

Morton District 709

5th Grade Curriculum Guides

Fine Arts

Physical Education

Social Science

Science

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SCIENCE

Teachers are encouraged to emphasize the changing nature of scientific knowledge and understanding in their instruction. Students should learn how scientific theories have changed over time and should understand that most theories while supported by the preponderance of the current evidence have missing pieces of evidence or pieces of evidence that appear contradictory to the theory. Students should recognize that some scientific advancements have occurred as a result of individuals who have taken a different or somewhat unique view of the available data, offering a new explanation based on their interpretation of the evidence. While our curriculum will teach the currently accepted scientific theories and students will be expected to demonstrate their knowledge and understanding of those theories, we will respect individual beliefs and views. Our goal is to develop creative, critical-thinking students of science who can contribute to a greater knowledge of the truth about the universe in which we live.

STATE GOAL FOR LEARNING ELEVEN

UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.

Illinois Learning Standards

As a result of their schooling, students will be able to...

- A) know and apply concepts, principles, and processes of scientific inquiry.
- B) know and apply concepts, principles, and processes of technological design.

District Objectives Scientific Inquiry/Technological Design

- 11A.501 Understand how to follow procedures relating to scientific investigations including formulating hypothesis, controlling variables, collecting and recording and analyzing data, interpreting results, and reporting and displaying results. **D**
- 11A.502 Understand the steps of the scientific method by: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, constructing and reading charts and graphs, comparing data and researching a topic as it applies. Recognize the common units of the metric system. **D**
- 11A.503 Define a theory as an explanation or model based on observation, experimentation, and reasoning; especially one that has been tested and confirmed as a general principle helping to explain and predict natural phenomena. **D**
- 11A.504 Define a variable as some factor which changes in different phases of an experiment. Define a constant as something kept the same in every phase of the experiment. Understand that most scientific experiments are designed so that only one variable is tested in each experiment. Identify constants and variables in described experiments. **D**
- 11A.505 Define the control group or control setup as a group of subjects that are the same in all important ways as the subjects on which we are performing the experiment, except that the control is isolated from what we suspect to be the cause we are seeking to evaluate—the control helps to increase our certainty that the suspected cause really is the cause. **D**
- 11A.506 Analyze patterns in data from an experiment to determine whether the information gathered helps to answer a given question or hypothesis (e.g., all of the plants fertilized in a vegetable garden grew taller than the ones not fertilized. Understand that this is an indication that the fertilizer caused the plants to grow taller.). **D**
- 11B.507 Apply problem-solving skills to scientific situations. **D**
- 11B.508 Compare design solutions; select which one is best given certain restrictions on available materials, tools, cost effectiveness, and safety. **D**
- 11B.509 Given certain tests which could be performed on a prototype, identify which one is testing for a given feature (e.g., “Given certain tests to be performed on a car, which one is testing for its fuel efficiency?”). **D**
- 11B.510 Identify improvements to a prototype indicated by given test results. **D**

STATE GOAL FOR LEARNING TWELVE

UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) know and apply concepts that explain how living things function, adapt, and change.
- B) know and apply concepts that describe how living things interact with each other and their environments.
- C) know and apply concepts that describe properties of matter and energy and the interactions between them.
- D) know and apply concepts that describe force and motion and the principles that explain them.
- E) know and apply concepts that describe the features and processes of the Earth and its resources.
- F) know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

