

Morton District 709

6<sup>th</sup> 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.601 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.602 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.603 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.604 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.605 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.606 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.607 Apply problem-solving skills to scientific situations. **D**
- 11B.608 Compare design solutions; select which one is best given certain restrictions on available materials, tools, cost effectiveness, and safety. **D**
- 11B.609 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.610 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 Life Science

- 12A.602 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.603 Identify the main differences between plant cells and animal cells, namely that plant cells have chloroplasts and cell walls (which provide rigidity to the plant, since plants have no skeletons). Identify the basic cell organelles and their functions. **D**
- 12A.605 Understand that the nucleus of cell contains the genetic information for the plant or animal to which it belongs. **D**
- 12A.606 Understand that cells divide to increase their numbers, and the process of cell division called mitosis results in two daughter cells each with identical sets of chromosomes. **D**
- 12A.607 Understand that multi-cellular organisms begin as zygotes (a single egg cell fertilized by a single sperm cell) and that a zygote grows by cell division and that as the cells multiply, they also differentiate. Understand the process of meiosis. **D**
- 12A.610 Understand that an inherited trait can be determined by one or more genes. **D**
- 12A.611 Understand that DNA (deoxyribonucleic acid) is the genetic material of each living thing-like a blueprint or set of instructions for building the organism-and that it is located in the chromosomes of each cell. **D**
- 12A.612 Understand that heredity is based on the probability of inheriting a given trait for which one or both of the parents carries a gene, and that this probability can be calculated given the genetic make-up of the parents with regard to that kind of trait (e.g., blue eyes) using a Punnett Square. **D**
- 12A.613 Understand that male animals produce sperm cells, and females produce egg cells, and that the combination of these cells results in fertilization. **D**
- 12A.604 Understand that some organisms are unicellular, others multi-cellular. Understand that some unicellular organisms are like tiny animals, able to propel themselves or change their shape and that they are endowed with sensation. **M**
- 12B.616 Understand that energy for life primarily derives from the sun; understand the process of photosynthesis. **D**
- 12B.622 Understand natural selection or survival of the fittest, and understand that this is thought to be one of the explanations for how animals and plants change over time and that it was the explanation given by Charles Darwin. **D**
- 12B.626 Understand that the number of organisms an ecosystem can support depends on the resources available and abiotic factor (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.627 Understand that competitive feeding habits between species can have a negative effect on their populations. Understand that animals and plants compete for food, shelter, mates, and other things necessary for life and reproduction. **D**
- 12B.624 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. **M**
- 12B.625 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. **M**
- 12B.628 Distinguish the various members of a food web and identify order of dependence among these members. **M**
- 12B.632 Identify and describe the major biomes and habitats and their characteristics: desert, grassland, savannah, tropical forest, coniferous forest, tundra, freshwater, and saltwater. **M**

#### District Objectives Physical Science

- 12C.633 Understand that matter can be changed in different ways. 1. Physically, a change in the size, shape, or state of matter (e.g., the melting of an ice cube, tearing of paper). 2. Chemically, where matter can change into another kind of matter (e.g., burning of wood, rusting of iron). **M**
- 12C.634 Define and distinguish the properties of matter: mass, weight, volume, density, color, odor, shape, texture, and hardness. **M**
- 12C.635 Understand the phases of matter and how they depend on how the atoms and molecules of a substance move. **M**
- 12C.636 Understand the concepts of melting point, boiling point, and freezing point, and understand the concepts of evaporation, condensation, and sublimation. **M**

