

TCS Curriculum Documentation 1st Q 2016-17

Teacher: Alicia Kostecki

1st Grade Big Ideas: The focus of the first quarter is getting students used to the routines and procedures of the computer lab, understanding the parts of the computer, how to open and close programs, how to save a document to a local folder and follow naming conventions, and practicing using the keyboard and mouse.

Week Of	Topics/Activities	Assessments
9/5	Intro - rules, parts of a computer	None
9/12	Intro - review parts, intro browser vocab and mouse options / Mouse-based Skill Games	Saving document with correct name to correct location
9/19	Intro - Sorting game (hardware/software) and Build with Chrome intro	Digital Worksheet sorting hardware and software, saved with correct name/location
9/26	Build with Chrome - build their name (mouse skills)	Performance rubric
10/3	Drawing on the Computer with MSPaint - create a character from an assigned letter. Keyboarding Skills Games	Letter Drawing assignment, file saved with correct name/location
10/10	Drawing on the Computer - Character from story read in class - use Shape Tools/ Keyboarding Skills games	Character Drawing assignment, file saved with correct name/location
10/17	Drawing on the Computer - Setting from story read in class - use multiple tools and colors / Keyboarding Skills Games	Setting Drawing assignment, file saved with correct name/location
10/24	Drawing on the Computer - Self Portrait / Keyboarding Skills Games	Performance rubric, file saved with correct name/location

4th and 5th Grade Big Ideas: Since most of the students in 4th and 5th grade are new to me: **Welcome to TCS!** We will spend the first two classes getting to know each other and the expected norms and procedures of my class, as well as learning how to access our Google accounts. We'll then complete a blended learning unit on **Financial Literacy**, using the VAULT curriculum from EverFi (you can learn more at <https://everfi.com/k12/vault-understanding-money/>). This will include learning how to use the Google tools that come with our CPS account, including Google Classroom, Google Docs, and Google Sheets.

Week Of	Topics/Activities	Assessments
9/5	Orientation - Learn rules and procedures; work in collaborative groups to develop behavior norms for a variety of classroom situations	Assignment: group norms list
9/12	Orientation Day 2 - Google@CPS. Introduction to class journaling	Activity Checklists Journal Entry
9/19	Financial Literacy Unit , using EverFi's VAULT curriculum. Day 1: Wants, Needs and responsible money choices.	EverFi Quiz Journal Entry
9/26	Financial Literacy Unit , using EverFi's VAULT curriculum. Day 2:	EverFi Quiz

	Income and Careers	Journal Entry
10/3	Financial Literacy Unit , using EverFi's VAULT curriculum. Day 3: Budgets	EverFi Quiz Journal Entry
10/10	Financial Literacy Unit: Day 4: Creating a budget in Google Sheets	Small Group Assignment
10/17	Financial Literacy Unit , using EverFi's VAULT curriculum. Day 5: Credit and Borrowing	EverFi Quiz Google Classroom Discussion
10/24	Financial Literacy Unit , using EverFi's VAULT curriculum. Day 6: Insurance and Safety	EverFi Quiz Journal Entry

6th Grade and 5th Grade Gifted Big Ideas: We will spend the first two classes getting to know each other and the expected norms and procedures of my class, as well as learning how to access our Google accounts. We'll then launch into the Scratch programming unit, with a series of activities to introduce not only Scratch interface but also the computational thinking and practices involved in computer science, such as iterative development, sequence, debugging code, and the solving of problems that do not have one "right" answer.

