

A

Parent's Guide

to

District 200 CURRICULUM



5th Grade

Dear Parent:

District 200 continues to work aggressively to define what students should know and be able to do as a result of their schooling. This brochure contains a summary of our work to date for your child's grade in school.

The curriculum for each grade is a definition of what we want students to learn during the year. It is written to include the knowledge and skills that are considered meaningful and important to a student's age and level of development. While the Illinois Learning Standards provide the framework for the development of District 200's curriculum, our local expectations often exceed those defined by the state.

We measure a student's success in meeting District 200's curricular expectations in a variety of ways. The one most familiar to you may be the Illinois Standards Achievement Test (ISAT) examination, the state test given each spring to measure the extent to which students have mastered the state learning standards for their grade. Individual student ISAT scores are distributed to parents in the fall so that you will know how well your child has mastered the state learning standards, which, as noted above, are incorporated into the District's curriculum.

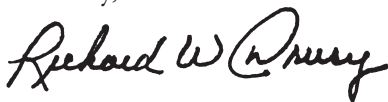
We also have developed local tests that will show us how well students are learning the District's curriculum. These local assessments are developed and administered as each new curriculum is implemented, although not all subjects will be tested in each grade every year. These tests will assist our teachers and the District Office in making curricular decisions and planning professional development for our staff.

We have prepared this curriculum brochure so that you can guide and reinforce your child's learning. Research tells us and we know from our own experiences that children achieve at higher levels when parents are actively involved with their learning. We encourage you to spend time with your child each day to help with his/her school work and to talk about what he/she is learning.

Included with this brochure is an insert explaining the purpose and grading codes for the elementary report card. You are receiving this prior to the distribution of the first report card so that you know in advance how your child will be assessed. Being familiar with this information will help you have a more meaningful conference with your child's teacher in November.

We hope both of these documents will be a useful resource to you throughout the year. If you have questions about the material in this brochure, please contact your child's teacher or principal for more information. I wish you and your child a most successful year in District 200!

Sincerely,



Richard W. Drury, Ed.D.
Superintendent



Language Arts

The language arts curriculum offers students a balanced literacy program that includes phonemic awareness, phonics, vocabulary, fluency, and comprehension instruction. The program stresses the development of reading skills to enable effective communication through writing, listening, and speaking.

READING

Students will learn to read and comprehend a broad range of literature representative of various cultures and eras, for the purpose of developing as a reader and seeking enjoyment. Students will also learn to use word recognition, vocabulary, and knowledge of the printed word to read with understanding and fluency.

Students will be able to:

- Apply a variety of strategies to identify unfamiliar, multi-syllable words including application of phonics skills, prefixes, suffixes, word origins, derivatives, plurals, and possessives
- Use a variety of strategies to comprehend new vocabulary including context clues, roots, prefixes, suffixes, visual clues, prior knowledge, synonyms, antonyms, and homophones
- Clarify meaning of words through a variety of resources including glossaries, dictionaries, and thesauruses
- Increase vocabulary through reading
- Identify, read and interpret fiction, nonfiction, and other types of text
- Use a variety of strategies before reading fiction and nonfiction text including establishing a purpose, previewing material, connecting to prior knowledge, making and defending predictions, previewing vocabulary and asking questions
- Use appropriate strategies for comprehension of fiction and nonfiction text during reading including monitoring own reading, identifying when text doesn't make sense, asking literal and inferential questions, retelling, making and revising predictions, visualizing, making connections, identifying story elements, distinguishing important ideas from interesting details, differentiating fact from opinion, paraphrasing, identifying main points, using graphic elements such as graphs and charts
- Apply strategies after reading fiction and nonfiction text including making connections, comparing and contrasting story elements, identifying cause and effect, distinguishing secondary plot from primary plot, identifying problem, climax, and resolution, answering questions from text, confirming or rejecting predictions, drawing conclusions, distinguishing fact from opinion as well as forming an opinion, distinguishing literal and inferential information, organizing information from text in a variety of ways, and extending ideas beyond the text
- Locate features of fiction and nonfiction text such as title page and glossary
- Identify and analyze basic story elements including character setting, problem, events, climax, resolution, and theme in fiction text