### District Objectives Physical Science

- 12C.637 Understand that there is another state of matter called plasma, which can be produced under artificial conditions on Earth. The sun's matter is in the plasma state, as is the matter of the other stars. **M**
- 12C.638 Understand that substances can be grouped by similarities in their physical properties. **M**
- 12C.640 Identify the properties common to most metals (e.g., luster, malleability, ductility, and ability to conduct electricity). **M**
- 12C.641 Identify simple compounds (e.g., H<sub>2</sub>O, NaCl). **M**
- 12C.642 Define atom as the smallest part of an element that still has the properties of that element. **M**
- 12C.643 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. **M**
- 12C.644 Understand that a molecule is made of two or more atoms. **M**
- 12C.645 Identify the number of different kinds of elements in a chemical formula. **M**
- 12C.646 Understand that during a chemical change atoms are neither created nor destroyed but are rearranged to make new substances. **M**
- 12C.647 Identify the basic properties of acids and bases. Know the relationship between acids, bases, and indicators (e.g., blue litmus paper changes to red when placed in an acid). **M**
- 12C.649 Understand that one form of energy is radioactivity, which includes nuclear fission and fusion, and has many beneficial uses. Recognize that the age of radioactive elements can be determined using half-life calculations. **M**
- 12C.650 Understand that heat moves in predictable ways, flowing from warmer objects to cooler ones, until both reach the same temperature (thermal equilibrium). **M**
- 12C.651 Understand that energy can be transferred by radiation, conduction, and convection. **M**
- 12C.652 Identify electrical conductors and insulators. Define and give examples of each. Understand that electricity can be converted into heat and light by forcing an electrical current through a conductor. Understand that this is what happens in a toaster and in a light bulb. **M**
- 12C.653 Understand that light travels in straight lines as long as it is traveling through one uniform medium. **M**
- 12C.654 Understand that almost all of Earth's energy comes from the sun. Understand that this energy is in the form of visible and invisible light with a range of wavelengths (electromagnetic spectrum). **M**
- 12C.655 Understand that visible light is a small band within a very broad electromagnetic spectrum. **M**
- 12C.656 Understand that when a light beam hits an object and is reflected off of it, the angle of incidence equals the angle of reflection. **M**
- 12C.659 Understand that many lenses operate by refracting light beams that hit their surface in such a way that they will all meet at one point called a focal point. Understand that this is the way refracting telescopes increase the ability of an image to be magnified, and this is also how they magnify it with another lens. Likewise, know that light microscopes and magnifying glasses work in the same way. **M**
- 12C.661 Identify the basic properties of waves: frequency, wavelength, and velocity. **M**
- 12C.662 Understand that in the spectrum of visible light, lower frequency colors are toward red, and higher frequency colors are toward blue. **M**
- 12C.6103 Understand that mixtures can be classified into two basic categories (heterogeneous and homogenous) and recognize that mixtures can be further subdivided within these two categories. Explain solutions and solubility. **M**
- 12D.666 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. **M**
- 12D.669 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. **M**

### District Objectives Earth Science

- 12E.676 Compare seasonal climates in major regions of the globe, considering effects of latitude, altitude, and geography. **D**
- 12E.684 Understand that the atmosphere is a mixture of nitrogen, oxygen, argon, and trace gases that include water vapor and carbon dioxide. Understand that the 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.686 Identify weather fronts and understand how they are formed. Understand how to read and interpret weather maps. **D**
- 12E.687 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.685 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. **M**
- 12F.691 Understand that objects in the solar system are for the most part in regular and predictable motion. Know that those motions explain such phenomena as the day, the year, the phases of the moon, and eclipses. **D**
- 12F.694 Understand that rock samples taken by astronauts walking on the moon show that Earth and moon have a common history. **D**
- 12F.696 Understand that valleys on the surface of a planet or moon might be evidence that water is or once was there. **D**
- 12F.697 Understand that the speed of a planet's rotation is one cause of the daily variations in temperature on its surface. **D**

### **District Objectives Earth Science**

- 12F.698 Understand that the cause of the Earth's seasons and the change in the amount of daylight throughout the year is the tilt of its axis of rotation with respect to the plane of its orbit. Given a diagram of the Earth depicting (1) its relative position to the sun and (2) the orientation of its axis of rotation and (3) some circle of latitude, identify the following: (a) the season of the year (if the circle of latitude is other than the equator), and (b) whether there is more daylight or more dark hours at that time of year. Understand why the seasons and daylight hours in opposite hemispheres are opposite to each other. **D**
- 12F.693 Identify the differences among the planets in our solar system: the four closest planets to the sun are called the inner planets. The inner planets are small and have rocky surfaces. The five farthest planets from the sun are called the outer planets. All outer planets except Pluto are much larger than Earth, are made of gases, and have no solid surfaces. **M**
- 12F.695 Understand that the tides are affected by the positions of the moon. **M**
- 12F.699 Understand that the sun is an average star. Know that a solar system consists of a sun and planets and other objects that revolve around it. Know that the planets closest to the sun are hotter than the planets farther away from the sun. Understand that the color of a star depends on its temperature. **M**
- 12F.6101 Define light year, how many kilometers it is, and know that galactic distances may be measured in millions and billions of light years. **M**
- 12F.6102 Understand the classification of galaxies according to their properties. Understand that our solar system is within the Milky Way Galaxy. **M**