District Objectives Earth Science

- 12B.524 Understand how fossils provide evidence that animals and plants have changed over time, and that new species of organisms changed over time out of older ones. **D**
- 12B.523 Understand that fossils of complete skeletons are rare, and that many skeletons have to be reconstructed based on what scientists believed the whole body to look like. Understand that the fossil record is not complete or representative of the times in which the fossilized animals and plants live. **M**
- 12C.538 Understand that substances can be grouped by similarities in their physical properties. **D**
- 12E.570 Understand that lithospheric plates constantly move at rates of centimeters per year in response to movements in the mantle. Understand that major geological events, such as earthquakes, volcanic eruptions, and mountain building, result from these plate motions. **D**
- 12E.572 Understand that soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria. Understand that soils are often found in layers, with each having a different chemical composition and texture. **D**
- 12E.575 Understand that there are layers in many places in the crust of the Earth. The crust is made up of igneous, metamorphic, and sedimentary rock layers, with the oldest rocks layered at the bottom. **D**
- 12E.576 Compare seasonal climates in major regions of the globe, considering effect of latitude, altitude, and geography. **D**
- 12E.577 Understand that the solid Earth is layered with a crust, under which is a hot convecting mantle and that at the center of the Earth is a dense, metallic core. **D**
- 12E.578 Understand that some changes in the solid Earth can be described as the rock cycle. Identify the three basic kinds of rock: igneous, sedimentary, and metamorphic. **D**
- 12E.579 Understand that the theory of plate tectonics explains the formation and movement of the Earth's plates. Understand that the similar contours of the continents, seafloor spreading, and the location of frequent earthquakes and volcanoes provide evidence for plate tectonics. **D**
- 12E.580 Understand movements of the Earth's continental and oceanic plates have affected the distribution of living things on Earth. Understand major earthquake and volcanic activity can give rise to new mountain ranges. **D**
- 12E.584 Understand that the atmosphere is a mixture of gases. Understand that atmospheric conditions vary as one changes latitude and altitude. Understand that the atmosphere consists of layers and be able to distinguish the layers and their significance. Understand that the ozone layer protects life on Earth by absorbing ultraviolet radiation from the sun. **D**
- 12E.585 Understand that clouds, formed by the condensation of water vapor, affect weather and climate. Understand that clouds cause precipitation and lightning and that they insulate heat and moisture in the air. **D**
- 12E.586 Understand how jet streams affect weather. Identify weather fronts and understand how they are formed. Understand how to read and interpret weather maps. **D**
- 12E.587 Understand patterns of atmospheric movement and how they influence weather. Understand that oceans have a major effect on climate because water in the oceans holds and distributes a large amount of heat. **D**
- 12E.589 Understand that water below the surface is groundwater and it forms when precipitation moves slowly downward through rocks and soil. **D**
- 12E.590 Know that about three fourths of the Earth is covered with water. Understand that most of the Earth's water is salt water (oceans), and only about 3 percent of the Earth's water is fresh water. Know that fresh water is found mainly in ice caps, glaciers, lakes, groundwater, rivers, and the atmosphere. **D**
- 12E.571 Understand that land forms are the result of a combination of constructive and destructive forces. Understand that constructive forces include crustal deformation, volcanic eruption, and deposition of sediment, whereas destructive forces include weathering and erosion. **M**

District Objectives Physical Science

- 12C.534 Define and distinguish the properties of matter: mass, weight, volume, density, color, odor, shape, texture, and hardness. **D**
- 12C.542 Define atom as the smallest part of an element that still has the properties of that element. **D**
- 12C.543 Identify the 3 subatomic building blocks and their properties. Know that the electron has a negative charge, the proton has a positive charge, and the neutron is electrically neutral. **D**
- 12C.544 Understand that a molecule is made of two or more atoms. **D**
- 12C.539 Define element as a substance that cannot be broken down into simpler substances by chemical interactions. Understand that there are over 100 known elements that combine in many ways to form many kinds of compounds. Each element has its own number on the periodic table. **M**
- 12C.540 Identify the properties common to most metals (e.g., luster, malleability, ductility, the ability to conduct electricity). **M**
- 12C.548 Know the laws of the conservation of matter and energy. **M**
- 12D.566 Understand that density is mass per volume, and that what is denser than something else at the same volume will have more mass, but at the same mass it will have less volume. Understand that less dense bodies have greater buoyant force in water. **D**
- 12D.569 Distinguish between mass and weight. Know that the mass of a body remains the same regardless of where it is but that the weight of it depends on how strong the force of gravity is in its current location. **D**
- 12D.563 Understand the concept of force (push/pull) as any influence that tends to accelerate an object. Know that a force, for example, can speed up an object, or slow it down, or change its direction. Understand that forces can be measured in various ways. Understand how to calculate the acceleration of an object. **M**
- 12D.564 Identify and understand Newton's laws of motion. **M**
- 12D.565 Understand the concept of work. A force acting through distance is work. Recognize applications of simple machines (wedge, lever, inclined plane, pulley, screw, and wheel and axle) in common tools. **M**
- 12D.567 Understand that the gravitational force between two bodies decreases as the bodies get farther apart from each other. Know that the gravitational force between two bodies decreases as their masses decrease. **M**