- Identify and analyze text structures within non-fiction texts such as problem/solution structure
- Identify topic, main ideas, and relevant details in nonfiction text
- Develop an appreciation for other cultures through fiction and nonfiction literature
- Read grade level material aloud with fluency including accuracy, rhythm, volume and flow
- Develop a personal interest and enjoyment of reading through listening to teacher read alouds, self-selecting appropriate independent reading material, participating in book discussions
- Read a variety of genre and identify features
- Read critically to examine a website
- Recognize different ways tests are organized and apply test-taking strategies for a variety of test taking situations.

GRAMMAR AND SPELLING

Demonstrate the correct use of standard English in written pieces.

Students will be able to:

- Write and use a variety of simple, compound, and complex sentences, which demonstrate correct grammar
- Recognize and use a variety of sentences including statements, questions, exclamations, and commands
- Identify and use parts of speech including nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, interjections
- Demonstrate the correct use of capitalization including proper nouns, proper adjectives, abbreviations, titles
- Demonstrate the correct use of punctuation in writing including ending marks, abbreviations, apostrophes, commas, quotation marks
- Use a variety of strategies for spelling words including phonics, rule generalizations, and word origins
- Use strategies and resources to proofread and edit written work
- Copy and transfer words correctly from other sources
- Use correct spelling of high frequency words

WRITING

Students will express thoughts and ideas in written form to communicate for a variety of purposes.

Students will be able to:

- Recognize that writing can describe, inform, explain, persuade, and entertain

- Produce narrative, expository, and persuasive writing pieces using well-developed paragraphs
- Apply process-writing steps including prewriting, drafting, revising, editing, and final copy
- Write for a specific purpose and present writing in a variety of ways including essays
- Explore the art of writing such as dialogue and point of view
- Use available technology for writing

LISTENING AND SPEAKING

Students will listen, interact with others, and respond appropriately in a variety of situations. Students will also express ideas in a thoughtful, organized manner when speaking.

Students will be able to:

- Listen for a specific purpose and demonstrate attentive listening behaviors including facing the speaker, making eye contact and demonstrating self control
- Demonstrate understanding by summarizing, paraphrasing, and asking and responding to questions
- Restate and carryout a variety of multi-step directions
- Develop increased awareness of verbal and nonverbal messages
- Demonstrate speaking behaviors appropriate for informal and formal situations including the ability to stay on topic, voice projection, eye contact, hand movements, and expression
- Actively participate in group discussions by taking turns, asking relevant questions, responding respectfully, and sharing and supporting opinions
- Prepare and practice for oral presentations using proper language
- Increase vocabulary through listening and use new vocabulary in speaking situations

ACCESSING INFORMATION

Students will use the language arts to gain, access and communicate information.

Students will be able to:

- Locate, organize, and use information from various sources including the LLC, computer lab, nonfiction books, textbooks, and encyclopedias to answer questions, solve problems, and communicate ideas
- Analyze and evaluate information by determining importance to topic, choosing materials at own comprehension level, and discriminating between relevant and irrelevant information acquired from various sources
- Apply acquired information to produce a final product including oral or written presentations while maintaining topic focus
- Select and adapt format of presentation to accommodate the needs of the audience and the purpose of the presentation
- Use available technology to communicate ideas

Math



The math curriculum stresses the development of number sense, introducing students to algebraic and geometric methods, data collection, probability, and measurement. The program emphasizes the importance of making mental computations and learning basic math facts. Each area of instruction also focuses on the four phases of problem solving: understanding the problem, devising a plan, carrying out the plan, and reviewing. Students are encouraged to use appropriate math strand vocabulary terms while constructing and communicating convincing arguments and proofs to solve problems.