### **STATE GOAL FOR LEARNING THIRTEEN**

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

### **Illinois Learning Standards**

As 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.601 Identify potential hazards in the laboratory and the means of reducing them. **D**
- 13A.602 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.603 Indicate that repeatability of results is necessary for the scientific community to accept someone's findings. **D**
- 13A.604 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.605 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.606 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.607 Compare the knowledge, skills, and methods of early and modern scientists. **D**
- 13B.608 Understand that the introduction of a new technology can affect human activities worldwide. **D**
- 13B.609 Describe how occupations use scientific and technological knowledge and skills. **D**
- 13B.610 Analyze the interaction of resource acquisitions, technological development and ecosystem impact (the impact of human activities on our ecosystem). **D**
- 13B.611 Compare the effectiveness of reducing, reusing, and recycling in actual situations. **D**
- 13B.612 Analyze how policies can affect scientific advancement. **D**
- 13B.613 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

14F.601 Identify different ancient and modern political systems, of the Eastern Hemisphere such as: (ancient Egyptian, Roman Republic, feudalism, and communism). **I/D/M**

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

15D.602 Identify how different economic systems of the Eastern Hemisphere influence a society. **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.603 Identify the development of civilizations in several regions of the Eastern Hemisphere and describe how these developments have influenced the growth of different nations including the United States. **I/D/M**

16C.604 Identify different eras in the world (such as Renaissance, Reformation, Industrial Revolution, Cold War, elimination of the Berlin Wall, African slave trade). **I/D/M**

**District Objectives**

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.605 Locate important countries and features of the Eastern Hemisphere (ancient & modern) on a map or globe. **I/D/M**

17A.115 Develop a variety of map skills according to the map skills chart. **D/M**

17A.606 Label continents, oceans, and hemispheres on a world map. **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**

18C.607 Identify different social systems, both ancient and modern, in several regions of the Eastern hemisphere, and describe how these developments have influenced social systems of different nations including the United States. **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. **M**
- 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. **M**
- 19C.600 Identify and apply rules and safety procedures in physical activities. **M**
- 19C.601 Identify offensive, defensive, and cooperative strategies in selected activities and games. **M**

## 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. **M**
- 20B.600 Be able to check individual heart rate before and after an aerobic activity. **M**
- 20C.600 Recognize the relationship between movement and health-related fitness components (i.e. running, cardio-respiratory, tug of war/strength). **M**

**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). **M**
- 21A.601 Understand the importance of safety in participating in group activities (safe handling of equipment, rules established for safety sake). **M**
- 21A.602 Work independently while performing a skill or task. **M**
- 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). **M**

**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. **M**  
(Addressed in Science – 4th Grade – 12B.411 and 6th Grade – 12A.615)
- 22B.601 Explain how peer pressure, advertising, and the media influence our health (Date – 6<sup>th</sup> Grade). **I/D/M**
- 22C.601 Describe how some sources in our environment, such as the sun, water, and chemicals can cause health risks. **M**

**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. **M**  
(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. **M**  
(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. **M**

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

# 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.701 Identify and transfer dance techniques used in other forms of physical activities (i.e. aerobics, sports). **I**
- 25A.401 Duplicate the beat/rhythm through body movements. **D/M**

#### District Objectives Drama

- 25A.701 Describe through performance what voice, posture, walk, and movement tell about a character. **I**
- 25A.702 Identify the development of dramatic structure throughout a story. **D**
- 25A.703 Explain the effects of an actor's vocal pitch, volume, and tone on the interpretation of a character. **D**
- 25B.704 Analyze and describe changes in the emotional range of a character in a given performance. **D**
- 25B.705 Identify given significant dramatic selections. **D**
- 25A.601 Use nonverbal cues (pantomime) to express meaning of a given clue. **M**
- 25A.602 Demonstrate a familiarity with such drama skills as expressive speech, pantomime, playmaking, and/or movement. **M**

#### District Objectives Music-Instrumental Band

- 25A.701 Produce proper tone quality on their instrument. **I**
- 25A.702 Demonstrate an awareness of good and bad tone quality. **I**
- 25A.703 Produce steady tone. **I**
- 25A.704 Demonstrate rhythmic perceptions. **I**
- 25A.705 Identify, count, and perform various note patterns. **I**
- 25A.706 Identify and perform various time signatures. **I**
- 25A.707 Demonstrate the proper performance techniques. **I**
- 25A.708 Define melodic line by steps, skips, and leaps. **I**
- 25A.709 Identify sharps, flats, and natural notes. **I**
- 25A.710 Define and demonstrate musical signs and terms. **I**
- 25B.801 Identify the various band families and instruments within the families. **I**
- 25B.802 Identify the types of musical organizations. **I**

