is Tired of the City* – Gwendolyn Brooks
 - xi. *Seashell* – Federico Garcia Lorca
 - xii. *Smart* – Shel Silverstein
 - xiii. *Something Told the Wild Geese* – Rachel Field
 - xiv. *There Was an Old Man with a Beard* – Edward Lear
 - xv. *Who Has Seen the Wind?* – Christina Rossetti

- xvi. *Windy Nights* – Robert Louis Stevenson
- c. Fictional stories
 - i. *Beauty and the Beast*
 - ii. *The Blind Men and the Elephant* (fable from India)
 - iii. *A Christmas Carol* (Charles Dickens)
 - iv. *Charlotte's Web* (E.B. White)
 - v. *The Emperor's New Clothes* (Hans Christian Andersen)
 - vi. *The Fisherman and his Wife* (Brothers Grimm)
 - vii. *How the Camel Got His Hump* (Rudyard Kipling)
 - viii. Iktomi stories (legends of the Plains Indian)
 - ix. *The Magic Paintbrush* (a Chinese folktale)
 - x. *El Pajaro Cu* (a Hispanic folktale)
 - xi. Selections from *Peter Pan* (James M. Barrie)
 - xii. *Talk* (a West African folktale)
 - xiii. *The Tiger, the Brahman, and the Jackal* (a folktale from India)
 - xiv. *The Tongue-Cut Sparrow* (a folktale from Japan)
- d. Mythology of Ancient Greece
 - i. Gods of Ancient Greece and Rome
 - ii. Mount Olympus: home of the gods
 - iii. Mythological creatures and characters
- e. Greek Myths
 - i. Prometheus
 - ii. Pandora's Box
 - iii. Oedipus and the Sphinx
 - iv. Theseus and the Minotaur
 - v. Daedalus and Icarus
 - vi. Arachne the Weaver
 - vii. Swift-footed Atalanta
 - viii. Demeter and Persephone
 - ix. Hercules and the Labors of Hercules
- f. American Folk Heroes and Tall Tales
 - i. Paul Bunyan
 - ii. Johnny Appleseed
 - iii. John Henry
 - iv. Pecos Bill
 - v. Casey Jones
- g. Literary Terms
 - i. Myth
 - ii. Tall tale
 - iii. Limerick
- h. Sayings and Phrases
 - i. Back to the drawing board
 - ii. Better late than never
 - iii. Cold feet
 - iv. Don't cry over spilled milk
 - v. Don't judge a book by its cover
 - vi. Easier said than done
 - vii. Eaten out of house and home
 - viii. Get a taste of your own medicine
 - ix. Get up on the wrong side of the bed

- x. In hot water
- xi. Keep your fingers crossed
- xii. Practice what you preach
- xiii. Two heads are better than one
- xiv. Turn over a new leaf
- xv. Where there's a will there's a way
- xvi. You can't teach an old dog new tricks

Vocabulary/Key Concepts – ELA

Phonemic awareness, Point of view (third person), Prefixes, Suffixes, Standard English, Writing genre, Consonant digraphs, Context clues, Conventions, Critical standards, Cursive, Genre, Metacognition, Metaphor, Simile, Phonics, Comprehension, Narrative text (fiction), Informational text (non-fiction), Fluency, Personal style, writing process

- C. Math – (See CCT for additional content area vocabulary in Math)
 - a. Numbers and Number Sense
 - b. Fractions
 - c. Money
 - d. Computation
 - e. Measurement
 - f. Geometry

Vocabulary/Key Concepts – Math

Area, Two-dimensional shape, Data analysis, Statistics, Interpret, Table, Graph, Chart, Fluency, Calculate, Accuracy, Geometry, Size, Shape, Position, Direction, Movement, Classification, Measurement, Height, Length, Width, Weight, Inches, Feet, Meters, Centimeters, Pounds, Time, Hours, Minutes, Seconds, Perimeter, Distance, Pictographs, Icons, Place Value, Whole numbers, Fractions, Temperature, Money

- D. Science – (see CCT for additional content area vocabulary in Science)
 - a. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles)
 - b. Insects
 - c. Human Body (Cells; Digestive and Excretory Systems)
 - d. Magnetism
 - e. Seasons and Weather
 - f. Simple Machines
 - g. Science Biographies

Vocabulary/Key Concepts – Science

Rocks, Fossils, Dinosaurs, Investigate, Compare, Contrast, Organisms, Characteristics, Observe, Reptiles, Classify, Grow, Measure, Record, Describe, Life Cycle, Soil Characteristics, Sound properties, Pitch, Volume (loudness), Noise pollution, Environment, Sound, Vibrations, Experiment, Force, Motion, Push, Pull, Friction, Tools, Water Cycle, Seasonal cycles, Cells, Digestive system, Excretory system, Summary, Evidence, Technology

- E. Social Studies – (see CCT for additional content area vocabulary in Social Studies)
 - a. Civics and Government
 - b. Geography: Asia, Japan, North America, South America
 - c. Living and working together in families and schools

- d. Economics
- e. Early World Civilizations: Asia, India, China
- f. History of World Religions: Hinduism, Buddhism
- g. Modern Civilization and Culture: Japan
- h. Ancient Greece
- i. American Government: The Constitution
- j. The War of 1812
- k. Westward Expansion
- l. The Civil War
- m. Immigration and Citizenship
- n. Civil Rights
- o. Symbols and Figures
 - i. U.S. Flag: current and other versions
 - ii. Statue of Liberty
 - iii. Lincoln Memorial