NUMBER SENSE AND OPERATIONS

The student will be able to demonstrate and apply an understanding of numbers and their operations including meaning and relationships.

Students will be able to:

- Extend their understanding of whole place value to numbers through millions and millionths in different contexts
- Apply knowledge of multiplication of whole numbers to larger numbers
- Explore contexts that they can describe with negative numbers (integer) such as owing money
- Apply knowledge of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations such as $1\frac{1}{2} + 2\frac{3}{4} = 4\frac{1}{4}$
- Apply understanding of decimal models, place value, and properties to add and subtract decimals
- Develop fluency with standard procedures for adding and subtracting decimals/fractions as well as multiplication and division facts up to 12
- Estimate fraction, decimal sums and differences such as $\$1.35 + \$8.25 = \$9.00 - \10.00
- Add and subtract fractions and decimals to solve problems
- Identify fractions, mixed numbers, and percents
- Describe classes of numbers: prime, composite, square, multiple and factor

MEASUREMENT

The student will be able to estimate, make, and use measurements of objects, quantities and relationships, and determine acceptable levels of accuracy.

Students will be able to:

- Connect understandings of solids and volume to earlier work with capacity and weight or mass
- Solve problems that demand attention to both approximation and precision measurement

- Recognize measurable attributes, including length, weight, time, temperature, money, perimeter, area, angle, surface area, and volume
- Apply strategies for estimating and finding perimeters and areas of regular and irregular shapes, using diagrams, models, and grids or by measuring or using given formulas
- Develop and apply strategies to determine the surface area and volumes of rectangular solids, using diagrams, models, and grids or by measuring or using given formulas
- Explore what happens to measurements of two dimensional shapes such as perimeter and area when the shape is changed in some way
- Estimate and calculate distance, time, and capacity such as one gallon = 16 cups 2 gallons = ___ cups?
- Develop an understanding of the use of tools to determine measurements: geometry: ruler, meter stick, yardstick, tape measure, protractor; weight: metric scale, customary scale; temperature: thermometers, capacity: measuring cups, graduated cylinders, beakers

ALGEBRA

The student will be able to use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

Students will be able to:

- Analyze, extend, and create geometric and numeric patterns including input and output combining two operations such as $2n-1$
- Use patterns, models, and relationships as contexts for writing and solving simple equations and inequalities.
- Apply understanding of models of division, place value, properties, and the relationship of division to multiplication as they develop, communicate, and use efficient, accurate, and generalizable procedures to find quotients involving multidigit dividends.
- Create graphs of simple equations
- Explore prime and composite numbers and discover concepts related to the addition and subtraction of fractions
- Develop understanding of the order of operations and use it for all operations

- Develop fluency with efficient procedures, including standard algorithm, for dividing whole numbers
- Understand why procedures work (on the basis of place value and properties of operations), and use them to solve problems
- Demonstrate equality of two expressions with variables such as $28 + 35 = 35 + n$, $9 \times 6 = 108 \div n$
- Identify the properties of numbers as they relate to algebraic situations including commutative, associative, and properties of zero and one
- Explore the properties of numbers as they relate to distributive, associative, transitive property of equality, and order of operations
- Model problem situations that involve all operations of whole numbers with objects and use representations including pictures, graphs, symbols, tables, and equations to draw conclusions

GEOMETRY

The student will use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

Students will be able to:

- Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse)
- Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, and vertices)
- Relate two-dimensional shapes to three-dimensional shapes and analyze properties of polyhedral solids (solids having many sides), describing them by number of edges, faces, or vertices as well as the type of faces
- Identify and sketch points, lines, (parallel, perpendicular, and intersecting lines) line segments, rays, and planes and use them to classify and compare relationships
- Identify, describe, and predict results of reflections, translations, and rotations of two-dimensional shapes, such as to identify congruent figures
- Build and draw geometric figures

Math (CONTINUED)

DATA ANALYSIS AND PROBABILITY

The student will select, organize, and analyze data using statistical methods, predict results, and interpret uncertainty-using concepts of probability.