#### District Objectives Music-Instrumental Orchestra

- 25A.721 Produce proper tone quality on their instrument. **I**
- 25A.722 Demonstrate an awareness of good and bad tone quality. **I**
- 25A.723 Produce steady tone. **I**
- 25A.724 Demonstrate rhythmic perceptions. **I**
- 25A.725 Identify, count, and perform various note patterns. **I**
- 25A.726 Identify and perform various time signatures. **I**
- 25A.727 Demonstrate the proper performance techniques. **I**
- 25A.728 Define melodic line by steps, skips, and leaps. **I**
- 25A.729 Identify sharps, flats, and natural notes. **I**
- 25A.730 Define and demonstrate musical signs and terms. **I**
- 25B.803 Identify the orchestra family and instruments within the family. **I**
- 25B.804 Identify the types of musical organizations. **I**

#### District Objectives Music-Vocal

- 25A.801 Identify a modulation within a given piece. **I**
- 25A.805 Identify descants and counter melodies. **I**
- 25A.602 Differentiate between steady beat/back beat. **I/D/M**
- 25A.604 Identify repetition and contrast in melodic phrase. **I/D/M**
- 25A.607 Recognize canon. **I/D/M**
- 25A.701 Identify all levels of dynamics including changing between different levels. **D**
- 25A.702 Perform all levels of dynamics. **D**
- 25A.804 Identify the construction of major and minor scales and their whole and half steps. **D**
- 25A.807 Identify the basic skills necessary in creating good vocal singing. **D**

### **District Objectives Music-Vocal**

- 25A.103 Describe and perform the elements of music: melody, rhythm, mood, pitch, harmony, duration, tonality, dynamics, and form. **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**
- 25A.601 Differentiate between beat and off beat. **M**
- 25A.603 Identify the tonal center in a given piece of music. **M**
- 25A.605 Identify dynamics as an expressive choice. **M**
- 25A.606 Identify conducting patterns. **M**
- 25A.608 Perform, identify, and create common rhythm patterns. **M**

### **District Objectives Visual Arts**

- 25A.601 Identify primary, secondary, tertiary colors. **M**
- 25A.602 Name the colors in order as they appear on the color wheel. **M**
- 25A.603 Identify analogous and complementary colors. **M**
- 25A.604 Identify neutral colors. **M**
- 25A.605 Identify representational, abstract, and 'free form' shapes. **M**
- 25A.606 Identify shapes in nature and man-made objects. **M**
- 25A.607 Identify lines in man-made objects and nature. **M**
- 25A.608 Identify the artists use of technique in expressing a visual concept (i.e. watercolor). **M**
- 25A.609 See the relationship of 2-dimensional shapes (i.e. triangle) to 3-dimensional (i.e. cone). **M**
- 25A.610 Observe the illusion of depth in 2-dimensional objects. **M**
- 25A.611 Identify cast shadows. **M**
- 25A.612 Design artwork that is symmetric or formally balanced. **M**
- 25A.613 Identify an implied motion in an artwork of people/animals. **M**
- 25A.614 Use appropriate vocabulary to describe an artwork. **M**
- 25B.406 Express ideas and emotions, mood and theme through artwork. **M**
- 25B.615 Differentiate between visual and tactile texture. **M**
- 25B.616 Understand the interrelationship of all art forms (music, dance, drama, visual art). **M**
- 25B.617 Analyze how an artist uses line, color, space, and unity to create mood, emotion, ideas, and social values. **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.702 Perform an aerobic sequence to a musical or rhythmic accompaniment. **I**
- 26B.906 Choreograph a step pattern to music. **I**
- 26B.703 Perform selected line and square dance steps. **I**
- 26A.303 Understand 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.706 Identify some steps an actor might use to create a characterization. **I/D**
- 26A.603 Recognize universal emotions and experiences expressed in given dramatic selections. **D/M**
- 26B.302 Use combined skills including expressive speech, pantomime, dance and/or movement to convey emotions. **D/M**
- 26B.201 Demonstrate the basic steps and skills needed to create a play or scene. **D/M**
- 26B.303 Create characters based on a verbal stimulus, costume piece, and/or prop. **D/M**