Vocabulary/Key Concepts – Social Studies

Chronological, Demonstrate, Distinguish, Community, Architecture, Landscape, Transportation, Population, Historical narrative, Maps, Symbol, Label, Legend, Physical characteristics, Spatial organization, Relative location, Distance, Direction, Scale, Human characteristics, Region, County, Metropolitan area, State, Land use, Diversity, Interaction, Environment, Consequences, Government, Government action, Private action, Individual rights, Common good, Pledge of allegiance, Core democratic values, Patriotism, Ordinance, Government services, Public services, Personal responsibility, Civic responsibility, Opportunity cost, Consumer decision, Economic wants, Consumers, Natural resources, Human resources, Capital resources, Production, Good, Service, Produce, Specialization, Trade, Wants, Local community issue, Graph, Conflict, Resolution, Position, Participate

F. Music –

- a. Elements of music
- b. Listening and understanding
 - i. The Orchestra: Camille Saint-Saens, from *Carnival of the Animals*, “The Swan” and “Elephants”; Antonio Vivaldi, *The Four Seasons*; Carlos Chavez, *Toccata for Percussion*
 - ii. Keyboard instruments: Wolfgang Amadeus Mozart, *Rondo Alla turca*, from *Piano Sonata K 331*; Ludwig van Beethoven, *Fur Elise*; Felix Mendelssohn, from *Songs without Words*, “Spring Song”
 - iii. Composers and their music: Antonio Vivaldi, *The Four Seasons*; Johann Sebastian Bach, *Minuet in G major*, *Jesu, Joy of Man’s Desiring*, *Toccata and Fugue in D minor*; Ludwig van Beethoven, *Symphony No. 6 “Pastoral”*: first movement and from final movement, “Thunderstorm” to end of symphony
- c. Songs
 - i. *Buffalo Gals*
 - ii. *Casey Jones* (chorus only)
 - iii. *Clementine*
 - iv. *Dixie*
 - v. *Do-Re-Mi*
 - vi. *The Erie Canal*
 - vii. *Follow the Drinking Gourd*
 - viii. *Good Bye Old Paint*
 - ix. *Home on the Range*
 - x. *I’ve Been Working on the Railroad*
 - xi. *John Henry*

- xii. *Old Dan Tucker*
- xiii. *The Star-Spangled Banner*
- xiv. *Swing Low Sweet Chariot*
- xv. *This Land is Your Land*
- xvi. *When Johnny Comes Marching Home*

Vocabulary/Key Concepts – Music

Repertoire, Range, Harmonic, Rhythmic, Accompaniment, Melody, Imitate, Patterns, Classical, Contemporary, Solo, Group, Instruments, Listening, Improvise, Compose, Composer, Performer, Composition, Response, Notation, Aural, Technology, Instrumental families, Strings, Brass, Woodwind, Percussion, Keyboard

G. Physical Education/Health

- a. Personal Health and Wellness
- b. Social Emotional
- c. Nutrition and Physical Activity
- d. Safety
- e. Alcohol Tobacco and other Drugs

Vocabulary/Key Concepts – Physical Education/Health

Impairment, Feelings, Expression, Relationships, Destructive, Food pyramid, Bicycle safety, Personal responsibility, Home safety, Violence, Prevention, Pollution, Recycling, Environment, Flexibility, Strength, Endurance, Locomotor skills, Rhythm, Rhythmic, Tumbling, Gymnastics, Equipment, Game rules, Sportsmanship, Fitness, Health, Well-being, Value, Participate

H. Assessment

Students in Grade 2 will be assessed with the Performance Series Assessment in Reading and Math. Classroom assessments will include, but not be limited to, tests, quizzes, projects, and performances at teacher's discretion. Formative assessments created by the teachers will be given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment will take place at the end of the course or units of study to determine mastery of skills. Summative assessments will include teacher-created assessments and classroom-ready assessments from textbook resources and learning software programs.

IV. GRADE 3 – Topics of Study, Vocabulary/Key Concepts, Assessment

A. Art –

- a. Elements of art
 - i. Light: James Chapin, *Ruby Green Signing*; Jan Vermeer, *Milkmaid*
 - ii. Space in artworks: Jean Millet, *The Gleaners*; Pieter Bruegel, *Peasant Wedding*
- b. Design: How the elements of art work together
 - i. Terms: Figure and ground, pattern, balance and symmetry
 - ii. Rosa Bonheur, *The Horse Fair*; Mary Cassatt, *The Bath*; Early American quilts; Edward Hicks, *The Peaceable Kingdom*; Henri Matisse, cut-outs: *Icarus*; Edvard Munch, *The Scream*; Horace Pippin, *Victorian Interior*; Faith Ringgold, *Tar Beach*
- c. American Indian Art
- d. Art of Ancient Rome and Byzantine Civilization

Vocabulary/Key Concepts – Art

Expression, Art forms, Characteristics, Visual art, Variations, Observation, Art processes, Art elements, Principles, Media, Response