- Apply their understanding of whole numbers, fractions, and decimals to construct and analyze double-bar and line graphs and use ordered pairs on coordinate grids

- Collect/gather data using observations, questionnaires, surveys, and experiments
- Display data using pictographs, bar graphs, line graphs, and circle graphs
- Analyze the data, including finding the median, mode, and range of a data set and draw conclusions
- Read and interpret data represented on pictographs, tally charts, bar graphs, circle, pie graphs, and Venn diagrams
- Describe the shape and important features of a set of data

- Propose and justify conclusions and predictions that are based on data
- Explore the meaning of percent as it relates to probability such as 100% probability equals certainty
- List all possible outcomes of an event
- Discuss the effect of sample size and demographics on probability such as sampling one grade level versus all grade levels

Science

The science curriculum focuses on teaching students the concepts, principles, and processes of scientific inquiry. The program also emphasizes how the life, physical, and earth sciences are connected and the relationship between past scientific discovery and today's world.

The student will understand the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems.

Students will be able to:

- Formulate and revise hypothesis that can be tested by collecting data
- Conduct scientific experiments that control all but one variable
- Collect and record data accurately using consistent measuring and recording techniques and media
- Coordinate evidence to build and refine theories
- Produce reasonable evidence to build and refine theories
- Explain the existence of unexpected results in a data set
- Use data manipulation tools and quantitative such as mean, mode, simple equations, and representational methods
- Interpret and represent results of analysis to produce findings or use diagrams, figures, visualizations and mathematical representations to convey complex ideas, patterns, or trends
- Present the results of the observations and explanations orally or in writing
- Report and display the process and results of a scientific investigation
- Identify an actual design problem and establish criteria for determining the success of a solution
- Sketch, propose, and compare design solutions to the problem considering available materials, tools, cost effectiveness, and safety
- Select the most appropriate design and build a prototype
- Test the prototype and evaluate results

The student will understand the functional concepts, principals, and interconnections of the life, physical, and earth/space sciences.

Students will be able to:

- Describe and compare forms of energy including light, heat, sound, electrical and mechanical
- Demonstrate how light travels in straight lines and can be reflected, refracted, or absorbed
- Experiment with a variety of ways that heat can be produced, transmitted, or absorbed
- Examine how sound can be detected in animals
- Contrast the transmission of sound through different materials
- Identify the basic parts of an electrical circuit
- Construct and test simple electrical circuits with batteries
- Compare and contrast a series and parallel circuit
- Compare and contrast static verse current electricity
- Compare and contrast conductors and insulators
- Explain how electrical energy can be converted to light, heat, sound, and magnetic energy
- Explain how mechanical energy is work or energy made by machines
- Identify which energy source would be used in a given situation
- Explain the interrelationships among heat, light sound, chemical, electrical and mechanical energy and how they are produced naturally and artificially
- Explain how energy can change from one form to another
- Identify various power sources in a community
- Analyze common examples of potential and kinetic energy
- Explain properties of matter (solids, liquids, gases)
- Demonstrate and explain physical changes from liquid to solid to gas
- Categorize common changes according to physical and chemical groupings
- Explain common examples in terms of their physical and chemical change
- Compare and contrast elements, compounds, and mixtures

- Separate components of mixtures by solubility, magnetic properties, and densities
- Graph the temperature variations associated with phase changes of simple substances
- Distinguish the energy requirements to separate physical and chemical combinations
- Demonstrate Newton's three laws of motion
- Describe speed, velocity, position, momentum, acceleration, inertia, and mass
- Describe the relationship between force, distance and the amount of work being done
- Demonstrate the rate, time, and distance factors and units for speed
- Describe example of motion in everyday situations
- Identify forces in nature and manmade including: pushes, pulls, lifts, gravity, friction, and magnetism
- Identify and compare the functions of 6 simple machines: lever, inclined plane, wheel and axle, pulley, wedge, and screw
- Explain the mechanical advantage related to simple machines
- Design and build a device made of two or more simple machines and test, evaluate and modify the device for the specific result

The student will understand the relationships among science, technology, and society in historical and contemporary contexts.