District Objectives Life Science

- 12A.501 Understand how scientists classify organisms. **D**
- 12A.502 Understand that all living things are composed of cells: small parts which function similarly in all living things. Understand that different tissues have different, specialized cells with specific functions. Understand the levels of organization in living organisms—cells, tissues, organs, and organ systems. **D**
- 12A.504 Understand that some organisms are unicellular, others multi-cellular. **D**
- 12B.515 Identify the common characteristics of plants and plant growth. Understand the purpose of various plant parts such as roots, stems, and leaves. **D**
- 12B.516 Understand that energy for life primarily derives from the sun; understand the process of photosynthesis. **D**
- 12B.517 Identify the basic anatomy of leaves. **D**
- 12B.525 Understand that three important cycles for the survival of living things in Earth's ecosystems are the carbon dioxide-oxygen cycle, the water cycle, and the nitrogen cycle. **D**
- 12B.526 Understand that the number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., the quantity of light and water, the range of temperatures, soil composition). Know that given adequate biotic and abiotic resources and no disease or predators, populations can increase at rapid rates. Understand that lack of resources and other factors (e.g., predation, climate) limit the growth of populations in specific niches in the ecosystem. **D**
- 12B.527 Understand the competitive feeding habits between species can have a negative effect on their population. Understand that animals and plants compete for food, shelter, mates, and other things necessary for life and reproduction. **D**
- 12B.529 Understand that many plants depend upon certain animals for pollination and the spreading out of their seeds, and therefore to reproduce. Conversely, understand that animals depend on plants for food (either immediately, like herbivores; or intermediately, like carnivores) and shelter. **D**
- 12B.530 Understand that the behavior of different organisms influences and is influenced by their environment (e.g., hunger, changes in available resources). **D**
- 12B.531 Understand that animals have parts well suited to the places they live in and to their needs. **D**
- 12B.518 Classify roots as either fibrous roots or taproots. **M**
- 12B.532 Identify and describe the major biomes and habitats and their characteristic: desert, grassland, savannah, tropical forest, coniferous forest, tundra, freshwater, and saltwater. **M**
- 12E.588 Understand the stages in the water cycle on Earth; evaporation, condensation, and precipitation. **D**

STATE GOAL FOR LEARNING THIRTEEN

UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.

Illinois Learning Standards

As a result of their schooling, students will be able to.....

- a) know and apply the accepted practices of science.
- b) know and apply concepts that describe the interaction between science, technology, and society.

District Objectives Safety and Practices of Science/Science, Technology, Society/Measurement

- 13A.501 Identify potential hazards in the laboratory and the means of reducing them. **D**
- 13A.502 Explain how peer review helps to assure the accurate use of data and improves the scientific process. Results from scientific investigations can be discussed. **D**
- 13A.503 Indicate that repeatability of results is necessary for the scientific community to accept someone's findings. **D**
- 13A.504 Understand that one set of data is not sufficient evidence for making a generalization. Identify the kind of reasoning called induction, and know that the more cases that are seen, the greater the certainty of the generalization drawn from those cases. **D**
- 13A.505 Understand that the scientific community has a standard procedure for determining Nomenclature (naming organisms), units of measurement (metric), and ways of presenting data (scientific method). **D**
- 13A.506 Understand that important social decisions are made on the basis of risk/benefit analysis (e.g., whether to administer a smallpox vaccine or not). **D**
- 13B.507 Compare the knowledge, skills, and methods of early and modern scientists. **D**
- 13B.508 Understand that the introduction of a new technology can affect human activities worldwide. **D**
- 13B.510 Analyze the interaction of resource acquisitions, technological development and ecosystem impact (the impact of human activities on our ecosystem). **D**
- 13B.511 Compare the effectiveness of reducing, reusing, and recycling in actual situations. **D**
- 13B.512 Analyze how policies can affect scientific advancement. **D**
- 13B.513 Select appropriate metric scientific instruments and technological devices to take measurements, perform calculations, organize data, or make observations. **D**