Week Of	Topics/Activities	Assessments
9/5	Orientation - Learn rules and procedures; work in collaborative groups to develop behavior norms for a variety of classroom situations	Assignment: group norms list
9/12	Orientation Day 2 - Google@CPS. Introduction to class journaling	Activity Checklists Journal Entry
9/19	Creative Computing: Getting started with Scratch Classroom; login to accounts and explore Scratch.	Journal Entry Scratch Project
9/26	Key topic: Sequence; "Programmed to Dance" activity	Journal Entry
10/3	Exploring Scratch - 1) Create Dance program in Scratch following step-by-step directions 2) 10-block challenge	Journal Entry Scratch Projects
10/10	1)Key topic: Debugging; Debugging activity 2)About Me Project	Paired Debugging Worksheet Journal Entry
10/17	Continue About Me Project, present to small group	About Me Scratch Project
10/24	Quiz - Scratch concepts and Vocabulary Curating a Scratch studio	Quiz

7th Grade Big Ideas: In the first quarter we will start with an orientation to the expected norms and procedures of class, as well as getting to know each other better. We'll spend a day learning about the current impact of computers and computer science's role in a variety of fields (check out <https://techprep.fb.com/why/> for a nice overview). We'll spend the rest of the quarter learning how to use computer science to run scientific simulations, using a program called StarLogo Nova. In SLNova, "turtles" are programmed to move, interact with other turtles, and react to different types of situations. We'll spend about 4 weeks just getting to know the program, and in the final day of the quarter we'll be creating a simulation of a virus outbreak, which during the start of the second quarter we will study and try to contain!

Week Of	Topics/Activities	Assessments
9/5	Orientation - Learn rules and procedures; work in collaborative groups to develop behavior norms for a variety of classroom situations	Assignment: group norms list
9/12	Orientation Day 2 - Username and Password security, connecting to Google Classroom, SeeSaw, and starting the class journal. Completing an All About Me activity.	Activity Checklist Journal Entry
9/19	What is a computer, what is Computer Science, and how is CS changing the world? What does a computer scientist look like?	Activity Checklist Journal Entry
9/26	Computational Thinking in Science - Introduction to StarLogo Nova and Complex Adaptive Systems	Journal Entry Observation Checklist
10/3	Introduction to SLNova, day 2: "drawing turtles"	Individual Programming Project Journal Entry
10/10	Boolean logic; Introduction to SLNova, day 3: Conditional branching and "bumper turtles"	Paired Programming Project Journal Entry
10/17	Probability Activity with Dice SL Nova day 4: Probability and "colliding turtles"	Probability Activity Checklist Paired Programming Project Journal Entry
10/24	SL Nova day 5: Outbreak! Modeling the spread of a disease	Paired Programming Project Journal Entry

8th Grade Big Ideas: In the first quarter we will start with an orientation to the expected norms and procedures of class, as well as getting to know each other better. There will be a two-week unit on financial and career literacy to provide an opportunity to practice class norms and procedures as well as align our focus to thinking about the future, in which computer science (CS) plays such a large role. We'll then learn about the current impact of CS and some potential CS career paths (check out <https://techprep.fb.com/why/> for a nice overview). Third, we will begin our first CS unit of the year, exploring and getting some practice using the Processing language, a text based language built on Java that is used primarily by visual artists. Processing is a great introduction to text-based code because of the immediate visual feedback. You can learn more at processing.org or at [https://en.wikipedia.org/wiki/Processing_\(programming_language\)](https://en.wikipedia.org/wiki/Processing_(programming_language)).

Week	Topics/Activities	Assessments
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9/5	Orientation - Learn rules and procedures; work in collaborative groups to develop behavior norms for a variety of classroom situations	Assignment: group norms list
	Orientation Day 2 - Username and Password security, connecting to Google Classroom, SeeSaw, and starting the class journal. Completing an All About Me activity.	Activity Checklist
9/12	Financial and Career Literacy using EverFi's "Future Smart" curriculum. - Introduction and Unit 1	EverFi Quiz Journal Entry
	Financial and Career Literacy using EverFi's "Future Smart" curriculum. - Financial priorities, opportunity costs, smart shopping and budgeting	EverFi Quiz Journal Entry
9/19	Financial and Career Literacy using EverFi's "Future Smart" curriculum - Types of income, saving, and using credit wisely	EverFi Quiz Journal Entry
	Financial and Career Literacy using EverFi's "Future Smart" curriculum - Education paths and career choices, costs of education	EverFi Quiz Journal Entry
9/26	What is a computer, what is Computer Science, and how is CS changing the world?	Journal Entry
	Careers and CS Exploration -	Journal Entry Presentation
10/3	CS and Visual Design - Introduction to the Processing language	Journal Entry
	Processing - Pixel Art Programming, Day 1	Journal Entry
10/10	Processing - Pixel Art Programming, Day 2	Individual Programming Project Journal Entry
	Introduction to Pair Programming Processing- Drawing shapes and programming a digital collage, Day 1	Journal Entry
10/17	Processing - Drawing shape and programming a digital collage, continue, Day 2	Paired Programming Project Journal Entry
	Variables and Logic Processing - Using variables and conditional logic to program dynamic sketches, Day 1	Journal Entry
10/24	Processing - Using variables and conditional logic to program dynamic sketches, Day 2	Paired Programming Project Journal Entry
	Processing - Interactive time- based art (animations), Day 1	Journal Entry