Student will be able to:

- Know and apply basic safety practices when using equipment and materials
- Explain and demonstrate why keeping accurate records is important, and why multiple trials of an experiment may not produce similar results
- Compare the relative effectiveness of reducing, reusing, and recycling in actual situations
- Demonstrate and explain how technology is used in science and the effects it has on the lives and careers of people



Social Science



The social science curriculum focuses on political systems, economics, history, geography, and social systems with an emphasis on how these systems impact life in the United States and prepare students to become contributing citizens.

POLITICAL SYSTEMS

Students will understand, analyze, and compare the political systems of the United States and world cultures.

Students will be able to:

- Define the principles of selected political systems prior to 700 A.D.
- Make connections between selected political systems and the political system of the United States
- Explain the structures and functions of selected political systems
- Examine the rights, roles, and responsibilities of various entities within political systems
- Explain the causes and/or purposes of conflict between cultures
- Identify how various cultures influenced the development of political ideas in other cultures
- Identify treaties and alliances between selected political entities

ECONOMICS

Students will understand, analyze, and compare the economic structures of the United States and world cultures.

Students will be able to:

- Define the principles of the economic systems used by early civilizations
- Define selected economic concepts used by specific civilizations, and illustrate how they affected economic growth
- Make connections between the economic systems of an ancient civilization to that of the United States
- Explain scarcity, surplus, supply and demand
- Explain how technological advancements affected the economies of ancient civilizations
- Make connections between technological advancements of an ancient civilization to that of the United States
- Explain how trade among and within cultures created various degrees of interdependence
- Use economic concepts to explain historical and current developments and issues in local, national, and global contexts

HISTORY

Students will recall, understand, and analyze significant events, trends, personalities, and movements in history as these shape the United States and world cultures.

Students will be able to:

- Recognize the contributions of important individuals and groups from selected cultures

with emphasis on Mesopotamia/Sumeria, Greece, and Rome

- Describe the historical development of democracy and the origins of Western political ideas and institutions
- Recognize that ancient river civilizations developed simultaneously in various parts of the world
- Identify similarities and differences between ancient cultures
- Recognize that cultures rise and fall over time
- Identify some actors influencing the rise and fall of cultures

GEOGRAPHY

Students will demonstrate a knowledge of world geography and an understanding of its effects on the United States and world community.

Students will be able to:

- Identify land formations and bodies of water, including specific rivers, which are characteristic of the geographical regions studied
- Using latitude, longitude, cardinal and intermediate directions locate ancient civilizations and their corresponding modern day countries
- Interpret a variety of maps using a key, scale, and other geographic representations
- Explain the way geography, climate, and the availability of resources influenced the movements and lifestyles of human groups
- Explain how physical features and natural resources affected the growth of villages and cities in ancient civilizations
- Describe how human activity and natural occurrences/disasters affected the land and its inhabitants

SOCIAL SYSTEMS

Students will understand, analyze, and compare social systems with an emphasis on the United States and world cultures.

Students will be able to:

- Recognize the use of both written and oral language to communicate
- Explain how writing developed and was used in various cultures
- Recognize the literary, artistic, and architectural contributions of ancient civilizations
- Recognize the traditions of ancient civilizations as an expression of their culture

- Recognize the scientific, mathematical, and philosophical contributions of ancient cultures
- Recognize the importance of artifacts to our understanding of the lives of the people of ancient cultures
- Describe the rights and responsibilities of individuals in society
- Describe the role of various groups and institutions in society
- Explain the causes and the effects of conflicts between groups and/or institutions
- Describe how changes in production and population caused changes in social systems

READING AND WRITING

Students will use reading and writing strategies to comprehend expository and narrative materials.