SOCIAL STUDIES

STATE GOAL FOR LEARNING FOURTEEN

UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand and explain basic principles of the United States government.
- B) understand the structures and functions of the political systems of Illinois, the United States and other nations.
- C) understand election processes and responsibilities of citizens.
- D) understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- E) understand United States foreign policy as it relates to other nations and international issues.
- F) understand the development of United States political ideas and traditions.

District Objectives

14A.501 Recognize the Declaration of Independence and the Constitution as the basis for our present government. **I/D/M**

14C.502 Describe and evaluate the importance of the Bill of Rights in the lives of individual citizens. **I/D/M**

14C.503 Describe how citizens select candidates for election to the various levels of government. **I/D/M**

14F.002 Recite the Pledge of Allegiance and show respect. **D/M**

14A.504 Describe the characteristics of a democracy. **D/M**

14B.505 Identify the three branches of government designated in the United States Constitution and describe the functions of each. **D/M**

STATE GOAL FOR LEARNING FIFTEEN

UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- B) understand that scarcity necessitates choices by consumers.
- C) understand that scarcity necessitates choices by producers.
- D) understand trade as an exchange of goods or services.
- E) understand the impact of government policies and decisions on production and consumption in the economy.

District Objectives

15C.506 Explain how individuals such as but not limited to John Deere, Thomas Edison, Robert McCormack, Eli Whitney, Thomas Edison, George Washington Carver, and Henry Ford contributed to economic change through ideas, inventions, and entrepreneurship. **I/D/M**

STATE GOAL FOR LEARNING SIXTEEN

UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) apply the skills of historical analysis and interpretation.
- B) understand the development of significant political events.
- C) understand the development of economic systems.
- D) understand Illinois, United States and world social history.
- E) understand Illinois, United States and world environmental history.

District Objectives

- 16C.507 Identify and locate several prominent Indian groups in North America. **I/D/M**
- 16D.508 Identify some European explorers, their areas of exploration, and the results of their efforts. **I/D/M**
- 16D.509 Describe how several European colonies in North America developed politically and socially. **I/D/M**
- 16D.510 Identify the thirteen colonies and the people responsible for the settlement of the thirteen original colonies. **I/D/M**
- 16B.511 Identify the factors that led to the Revolutionary War, the major events of the War, and the results. **I/D/M**
- 16B.512 Describe the expansion of the United States after the Constitution was written. **I/D/M**
- 16D.513 Identify the factors that led to the Civil War, major events of the War, and the results. **I/D/M**
- 16B.312 Recognize why we observe American holidays such as, but not limited to: Martin Luther King, Jr., Veteran's Day, Thanksgiving, Independence Day, Memorial Day, Casimir Pulaski Day, and birthdays of Abraham Lincoln and George Washington. **D/M**

STATE GOAL FOR LEARNING SEVENTEEN

UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) locate, describe and explain places, regions and features on the Earth.
- B) analyze and explain characteristics and interactions of the Earth's physical systems.
- C) understand relationships between geographic factors and society.
- D) understand the historical significance of geography.

District Objectives

- 17A.514 Use a scale of miles to determine simple distances of each. **I/D/M**
- 17A.515 Label the 50 states on a map and identify the capital and postal 2-letter abbreviation of each. **I/D/M**
- 17A.606 Label continents, oceans, and hemispheres on a world map. **D**
- 17A.115 Develop a variety of map skills according to the map skills chart. **D/M**
- 17A.516 Identify the location of the United States in relation to other nations of the world. **D/M**

STATE GOAL FOR LEARNING EIGHTEEN

UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

Illinois Learning Standards

As a result of their schooling, students will be able to.....