B. ELA – (see CCT for additional content area vocabulary in ELA)

- a. Reading comprehension and response
- b. Writing
- c. Spelling, Grammar and Usage
- d. Vocabulary
- e. Poems
 - i. *Adventures of Isabel* (Ogden Nash)
 - ii. *The Bee* (Isaac Watts)
 - iii. *By Myself* (Eloise Greenfield)
 - iv. *Catch a Little Rhyme* (Eve Merriam)
 - v. *The Crocodile* (Lewis Carroll)
 - vi. *Dream Variation* (Langston Hughes)
 - vii. *Eletelphony* (Laura Richards)
 - viii. *Father William* (Lewis Carroll)
 - ix. *First Thanksgiving of All* (Nancy Byrd Turner)
 - x. *For want of a nail, the shoe was lost* (traditional)
 - xi. *Jimmy Jet and his TV Set* (Shel Silverstein)
 - xii. *Knoxville, Tennessee* (Nikki Giovanni)
 - xiii. *Trees* (Sergeant Joyce Kilmer)
- f. Fictional stories
 - i. *Alice in Wonderland* (Lewis Carroll)
 - ii. From *The Arabian Nights: Aladdin and the Wonderful Lamp; Ali Baba and the Forty Thieves*
 - iii. *The Hunting of the Great Bear* (Iroquois legend)
 - iv. *The Husband Who Was to Mind the House* (Norse/English folk tale)
 - v. *The Little Match Girl* (Hans Christian Andersen)
 - vi. *The People Who Could Fly* (African American folk tale)
 - vii. *Three Words of Wisdom* (Mexican folk tale)
 - viii. *William Tell*
 - ix. Selections from *The Wind in the Willows: The River Bank; The Open Road*
- g. Myths and mythical characters
 - i. Norse Mythology
 - ii. More Myths and Legends of Ancient Greece and Rome

- h. Sayings and phrases
 - i. Actions speak louder than words
 - ii. His bark is worse than his bite
 - iii. Beat around the bush
 - iv. Beggars can't be choosers
 - v. Clean bill of health
 - vi. Cold shoulder
 - vii. A feather in your cap
 - viii. Last straw
 - ix. Let bygones be bygones
 - x. One rotten apple spoils the whole barrel
 - xi. One its last legs
 - xii. Rule the roost
 - xiii. The show must go on
 - xiv. Touch and go
 - xv. When in Rome, do as the Romans do
- i. Literary terms
 - i. Biography and autobiography
 - ii. Fiction and nonfiction

Vocabulary/Key Concepts – ELA

Context clues, Conventions, Critical standard, Cursive, Genre, Graphic organizer, Inference, Metacognition, Metaphor, Simile, Personification, Possessive noun, Rubric, Standard English, Story elements, Story map, Summarize, Theme, Venn Diagram, Web, Writing genre, Writing process, Comprehension, Narrative text (fiction), Informational text (non-fiction), Response, Personal style

- C. Math – (see CCT for additional content area vocabulary in Math)
 - a. Numbers and Number Sense
 - b. Fractions and Decimals
 - c. Money
 - d. Computation
 - e. Measurement
 - f. Geometry

Vocabulary/Key Concepts – Math

Area, Bar graph, Base, Capacity, Cone, Cube, Edge, Equivalent fractions, Estimate, Fluently, Line, Line segment, Maximum, Minimum, Parallelogram, Perimeter, Polygon, Product, Pyramid, Quotient, Range, Rhombus, Trapezoid, Vertex (plural Vertices)

- D. Science – (see CCT for additional content area vocabulary in Science)
 - a. Introduction to Classification of Animals
 - b. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing)
 - c. Light and Optics
 - d. Sound
 - e. Ecology
 - f. Astronomy
 - g. Science Biographies

Vocabulary/Key Concepts – Science

Compare, Contrast, Observe, Record, Moon phases, Organisms, Food chain, Terrarium, Producer, Consumer, Decomposer, Basic needs, Minerals, Components, Living systems, Environment, Muscular system, Skeletal system, Nervous system, Chemical change, Investigation, Summary, Evidence, Diversity, Technology

- E. Social Studies – (see CCT for additional content area vocabulary in Social Studies)
- a. Civics and Government
 - b. Geography: Canada, 13 colonies, Southern Colonies, New England Colonies, Middle Atlantic Colonies, Mediterranean Region
 - c. Living and working together in families and schools
 - d. Economics
 - e. Ancient Rome
 - f. The Vikings
 - g. Canada
 - h. The Earliest Americans
 - i. Crossing the Land Bridge
 - ii. Native Americans
 - i. Early Exploration of North America
 - j. The Thirteen Colonies: Life and Times before the Revolution

Vocabulary/Key Concepts – Social Studies

Adapt, American Indians, Case study, Casual relationships, Compare, Describe, Environment, European explorers, Explain, Generalize, Historical narrative, Historical questions, Identify, Informational text, Interactions, Menominee, Modify, Primary source, Secondary source, Sequence, Settlement, Settlers, Traditional story, Visual data, Adapt, Agriculture, Cardinal directions, Cultural aspect of life, Cultural group, Cultural heritage, Data sources, Economic activity, Human characteristics, Locate, Manufacturing, Migration, Modify, Movement, Natural resources, Physical characteristics, Regions, Relative location, Research and development industries, Service industries, Thematic maps, Tourism, Visual materials, Common good, Distinguish, Equal treatment under the law, Goods, Government, Michigan Constitution, Purpose of government, Representative government, Rights, Services, State and local government, Three branches of government, Business development, Capital resources, Choices, Consumer, Consumption, Economic decisions, Economic development, Entrepreneurs, Goods, Human resource, Incentives, Interdependence, Location, Opportunity costs, Producer, Scarcity, Services, Specialization, Action plan, Alternative resolutions, Analyze, Conflicts, Core democratic values, Develop, Evaluate, Express a position, Graphic data, Implement, Justify, Participate, Public issues, Public policy issues, Reasoned argument, Resolution