Students will be able to:

- Activate background knowledge about a topic
- Recognize how the author has organized a text to aid in understanding and remembering information
- Adjust one's reading rate to a task
- Check for understanding of the text during and after reading
- Use strategies to decode unfamiliar words and learn their meanings
- Produce written products for a variety of purposes and audiences

INFORMATION/RESOURCES

Students will access, use and evaluate information from a variety of sources.

Students will be able to:

- Self-select appropriate research materials
- Recognize and understand the function of parts of a book and use appropriately
- Locate and organize information using a variety of sources

SUPPORTING AND/OR DEFENDING A POSITION

Students will be able to:

- Formulate and defend a position
- Demonstrate respect for the opinions of others
- Apply decision-making and problem-solving strategies in individual and groups situations

Handwriting

The handwriting curriculum focuses on a student's ability to communicate ideas with automaticity in a legible written form.

Student should be able to communicate ideas with automaticity in a legible written form.

Student will be able to:

- ▶ Demonstrate legible manuscript and cursive
- ▶ Copy or draft information with automaticity
- ▶ Use writing tools appropriately

Physical Education

The physical education curriculum focuses on the acquisition of movement skills and the concepts needed to participate in activities, physical fitness, and team building.

The student will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Students will be able to:

- ▶ Demonstrate control and correct form in a small group when performing individual combinations and sequences in locomotor, non-locomotor, and manipulative motor patterns
- ▶ Increase the accuracy and distance when performing combinations
- ▶ Identify the principles of movement
- ▶ Demonstrate the knowledge of body movement in tumbling and gymnastic progression of skills
- ▶ Identify and demonstrate offensive, defensive, and cooperative strategies in selected activities and games
- ▶ Identify and apply rules and safety procedures in physical activity

The student will achieve and maintain a health enhancing level of physical fitness based upon continual self-assessment.

Students will be able to:

- ▶ Recognize and apply characteristics of maintaining a health-enhancing level of fitness
- ▶ Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness
- ▶ Monitor the effects of physical activity on the body such as a faster heartbeat, increased breathing rate, muscle fatigue and sweating
- ▶ Monitor the immediate effects of physical activity using heart rate monitors or pulse sticks

- ▶ Match individual data to district or nationally recognized assessment appropriate to age and gender
- ▶ Verbalize, select, and use a realistic health-related goal such as pacing
- ▶ Demonstrate the relationship between movement and health-related fitness components

The student will develop team-building skills by working with others through physical activity.

Student will be able to:

- ▶ Accept responsibility for actions while participating in group physical activities
- ▶ Use identified procedures and safe practices with limited reminders during group physical activities
- ▶ Work independently on a task until completed
- ▶ Practice sportsmanship
- ▶ Show respect for others space while working independently on a task
- ▶ Work cooperatively with another to accomplish an assigned task

FINE ARTS: DANCE

The student will know the language of the arts.

The student will be able to:

- ▶ Explore moving rhythmically the elements of pathways, level, focus and range in personal and general space
- ▶ Explore use of locomotor and non-locomotor movements to a rhythm and body parts to a rhythm

- ▶ Use creative movement through expressive qualities of mood and emotion
- ▶ Identify the principles of ABA choreographic form

The student through creativity and performance will understand how the works of art are produced.

The student will be able to:

- ▶ Explore appropriate body readiness in preparation for dancing including conditioning and practicing
- ▶ Explore rhythmic activities using apparatus such as hoops and jump ropes
- ▶ Discuss dance production
- ▶ Practice control, coordination and balance using different parts of the body
- ▶ Demonstrate qualities of force
- ▶ Increase quality of time, space and force movements
- ▶ Explore individual movement qualities

The student will understand the role of the arts in civilization, past and present.