- A) compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B) understand the roles and interactions of individuals and groups in society.
- C) understand how social systems form and develop over time.

District Objectives

18A.517 Explain ways in which music, art, cuisine, and language reflect the cultural history of the United States. **I/D/M**

18A.518 Recognize how schools, churches, and government institutions have changed over time. **I/D/M**

18B.117 Recognize his/her responsibility as a member of society. **D/M**

18B.118 Discuss and understand the impact of current events as they relate to their community. **D/M**

18B.119 Discuss current events and how these events may affect their lives. **D/M**

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL FOR LEARNING NINETEEN

ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.

Illinois Learning Standard

As a result of their schooling, students will be able to...

- A) demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
- B) analyze various movement concepts and applications.
- C) demonstrate knowledge of rules, safety and strategies during physical activity.

District Objectives Physical Development

- 19A.600 Demonstrate control when performing combinations and sequences in individual games through locomotion, non-locomotion, and manipulative motor patterns. Skill level examples: **Soccer** – dribble, dribble around obstacles, pass, trap, shoot for goal, **Basketball** - dribble, dribble around obstacles, dribble and pass, passing, dribble and shoot, dribble and pass on the move, proper footwork for pivot and lay-up shot, **Floor Hockey** – dribble, dribble and pass, dribble and shoot to goal, blocking shots, **Volleyball** – 2-hand volley or set, serve, bump, **Football** – passing, running, and throwing, catching, kick, punt, centering, blocking, flag-pulling. Individual sports and skills could include badminton, track and field, bocce ball, and bowling. **D**
- 19B.600 Understand the principles of movement: a) Principles of throwing – direction and force, follow-through, transfer of weight, b) Absorption – trapping, stopping progress of ball, thrown, kicked, or batted, c) Transfer of body weight in throwing, striking, kicking, catching, and rolling. **D**
- 19C.600 Identify and apply rules and safety procedures in physical activities. **D**
- 19C.601 Identify offensive, defensive, and cooperative strategies in selected activities and games. **D**

STATE GOAL FOR LEARNING TWENTY

ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.

Illinois Learning Standard

As a result of their schooling, students will be able to...

- A) know and apply the principles and components of health-related fitness.
- B) assess individual fitness levels.
- C) set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

District Objectives Physical Development

- 20A.600 Understand that participating in physical activity can improve your individual health and fitness. **D**
- 20B.600 Be able to check individual heart rate before and after an aerobic activity. **D**
- 20C.600 Recognize the relationship between movement and health-related fitness components (i.e. running, cardio-respiratory, tug of war/strength). **D**

STATE GOAL FOR LEARNING TWENTY-ONE

DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.

Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) demonstrate individual responsibility during group physical activities.
- B) demonstrate cooperative skills during structured group physical activity.

District Objectives Physical Development

- 21A.600 Understand responsibility and cooperation in group games and activities (i.e. squad leaders, fair play). **D**
- 21A.601 Understand the importance of safety in participating in group activities (safe handling of equipment, rules established for safety sake). **D**
- 21A.602 Work independently while performing a skill or task. **D**
- 21B.600 Work cooperatively with a partner or in a small group while performing a skill or physical activity (i.e. jobs, set-up, takedown). **D**

STATE GOAL FOR LEARNING TWENTY-TWO

UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) explain the basic principles of health promotion, illness prevention and safety.
- B) describe and explain the factors that influence health among individuals, groups and communities.
- C) explain how the environment can affect health.

District Objectives Health

- 22A.601 Describe the basic principles of health promotion and safety. **D**
(Addressed in Science – 4th Grade – 12B.411 and 6th Grade – 12A.615)
- 22C.601 Describe how some sources in our environment, such as the sun, water, and chemicals can cause health risks. **D**

STATE GOAL FOR LEARNING TWENTY-THREE

UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.

Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) describe and explain the structure and functions of the human body systems and how they interrelate.
- B) explain the effects of health-related actions on the body systems.
- C) describe factors that affect growth and development.

District Objectives Health

- 23A.601 Identify the functions of the circulatory, respiratory, and nervous systems. **I/D**
(Addressed in 5th Grade – 12A.505 **nervous system** and in 6th Grade – 12A.613 **circulatory system**
12A.614 **respiratory system**)
- 23B.601 Explain the differences between positive and negative effects of health-related actions on body functions. **I/D**
(Addressed in 5th Grade – 12A.506)

STATE GOAL FOR LEARNING TWENTY-FOUR

PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

Illinois Learning Standard

As a result of their schooling, students will be able to.....

- A) demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B) apply decision-making skills related to the protection and promotion of individual health.
- C) demonstrate skills essential to enhancing health and avoiding dangerous situations.

District Objectives Physical Development

24A.600 Demonstrate good sportsmanship through positive verbal and nonverbal communication. **D**

24C.600 Demonstrate basic refusal skills (i.e. pressure to smoke, use alcohol and other drugs, join gangs, physical abuse and exploitation). **D**

FINE ARTS
DANCE/DRAMA/MUSIC/VISUAL ARTS

STATE GOAL FOR LEARNING TWENTY-FIVE

KNOW THE LANGUAGE OF THE ARTS.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand the sensory elements, organizational principals and expressive qualities of the arts.
- B) understand the similarities, distinctions and connections in and among the arts.

District Objectives Dance

25A.410 Duplicate the beat/rhythm through body movements. **D/M**

District Objectives Drama

25A.702 Identify the development of dramatic structure throughout a story. **I**

25B.704 Analyze and describe changes in the emotional range of a character in a given performance. **I**

25A.601 Use nonverbal cues (pantomime) to express meaning of a given clue. **D**

25A.602 Demonstrate a familiarity with such drama skills as expressive speech, pantomime, playmaking, and/or movement. **D**

25A.703 Explain the effects of an actor's vocal pitch, volume, and tone on the interpretation of a character. **D**

25B.705 Identify given significant dramatic selections. **D**

District Objectives Music-Vocal

25A.804 Identify the construction of major and minor scales and their whole and half steps. **I**

25A..501 Identify pentatonic scale. **I/D/M**

25A.503 Appropriateness of tempo choices – moderate, accelerated, ritardando, maestoso. **I/D/M**

25A.601 Differentiate between beat and off beat. **D**

25A.603 Identify the tonal center in a given piece of music. **D**

25A.701 Identify all levels of dynamics including changing between different levels. **D**

25A.702 Perform all levels of dynamics. **D**

25A.605 Identify dynamics as an expressive choice. **D**

25A.807 Identify the basic skills necessary in creating good vocal singing. **D**

25A.606 Identify conducting patterns. **D**

25A.608 Perform, identify, and create common rhythm patterns. **D**

25A.103 Describe and perform the elements of music: melody, rhythm, mood, pitch, harmony, duration, tonality, dynamics, and form. **D/M**

25A.502 Differentiate between definite and indefinite pitch. **D/M**

25B.105 Identify and perform a skit, combining the properties of music, visual art, and drama and describe how each worked together for the success of the skit. **D/M**

District Objectives Visual Arts

25A.601 Identify primary, secondary, tertiary colors. **I/D**

25A.602 Name the colors in order as they appear on the color wheel. **I/D**

25A.603 Identify analogous and complementary colors. **I/D**

25A.604 Identify neutral colors. **I/D**

25A.605 Identify representational, abstract, and "free form" shapes. **I/D**

25A.606 Identify shapes in nature and man-made objects. **I/D**

25A.607 Identify lines in man-made objects and nature. **I/D**

25A.608 Identify the artists use of technique in expressing a visual concept (i.e. watercolor). **I/D**

25A.609 See the relationship of 2-dimensional shapes (i.e. triangle) to 3-dimensional (i.e. cone). **I/D**