### **District Objectives Music-Instrumental Band**

- 26A.711 Identify names of notes on staff. **I**
- 26A.712 Evaluate own and other performance in terms of quality of sound and technique. **I**
- 26B.713 Demonstrate the ability to follow director in terms of style, tempo, dynamics. **I**

**District Objectives Music-Instrumental Orchestra**

26A.731 Identify names of notes on staff. **I**

26A.732 Evaluate own and other performance in terms of quality of sound and technique. **I**

26B.733 Demonstrate the ability to follow director in terms of style, tempo, dynamics. **I**

**District Objectives Music-Vocal**

26A.808 Identify durational values in  $\frac{6}{8}$ ,  $\frac{2}{2}$ , C. **I**

26A.810 Identify mixed meters. **I**

26A.811 Identify dotted rhythms and their durations. **I**

26B.906 Demonstrate melodic intervals of unisons: major 2nds, major 3rds, major 4ths, major 5ths, and octaves. **I**

26B.907 Demonstrate correct breathing techniques using diaphragm breathing and sustaining pitch on the breath. **I**

26A.809 Identify and perform a fermata. **I**

26B.908 Demonstrate major and minor scales on any given pitch. **I**

26B.815 Demonstrate acappella singing of various styles of music. **I**

26A.903 Identify melodic movement by unisons, 2nds, 3rds, 4ths, 5ths, 6ths, 7ths and octaves. **I**

26B.909 Perform and practice voice blending within a section and within an entire ensemble. **I**

26A.812 Identify syncopation and label the counting. **D**

26B.814 Demonstrate appropriate styles of singing to a given piece of music i.e. legato singing vs bouncy, short sound, etc.. **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**

26B.612 Identify and perform 2pt harmony. **D/M**

26A.609 Identify and describe meters of  $\frac{2}{4}$ ,  $\frac{6}{8}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ . **M**

26A.610 Identify duets, trio, quartet, chorus, and individual voice parts: soprano, alto, tenor, bass. **M**

26A.611 Identify D.C. al Fine and D.S. al Coda. **M**

26B.613 Identify and perform basic guitar skills: use correct playing position, learn simple chord accompaniments, read chord diagrams. **M**

26B.614 Identify how to create sound and perform simple pieces on the choir chimes. **M**

26B.615 Create a simple 8 measure melody line using correct rhythm and notation on the piano, keyboard, or tone bells. **M**

**District Objectives Visual Arts**

26A.618 Form or carve a form or figure with a specified material. **M**

26A.619 Demonstrate that clay sculpture can be produced by pinching, rolling, and attaching pieces of clay. **M**

26B.620 Create a drawing or painting creating the illusion of depth. **M**

26B.621 Demonstrate drawing techniques such as varied line, texture crosshatching, and/or shading using various drawing tools (pencils, pens, markers, etc). **M**

26B.622 Demonstrate proper cleaning and caring for basic art tools and materials. **M**

26B.623 Demonstrate the use of mixed media. **M**

26B.624 Create a drawing which incorporates varied line, texture, crosshatching, and/or shading. **M**

26B.625 Demonstrate the use of various materials to create sculpture. **M**

26B.626 Create a work using multiple media. **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.707 Identify and describe careers and jobs in and among the arts and how they contribute to the world of work. **I**

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-Instrumental Band**

27A.716 Identify and describe various careers and jobs in music. **I**

27A.717 Develop understanding and appreciation of work and efforts of others through understanding of development of music. **I**

27B.719 Identify various composers and their time periods. **I**

27B.720 Identify various types of music and style. **I**

**District Objectives Music-Instrumental Orchestra**

27A.736 Identify and describe various careers and jobs in music. **I**

27A.737 Develop understanding and appreciation of work and efforts of others through understanding of development of music. **I**

27B.738 Identify various composers and their time periods. **I**

27B.739 Identify various types of music and style. **I**

**District Objectives Music-Vocal**

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

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

**District Objectives – Visual Arts**

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

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

27A.510 Identify that different cultures have unique styles of visual art expression. **M**

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

## APPENDIX A

### SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE

The following helps students:

#### MAP AND GLOBE SKILLS

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

## APPENDIX B

### SOCIAL STUDIES: CHARTS AND GRAPH SKILLS

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
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							•