- F. Music –
- a. Elements of music
 - b. Listening and understanding
 - i. The orchestra: Claude Debussy, *Prelude to the Afternoon of a Faun*; Opening of George Gershwin's *Rhapsody in Blue*
 - ii. Composers and their music: Peter Ilich Tchaikovsky, *Suite from Swan Lake*; John Philip Sousa, *Stars and Stripes Forever*; Aaron Copland, *Fanfare for the Common Man*, “Hoedown” from *Rodeo*, “Simple Gifts” from *Appalachian Spring*
 - iii. Musical Connections: Nikolai Rimsky-Korsakov, *Scheherazade*, part one: “The Sea and Sinbad’s Ship”
 - c. Songs
 - i. *Alouette*

- ii. *America*
- iii. *A Bicycle Built for Two* (chorus only)
- iv. *Down in the Valley*
- v. *He's got the Whole World in His Hands*
- vi. *Hey, Ho, Nobody Home*
- vii. *In the Good Old Summertime* (chorus only)
- viii. *Li'l Liza Jane*
- ix. *My Bonnie Lies Over the Ocean*
- x. *Polly Wolly Doodle*
- xi. *The Man on the Flying Trapeze* (chorus only)
- xii. *The Sidewalks of New York* (chorus only)
- xiii. *Simple Gifts* (
- xiv. *This Little Light of Mine*
- xv. *You're a Grand Old Flag*

Vocabulary/Key Concepts – Music

Range, Round, Imitate, Rhythm, Rhythmic, Melody, Melodic, Sequence, Classical, Contemporary, Solo, Group, String, Wind, Percussion, Voice, Contour, Instruments, Listening, Improve, Compose, Critique, Appreciation, Culture, Technology

G. Physical Education/Health –

- a. Personal Health and Wellness
- b. Social Emotional
- c. Nutrition and Physical Activity
- d. Safety
- e. Alcohol Tobacco and other Drugs

Vocabulary/Key Concepts – Physical Education/Health

Body systems, Food groups, Grains, Cooperative learning, Drugs, Alcohol, Safety, Child abuse, Prevention, Internet, World Wide Web, Friendships, Relationships, Muscular system, Muscular flexibility, Strength, Endurance, Locomotor skills, Creative movement, Rhythmic movement, Tumbling skills, Gymnastics, Game rules, Sportsmanship, Health, Fitness, Well-being

H. Assessment

Students in Grade 3 will be assessed with the Performance Series Assessment in Reading and Math. Classroom assessments will include, but not be limited to, tests, quizzes, projects, and performances at teacher's discretion. Formative assessments created by the teachers will be given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment will take place at the end of the course or units of study to determine mastery of skills. Summative assessments will include teacher-created assessments and classroom-ready assessments from textbook resources and learning software programs. Students will also take the MEAP in 3rd grade.

V. GRADE 4 – Topics of Study, Vocabulary/Key Concepts, Assessment

A. Art –

- a. Art of the Middle Ages in Europe
 - i. Examples of medieval Madonnas (*Madonna and Child on a Curved Throne* – 13th century Byzantine)
 - ii. Illuminated manuscripts (*The Book of Kells*)
 - iii. Tapestries (the Unicorn tapestries)
 - iv. Features of Gothic architecture
- b. Islamic Art and Architecture
 - i. Illuminated manuscript and illumination of the Koran
 - ii. Characteristic features of Islamic architecture: domes, minarets
- c. The Art of Africa
 - i. Ceremonial masks, Antelope headdresses of Mali, Sculptures by Yoruba artists, Ivory carvings
- d. The Art of China
 - i. Silk scrolls
 - ii. Calligraphy
 - iii. Porcelain
- e. The Art of a New Nation: The United States
 - i. John Singleton, *Paul Revere*
 - ii. Gilbert Stuart, *George Washington*
 - iii. *Washington Crossing the Delaware*
 - a. Architecture of Thomas Jefferson’s Monticello

Vocabulary/Key Concepts – Art

Representation, Representative, Historical era, Culture, Art style, Realistic, Abstract, Non-objective, Gallery, Studio, Public museum, Objective, Art principles, Art elements, Art design, Strategies, Transformation, Interpretation, Convey, Organization, Natural environment, Built environment, Tools, Safety, Visual qualities, Verbal, Non-verbal, Flexibility