25A.610 Observe the illusion of depth in 2-dimensional objects. **I/D**

25A.611 Identify cast shadows. **I/D**

25A.612 Design artwork that is symmetric or formally balanced. **I/D**

25A.613 Identify an implied motion in an artwork of people/animals. **I/D**

25A.614 Use appropriate vocabulary to describe an artwork. **I/D**

25B.615 Differentiate between visual and tactile texture. **I/D**

25B.616 Understand the interrelationship of all art forms (music, dance, drama, visual art). **I/D**

25B.617 Analyze how an artist uses line, color, space, and unity to create mood, emotion, ideas, and social values. **I/D**

District Objectives-Visual Arts

- 25A.501 Use related and contrasting color and line to create pattern. **M**
- 25A.404 Identify warm and cool colors. **M**
- 25A.502 Identify color tint and hues. **M**
- 25A.503 Name 3-dimensions (height, depth, width). **M**
- 25A.504 Identify that measured space (as well as repeated space) makes patterns. **M**
- 25B.406 Express ideas and emotions, mood and theme through artwork. **M**
- 25B.505 Arrange design motifs to make related variations. **M**
- 25B.104 Create imaginary images of creatures, objects, and places. **M**

STATE GOAL FOR LEARNING TWENTY-SIX

THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand processes, traditional tools and modern technologies used in the arts.
- B) apply skills and knowledge necessary to create and perform in one or more of the arts.

District Objectives Dance

- 26A.203 Understand the dance terms and be able to perform the movements. **D/M**
- 26B.501 Listen to the music and refine the dance steps while performing. **D/M**
- 26B.502 Demonstrate simple dance sequences to music. **D/M**
- 26B.302 Understand and perform selected dance steps in time to music. **D/M**

District Objectives Drama

- 26A.603 Recognize universal emotions and experiences expressed in given dramatic selections. **I**
- 26B.201 Demonstrate the basic steps and skills needed to create a play or scene. **D/M**
- 26B.302 Use combined skills including expressive speech, pantomime, dance and/or movement to convey emotions. **D/M**
- 26B.303 Create characters based on a verbal stimulus, costume piece, and/or prop. **D/M**

District Objectives Music

- 26A.812 Identify syncopation and label the counting. **I**
- 26B.612 Identify and perform 2pt harmony. **I**
- 26B.613 Identify and perform basic guitar skills: use correct playing position, learn simple chord accompaniments, read chord diagrams. **I/D**
- 26A.609 Identify and describe meters of $\begin{matrix} 2 & 6 & 3 & 4 \\ , & , & , & , \\ 4 & 8 & 4 & 4 \end{matrix}$. **D**
- 26A.610 Identify duets, trio, quartet, chorus, and individual voice parts: soprano, alto, tenor, bass. **D**
- 26A.611 Identify D.C. al Fine and D.S. al Coda. **D**
- 26B.614 Identify how to create sound and perform simple pieces on the choir chimes. **D**
- 26B.814 Demonstrate appropriate styles of singing to a given piece of music i.e. legato singing vs bouncy, short sound, etc.. **D**
- 26B.615 Create a simple 8 measure melody line using correct rhythm and notation on the piano, keyboard, or tone bells. **D**
- 26A.208 Identify, perform, and create simple notations: quarter note, quarter rest, half note, eighth note, whole note, dotted half note, and sixteenth note. **D/M**
- 26A.504 Identify instruments in each family of the orchestra. **M**

District Objectives Visual Arts

- 26A.618 Form or carve a form or figure with a specified material. **I/D**
- 26A.622 Demonstrate proper cleaning and caring for basic art tools and materials. **I/D**
- 26A.619 Demonstrate that clay sculpture can be produced by pinching, rolling, and attaching pieces of clay. **I/D**
- 26B.620 Create a drawing or painting creating the illusion of depth. **I/D**
- 26B.621 Demonstrate drawing techniques such as varied line, texture crosshatching, and/or shading using various drawing tools (pencils, pens, markers, etc). **I/D**
- 26B.623 Demonstrate the use of mixed media. **I/D**
- 26B.624 Create a drawing which incorporates varied line, texture, crosshatching, and/or shading. **I/D**
- 26B.625 Demonstrate the use of various materials to create sculpture. **I/D**
- 26B.626 Create a work using multiple media. **I/D**
- 26A.506 Demonstrate simple printing techniques. **M**
- 26A.509 Identify or demonstrate simple paper construction processes. **M**
- 26B.508 Create a multi-color print. Use specific lines to create a varied effect. **M**

STATE GOAL FOR LEARNING TWENTY-SEVEN

UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.

Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) analyze how the arts function in history, society, and everyday life.
- B) understand how the arts shape and reflect history, society, and everyday life.

District Objectives Dance

27A.303 Perform dances from various cultures around the world. **D/M**

District Objectives Drama

27A.402 Identify how the arts contribute to communication, celebrations, occupations, and recreations (i.e. advertising, community theatre, cultural festivals, etc.) **D/M**

District Objectives Music

27A.616 Identify and recall representative works and composers from: Medieval/Gregorian Chant, Renaissance, Baroque, Classical, Romantic, and Modern periods. **D**

27A.108 Identify music from a variety of styles, cultures, and moods. **D/M**

27B.505 Express how music reflects tradition. **M**

District Objectives Visual Arts

27B.627 Discuss and view various works of art from major historical periods. **I/D**

27A.213 Identify given significant visual images. **M**

27A.509 Identify universal emotions and experiences expressed in given visual images. **M**

27A.520 Identify that different cultures have unique styles of visual art expression. **M**

APPENDIX A

SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE

The following helps students:

MAP AND GLOBE SKILLS

	K	1 st	2 nd	3 rd	4 th	5 th	6 th
understanding globes	•	•	•	•	•	•	•
North and South Poles		•	•	•	•	•	•
equator			•	•	•	•	•
hemispheres			•	•	•	•	•
prime meridian					•	•	•
Tropics of Cancer and Capricorn					•	•	•
Arctic and Antarctic Circles					•	•	•
identify the purpose and use of maps	•	•	•	•	•	•	•
map title		•	•	•	•	•	•
time zones		•	•	•	•	•	•
map key (legend)		•	•	•	•	•	•
compass rose (direction indicator)		•	•	•	•	•	•
map scale (miles, kilometers)				•	•	•	•
grid scale (longitude, latitude)			•	•	•	•	•
comparing maps with globes	•	•	•	•	•	•	•
comparing maps with photographs		•	•	•	•	•	•
understanding map symbols	•	•	•	•	•	•	•
land and water	•	•	•	•	•	•	•
colors, tints, and patterns		•	•	•	•	•	•
object and picture symbols		•	•	•	•	•	•
lines and borders			•	•	•	•	•
road, routes, and arrows		•	•	•	•	•	•
location symbols			•	•	•	•	•
relief and elevation					•	•	•
understanding directional terms and finding direction (top, bottom, left, right)	•	•	•	•	•	•	•
cardinal directions (N., S., E., W.)		•	•	•	•	•	•
intermediate directions				•	•	•	•
understanding and measuring distance				•	•	•	•
miles and kilometers				•	•	•	•
map insets				•	•	•	•
understanding and finding location		•	•	•	•	•	•
number and letter grids			•	•	•	•	•
lines of latitude and longitude (parallels and meridians)					•	•	•
measurements in degrees					•	•	•
understanding map projections and distortions						•	•
understanding cartograms							•

APPENDIX B

SOCIAL STUDIES: CHARTS AND GRAPH SKILLS

	K	1st	2nd	3rd	4th	5th	6th
understanding and using pictographs	•	•	•	•	•	•	•
understanding and using charts and diagrams	•	•	•	•	•	•	•
understanding and using bar graphs	•	•	•	•	•	•	•
understanding and using calendars and time lines	•	•	•	•	•	•	•
understanding and using tables and schedules		•	•	•	•	•	•
understanding and using line graphs					•	•	•
understanding and using circle (pie) graphs						•	•
understanding and using climographs							•