The student will be able to:

- ▶ Show courtesy during a performance
- ▶ Identify and describe the relationship between the arts and various environments
- ▶ Explore multicultural dances
- ▶ Identify and describe how dance communicates the similarities and differences among different cultures, places, and times



Art and Music



The art program is designed to meet the expressive needs of each student by helping them develop and enhance their talent through exploration, production, and interpretation of visual art.

The students will know the language of the arts related to the elements and principles of design.

The student will be able to:

ELEMENTS:

- Mix secondary and intermediate colors
- Explore an understanding of color harmonies
- Recognize and use line functionally and expressively
- Identify positive and negative space in a composition
- Demonstrate the use of foreground, middle-ground and background in a realistic composition
- Explore 1 point perspective
- Identify organic and geometric shapes in 2-D and 3-D art works
- Explore different techniques that show simulated textural qualities
- Create visual interest through value selection

PRINCIPLES:

- Demonstrate an understanding of formal/informal balance and pattern
- Illustrate the use of variety in a composition
- Use a variety of elements to create emphasis as a focal point or to create rhythm
- Use repetition of line, shape, and/or color to create visual unity in both 2-D and 3-D art work

The vocal music curriculum focuses on the language of the arts, performing vocal music, and understanding the role of vocal music in history.

The students will know the language of the arts.

The student will be able to:

- Identify verbally music that has fast and slow tempo
- Identify verbally music that has loud and soft dynamics
- Recognize high/low, steps/leaps, melodic direction and specific melodic patterns
- Move to long and short sounds and silences in music and recognize repeated rhythmic patterns
- Respond to strong and weak beats in songs with a meter of two or three
- Make connections between the use of pattern in music and art

- Explore use of repetition and pattern to create movement
- Use contrast in a composition to create visual interest
- Create individual expression through selected use of elements and principles of design
- Use stylization in works of art
- Identify similarities in and among the arts such as pattern, sequence, rhythm, mood, balance, and emphasis
- Understand how elements and principles of design combine within an art form to express ideas
- Use appropriate vocabulary in discussing works of arts

Through creating, producing, and performing, the student will understand how works of art are produced.

The student will be able to:

- Practice proper care and use of art supplies and equipment
- Demonstrate competence in selecting and using a variety of mediums, processes and techniques in creating 2-D and 3-D works of art
- Modify basic shapes to create realistic and/or stylized images
- Demonstrate understanding of realistic proportion
- Draw expressively to capture individual characteristics of the face

The student will understand how works of art are produced through creating and performing.

The student will be able to:

- Identify a variety of sounds and sound sources
- Determine whether a musical piece includes accompaniment or no accompaniment
- Relate symbol systems used
- Distinguish aspects of musical form
- Read and perform simple music notation including half notes
- Sing or play on classroom instruments a variety of music representing diverse cultures and styles

- Demonstrate knowledge of basic techniques of perspective
- Experiment with a variety of compositional elements in creating works of art
- Explore the development of using symbols and themes in works of art
- Learn to think of art as an outcome of a problem-solving process that can involve many decisions by the artist
- Identify the specific tools, processes and techniques used in a particular work of art using appropriate vocabulary

The student will understand the role of the arts in civilizations, past and present.

The student will be able to:

- Describe how the arts function in commercial application such as mass media and product design
- Understand that careers in visual arts exist
- Identify that works of art could represent ideas and images of a historic period or place
- Recognize major art movements and styles found in representative works in art history
- Produce a work of art that reflects a period of art
- Respect and cultivate individual expression in art works
- Identify similarities and differences in art reproductions and original works of art
- Describe how a work of art creates a mood

The student will understand the role of the arts in civilizations, past and present.

The student will be able to:

- Identify the role of the composer, the performer, and accompanist
- Practice concert manners during a performance
- Identify how the arts contribute to communication, celebrations, occupations and recreation
- Know how images, sounds and movement convey stories about people, places and time