B. ELA – (see CCT for additional content area vocabulary in ELA)

- a. Writing and research
- b. Grammar and usage
- c. Poetry
 - i. *Afternoon on a Hill* (Edna St. Vincent Millay)
 - ii. *Clarence* (Shel Silverstein)
 - iii. *Clouds* (Christina Rossetti)
 - iv. *Concord Hymn* (Ralph Waldo Emerson)
 - v. *Dreams* (Langston Hughes)
 - vi. *The Drum* (Nikki Giovanni)
 - vii. *The Fog* (Carl Sandburg)
 - viii. *George Washington* (Rosemary and Stephen Vincent Benet)
 - ix. *Humanity* (Elma Stuckey)
 - x. *Life Doesn’t Frighten Me* (Maya Angelou)
 - xi. *Monday’s Child is Fair of Face* (traditional)
 - xii. *Paul Revere’s Ride* (Henry Wadsworth Longfellow)
 - xiii. *The Pobble who Has No Toes* (Edward Lear)
 - xiv. *The Rhinoceros* (Ogden Nash)
 - xv. *Things* (Eloise Greenfield)
 - xvi. *A Tragic Story* (William Makepeace Thackeray)
- d. Fiction

- i. Stories: *The Fire on the Mountain* (Ethiopian folk tale); from *Gulliver's Travels: Gulliver in Lilliput and Brobdingnag* (Jonathan Swift); *The Legend of Sleepy Hollow* and *Rip Van Winkle* (Washington Irving); *The Magic Brocade* (a Chinese folk tale); *Pollyanna* (Elanor Porter); *Robinson Crusoe* (Daniel Defoe); *Robin Hood*; *St. George and the Dragon*; *Treasure Island* (Robert Louis Stevenson)
 - ii. Myths and mythical characters: Legends of King Arthur and the Knights of the Round Table
 - iii. Literary terms: novel; plot; setting
- e. Sayings and Phrases
- i. As the crow flies
 - ii. Beauty is only skin deep
 - iii. The bigger they are, the harder they fall
 - iv. Birds of a feather flock together
 - v. Blow hot and cold
 - vi. Break the ice
 - vii. Bull in a china shop
 - viii. Bury the hatchet
 - ix. Can't hold a candle to
 - x. Don't count your chickens before they hatch
 - xi. Don't put all your eggs in one basket
 - xii. Etc.
 - xiii. Go to pot
 - xiv. Half a loaf is better than none
 - xv. Haste makes waste
 - xvi. Laugh and the world laughs with you
 - xvii. Lightning never strikes twice in the same place
 - xviii. Live and let live
 - xix. Make ends meet
 - xx. Make hay while the sun shines
 - xxi. Money burning a hole in your pocket
 - xxii. An ounce of prevention is worth a pound of care
 - xxiii. Once in a blue moon
 - xxiv. One picture is worth a thousand words
 - xxv. On the warpath
 - xxvi. RSVP
 - xxvii. Run-of-the-mill
 - xxviii. Seeing is believing
 - xxix. Shipshape
 - xxx. Through thick and thin
 - xxxi. Timbuktu
 - xxxii. Two wrongs don't make a right
 - xxxiii. When it rains, it pours
 - xxxiv. You can lead a horse to water, but you can't make it drink
- f. Speeches
- i. Patrick Henry, "Give me liberty or give me death"
 - ii. Sojourner Truth, "Ain't I a Woman"

Vocabulary/Key Concepts – ELA

Bibliography, Categorize, Context clues, Conventions, Critical standards, Direct object, Indirect object, Flashback, Flash forward, Fluency (fluently), Genre, Graphic organizer, Key, Legend, Metacognition, Metaphor, Simile, Point of view, Prepositional phrases, Rubric, Standard English, Theme, Transition words

- C. Math – (see CCT for additional content area vocabulary in Math)
- a. Numbers and Number Sense
 - b. Fractions and Decimals
 - c. Money
 - d. Computation
 - e. Measurement
 - f. Geometry

Vocabulary/Key Concepts – Math

Algorithm, Area, Bar graph, Decimal, Denominator, Distributive property, Equilateral triangle, Face, Hundredth, Integer, Isosceles triangle, Numerator, Parallel lines, Perimeter, Perpendicular lines, Prime number, Pyramid, Right angle, Right triangle, Symmetry, Tenth, Terminating decimal, Vertex (pl. vertices)

- D. Science – (see CCT for additional content area vocabulary in Science)
- a. Human Body (Circulatory and Respiratory Systems)
 - b. Chemistry (Atoms; Matter; Elements; Solutions)
 - c. Electricity
 - d. Geology: Earth and Its Changes
 - e. Meteorology
 - f. Science Biographies

Vocabulary/Key Concepts – Science

Characteristics, Functions, Observe, Observable, Life cycle, Organisms, Insects, Amphibians, Food, Energy, Environmental need, Variables, Light, Light source, Illuminate, Shadows, Earth materials, Igneous rock, Sedimentary rock, Metamorphic rock, Minerals, Classify, Classification, Erosion, Environmental impact, Atoms, Properties of matter, Elements, Solutions, Mixture, Electricity, Electric circuit, Magnetism, Meteorology, Chart, Graph, Summary, Technology

- E. Social Studies – (see CCT for additional content area vocabulary in Social Studies)
- a. Civics and Government
 - b. Geography: Mountains and mountain ranges; Geography of Africa; U.S. Geography; Geography related to the development of Western Europe
 - c. Living and working together in families and schools
 - d. Economics
 - e. Europe in the Middle Ages
 - f. The Spread of Islam and the “Holy Wars”
 - g. Early and Medieval African Kingdoms
 - h. China: Dynasties and Conquerors
 - i. The American Revolution
 - j. Making a Constitutional Government
 - k. Early Presidents and Politics
 - l. Reformers – prelude to the Civil War
 - m. Symbols and Figures: *Spirit of '76* painting; White House and Capitol Building; Great Seal of the United States

Vocabulary/Key Concepts – Social Studies

Agriculture, Annotate, Artifacts, Automobile industry, Timeline, Economic activity, Great Lakes Region, Historical inquiry, Immigration, Impact, Industries, Informational text, Labor movement, Logging,

Manufacturing, Migration, Mining, Natural resource, Primary account, Primary source, Protect natural resource, Research industries, Secondary source, Sequence, Significance, Technology industries, Threat to natural resource, Time period, Tourism, Underground railroad, Visual data, cardinal directions, Geographic tools, Climate, Cultural development, Economic regions, Elevation, Geographic questions, Human activity, Human characteristic, Human-environment interaction, Identify, Immigration, Intermediate directions, Landform regions, Maps, Negative effect, Population density, Physical characteristic, Physical environment, Political regions, Positive effect, Push/pull factors, Regions, Relative location, United States, Vegetation regions, Bill of Rights, Checks and balances, Congress, Executive branch, Freedom of expression, Freedom of religion, Freedom of the press, Government, Individual rights, Judicial branch, Legislative branch, Limit the powers of government, Limits on rights, Organizational structure of government, Political science, Popular sovereignty, Powers of Federal Government, Preamble to the U.S. Constitution, President, Principle, Probable consequence, Purpose of government, Responsibilities of citizenship, Rule of law, Separation of powers, Supreme Court, Taxing and spending, U.S. Constitution, Values and principles of American democracy, Veto, Behavior, Buyers, Market economy, Circular flow model, Competition, Demand, Global competition, Market economy, Market simulation, National economy, Positive incentives, Price, Public goods, Sellers, Substitute goods, Supply, Alternative resolutions, Compose, Conflict, Core democratic values, Graphic data, Participate, Public issues, Public policy issues, Resolution

F. Music –

- a. Elements of music
- b. Musical performance
- c. Listening and understanding
 - i. The Orchestra: Benjamin Britten, *The Young Person’s Guide to Orchestra*
 - ii. Vocal ranges
 - iii. Composers and their music: George Frederick Handel, “Hallelujah Chorus” from *The Messiah*; Franz Joseph Haydn, *Symphony No. 94 “Surprise”*; Wolfgang Amadeus Mozart, *The Magic Flute*
 - iv. Musical connections: Gregorian Chant
- d. Songs
 - i. *Auld Lang Syne*
 - ii. *Blow the Man Down*
 - iii. *Cockles and Mussels*
 - iv. *Comin’ Through the Rye*
 - v. *I Love the Mountains* (round)
 - vi. *Loch Lomond*
 - vii. *My Grandfather’s Clock*
 - viii. *Taps*
 - ix. *The Yellow Rose of Texas*
 - x. *Walzing Matilda*
 - xi. Songs of the U.S. Armed Forces: *Air Force Song*, *Anchors Aweigh*, *The Army Goes Rolling Along*, *The Marine’s Hymn*

Vocabulary/Key Concepts – Music

Repertoire, Range, 2-part songs, Rhythm, Rhythmic, Round, Harmony, Composition, Musical symbols, Interpret, Interpretation, Melody, Melodic, Sequence, Form, Style, Timbre, Critique, Instrument, Instrumental, Composer, Performer, Culture, Movement, Technology

- G. Physical Education/Health –
- a. Personal Health and Wellness
 - b. Social Emotional
 - c. Nutrition and Physical Activity
 - d. Safety
 - e. Alcohol Tobacco and other Drugs
 - f. HIV and Reproductive Health

Vocabulary/Key Concepts – Physical Education/Health

Nutrition labels, Immune system, Chemical dependency, Nutrients, Servings, Eating habits, Responsibility, Communication, Control, Safety, Danger, Cells, Cell function, Healthy habits, Internet, World Wide Web, Technology, Peer pressure, Muscular flexibility, Strength, Endurance, Locomotor skills, Rhythmic movement, Tumbling, Gymnastics, Game rules, Sportsmanship, Lifelong health, Fitness, Well-being

H. Assessment

Students in Grade 4 will be assessed with the Performance Series Assessment in Reading and Math. Classroom assessments will include, but not be limited to, tests, quizzes, projects, and performances at teacher's discretion. Formative assessments created by the teachers will be given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment will take place at the end of the course or units of study to determine mastery of skills. Summative assessments will include teacher-created assessments and classroom-ready assessments from textbook resources and learning software programs. Students will also take the MEAP in 4th grade.

VI. GRADE 5 – Topics of Study, Vocabulary/Key Concepts, Assessment

A. Art –

- a. Art of the Renaissance
 - i. Sandro Botticelli, *The Birth of Venus*
 - ii. Leonardo da Vinci, *The Proportions of Man, Mona Lisa, The Last Supper*
 - iii. Michelangelo, ceiling of the Sistine Chapel *The Creation of Adam*
 - iv. Raphael, *The Marriage of the Virgin, Madonna and child with the Infant St. John, The Alba Madonna, The Small Cowper Madonna*
 - v. Donatello, *Saint George*
 - vi. Michelangelo, *David*
 - vii. The Florence cathedral
 - viii. St. Peter’s in Rome
 - ix. Pieter Bruegel, *Peasant Wedding*
 - x. Albrecht Durer, *Self-Portrait*
 - xi. Jan van Eyck, *Giovanni Arnolfini and His Wife*
- b. American Art: Nineteenth-Century United States
 - i. Thomas Cole, *The Oxbow*
 - ii. Albert Bierstadt, *Rocky Mountains, Lander’s Peak*
 - iii. George Caleb Bingham, *Fur Traders Descending the Missouri*
 - iv. William Sidney Mount, *Eel Spearing at Setauket*
 - v. Matthew Brady’s Civil War photography
 - vi. *The Shaw Memorial*
 - vii. Currier and Ives
- c. Art of Japan
 - i. The Great Buddha
 - ii. Landscape gardens

Vocabulary/Key Concepts – Art

Artists, Culture, Historical eras, Art styles, Realistic, Abstract, Non-objective, Objective, Gallery, Studio, Public museum, Art principles, Art elements, Art design, Strategies, Transformation, Interpretation, Convey, Organization, Natural environment, Built environment, Tools, Safety, Visual qualities, Verbal, Non-verbal, Flexibility, Critique, Observation

B. ELA – (see CCT for additional content area vocabulary in ELA)

- a. Writing and research
- b. Grammar and usage
- c. Vocabulary
- d. Poetry
 - i. *The Arrow and the Song* (Henry Wadsworth Longfellow)
 - ii. *Barbara Frietchie* (John Greenleaf Whittier)
 - iii. *Battle Hymn of the Republic* (Julia Ward Howe)
 - iv. *A bird came down the walk* (Emily Dickinson)
 - v. *Casey at the Bat* (Ernest Lawrence Thayer)
 - vi. *The Eagle* (Alfred Lord Tennyson)
 - vii. *I Hear America Singing* (Walt Whitman)
 - viii. *I like to see it lap the miles* (Emily Dickinson)
 - ix. *I, too, sing America* (Langston Hughes)
 - x. *Incident* (Countee Cullen)
 - xi. *Jabberwocky* (Lewis Carroll)

- xii. *Narcissa* (Gwendolyn Brooks)
- xiii. *O Captain! My Captain!* (Walt Whitman)
- xiv. *A Poison Tree* (William Blake)
- xv. *The Road Not Taken* (Robert Frost)
- xvi. *The Snowstorm* (Ralph Waldo Emerson)
- xvii. *Some Opposites* (Richard Wilbur)
- xviii. *The Tiger* (William Blake)
- xix. *A Wise Old Owl* (Edward Hersey Richards)
- xx. Poetry terms: onomatopoeia, alliteration
- e. Fiction and drama
 - i. *The Adventures of Tom Sawyer* (Mark Twain)
 - ii. Episodes from *Don Quixote* (Miguel de Cervantes)
 - iii. *Little Women* part first (Louisa May Alcott)
 - iv. *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
 - v. *The Secret Garden* (Frances Hodgson Burnett)
 - vi. Tales of Sherlock Holmes (Arthur Conan Doyle)
 - vii. *A Midsummer Night's Dream* (William Shakespeare)
 - viii. A Tale of the Oki Islands
 - ix. Morning Star and Scarface: the Sun Dance
 - x. American Indian trickster stories
- f. Speeches
 - i. Abraham Lincoln: "The Gettysburg Address"
 - ii. Chief Joseph "I will fight no more forever"
- g. Literary Terms
 - i. Drama terms: tragedy, comedy, act, scene, Globe Theater
 - ii. Pen name (pseudonym)
 - iii. Literal and figurative language: imagery, metaphor and simile, symbol, personification
- h. Sayings and Phrases
 - i. Birthday suit
 - ii. Bite the hand that feeds you
 - iii. Chip on your shoulder
 - iv. Count your blessings
 - v. Eat crow
 - vi. Eleventh hour
 - vii. Eureka!
 - viii. Every cloud has a silver lining
 - ix. Few and far between
 - x. Forty winks
 - xi. The grass is always greener on the other side of the hill
 - xii. To kill two birds with one stone
 - xiii. Lock, stock and barrel
 - xiv. Make a mountain out of a molehill
 - xv. A miss is as good as a mile
 - xvi. It's never too late to mend
 - xvii. Out of the frying pan and into the fire
 - xviii. A penny saved is a penny earned
 - xix. Read between the lines
 - xx. Sit on the fence
 - xxi. Steal his/her thunder
 - xxii. Take the bull by the horns
 - xxiii. Till the cows come home

- xxiv. Time heals all wounds
- xxv. Tom, Dick and Harry
- xxvi. Vice versa
- xxvii. A watched pot never boils
- xxviii. Well begun is half done
- xxix. What will be will be

Vocabulary/Key Concepts – ELA

Conventions, Critical standards, Fantasy, Fluently, Genre, Historical fiction, Metacognition, Spoken discourse, Standard English, Tall tales, Narrative text (fiction), Informational text (non-fiction), Writing genre, Writing process

- C. Math – (see CCT for additional content area vocabulary in Math)
 - a. Numbers and Number Sense
 - b. Ratio and Percent
 - c. Fractions and Decimals
 - d. Computation
 - e. Measurement
 - f. Geometry
 - g. Probability and Statistics
 - h. Pre-Algebra

Vocabulary/Key Concepts – Math

Algorithm, Axes (of a graph), Common denominator, Composite number, Denominator, Divisor, Equivalent fractions, Exponent, Factor, Least common denominator, Mean, Median, Mode, Multiple, Multiplier, Numerator, Power of ten, Prime factorization, Prime number, Protractor, Ratios, Relative magnitude, Scale (on a graph), Unit fraction, Vertex (pl. vertices)

- D. Science – (see CCT for additional content area vocabulary in Science)
 - a. Classifying Living Things
 - b. Cells: Structures and Processes
 - c. Plant Structures and Processes
 - d. Life Cycles and Reproduction
 - e. Human Body (Endocrine and Reproductive Systems)
 - f. Chemistry: Matter and Change
 - g. Science Biographies

Vocabulary/Key Concepts – Science

Interaction, Magnetic, Non-magnetic, Construct, Electricity, Electrical circuits, Physical change, Matter, Melt, Dissolve, Evaporate, Condense, Solidify, Variable, Mixture, Component, Substance, Observable attributes, Size, Shape, Color, Describe, Investigate, Record, States of matter, Liquid, Vapor, Solid, Speed, Direction, Force, Direction, Simple machines, Seasonal rotation, Erosion, Weather, Technology, Cell parts, Cell processes, Plant parts, Reproductive cycle, Endocrine system, Reproductive system, Chart, Graph, Summary

- E. Social Studies – (see CCT for additional content area vocabulary in Social Studies)
- a. Civics and Government
 - b. Geography: Great lakes of the world, Central and South America, Russia, Japan, U.S. Geography
 - c. Living and working together in families and schools
 - d. Economics
 - e. Meso-American civilizations
 - f. European Exploration, Trade, and the Clash of Cultures
 - g. The Renaissance and the Reformation
 - h. England from the Golden Age to the Glorious Revolution
 - i. Russia: Early growth and expansion
 - j. Feudal Japan
 - k. American Westward expansion before and after the Civil War
 - l. The Civil War: causes, conflicts and consequences
 - m. Native Americans: cultures and conflicts

Vocabulary/Key Concepts – Social Studies

Conflict, Division, Narrative, Meso-American, Exploration, Trade, Colonization, Enlightenment, Renaissance, Reformation, Golden Age, Glorious Revolution, Feudalism, New World, Economic activity, Maps, Charts, Graphs, Responsibility, Rights, Civic duty, Core democratic values, Local government, State government, Federal government, Scarcity, Opportunity costs, Producers, Distributers, Importers, Exporters, Inquiry, Public issue, Participate

F. Music –

- a. Elements of music
- b. Listening and understanding
 - i. Ludwig van Beethoven, *Symphony No. 5*
 - ii. Modest Mussorgsky, *Pictures at an exhibition*
 - iii. Music from the Renaissance – choral works of Josquin Desprez; lute songs by John Dowland
 - iv. Felix Mendelssohn, Overture, Scherzo, and Wedding March from *A Midsummer Night's Dream*
- c. American musical traditions
 - i. Spirituals: *Down by the Riverside*, *Sometimes I Feel Like a Motherless Child*, *Wayfaring Stranger*, *We Shall Overcome*
 - ii. Songs
 1. *Battle Hymn of the Republic*
 2. *Danny Boy*
 3. *Dona Nobis Pacem* (round)
 4. *Git Along Little Dogies*
 5. *God Bless America*
 6. *Greensleeves*
 7. *The Happy Wanderer*
 8. *Havah Nagilah*
 9. *If I Had a Hammer*
 10. *Red River Valley*
 11. *Sakura*
 12. *Shenandoah*
 13. *Sweet Betsy from Pike*

Vocabulary/Key Concepts – Music

Repertoire, Range, 2-part songs, Rhythm, Rhythmic, Round, Harmony, Composition, Musical symbols, Interpret, Interpretation, Melody, Melodic, Sequence, Form, Style, Timbre, Critique, Instrument, Instrumental, Composer, Performer, Culture, Movement, Technology

G. Physical Education/Health --

- a. Personal Health and Wellness
- b. Social Emotional
- c. Nutrition and Physical Activity
- d. Safety
- e. Alcohol Tobacco and other Drugs
- f. HIV and Reproductive Health

Vocabulary/Key Concepts – Physical Education/Health

Physical activity, Community Health Resources, Valid, Validity, Feelings, Emotions, Disease, Disease prevention, Reproduction, Growth, Development, First Aid, Emergency, Nutrition, Team, Bullying, Stress, Body systems, Drug prevention, Peer pressure, Pollution, Environment, Recycling, Internet, World Wide Web, Awareness, Muscular flexibility, Strength, Endurance, Locomotor skills, Rhythmic movement, Tumbling, Gymnastics, Game rules, Sportsmanship, Lifelong health, Fitness, Well-being

H. Assessment

Students in Grade 5 will be assessed with the Performance Series Assessment in Reading and Math. Classroom assessments will include, but not be limited to, tests, quizzes, projects, and performances at teacher's discretion. Formative assessments created by the teachers will be given throughout the course to assess essential learning skills and adjust instruction as needed. Summative assessment will take place at the end of the course or units of study to determine mastery of skills. Summative assessments will include teacher-created assessments and classroom-ready assessments from textbook resources and learning software programs. Students will also take the MEAP in 5th grade.