Teacher: Kimberly Varner

KDG Big Ideas: Students will use art and literature to explore the elements of art. Students will identify lines, shapes, colors, and patterns in art. Students will also learn about portraits and creating cut paper collages. Students will also experiment with crayon/watercolor resist techniques. Students should practice good coloring techniques at home: Neatly and completely and using a variety of colors.

Week Of	Topics/Activities	Assessments
9/5	"David Goes to School" Rules of the art room	Coloring page
9/12	"The Day the Crayons Quit" How to use crayons	Coloring a Crayon Character
9/19	"A Bad Case of Stripes" Creating patterns	Create patterns on a figure
9/26	Art of Giuseppe Arcimboldo. Collage Faces	Cutting and gluing decorated paper
10/3	Color Wheel Collage. Learn about the color wheel	Cutting and gluing paper to make a color wheel
10/10	"Husking Bee" Eastman Johnson. Paintings tell a story.	Create a corn cob collage
10/17	Leaf texture rubbing and watercolor painting	Create leaf rubbings/paint
10/24	Witch Finger puppets	Folding, cutting paper and gluing
10/31	Jasper Johns "Painted Letters"	Writing and painting name

First Grade: Big Ideas: Color Theory. Students will learn how to analyze art and identify the elements of art including line, shape, and color. Students will learn the placement of colors on the color wheel and how to categorize colors as Primary, Secondary, Warm and Cool. Students will experiment with crayon/watercolor resist techniques. Students will receive weekly bell ringer drawing activities that should practice at home.

Week Of	Topics/Activities	Assessments
9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Color Theory. Identify Primary and Secondary Colors, Warm and Cool.	Label a color wheel
9/26-10/3	Kandinsky's "Concentric Circles"	Draw and paint circles using Primary, Secondary, warm and cool colors. Rubric.
10/10-10/17	Warm and Cool colored fish kites	Color using warm and cool colors, rubric.
10/24-10/31	Coral Reef Drawing/color with primary, secondary, warm and cool.	Performance rubric

Second Grade

Big Idea: Still Life and Landscapes. Students will learn how to examine a work of art and identify the art elements. Students will learn about two artists: Van Gogh and Rousseau and create art inspired by their work. Students will receive weekly bell ringer drawing activities that they should continue to practice at home.

Week Of	Topics/Activities	Assessments
9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Van Gogh Video. Creating a still life of flowers.	Performance rubric/drawing
9/26	Creating a still life painting of flowers	Performance rubric/painting
10/3	Van Gogh "Starry Night" drawing	Performance rubric/drawing
10/10	Van Gogh "Starry Night" coloring	Performance rubric/coloring
10/17	Looking at art of Henri Rousseau. Create a Landscape drawing.	Performance rubric/drawing-creating space
10/24	Continue landscape drawing	Performance rubric/drawing
10/31	Color Landscape drawing	Performance rubric/coloring

Third Grade Big Ideas: Prehistoric, Egyptian, and Greek Art. Students will explore art history and create art inspired by ancient artifacts. Students will learn about communication techniques used by the cultures and learn how to draw and write using symbols. Students will receive weekly bell ringer drawing activities that they should practice at home.

Week Of	Topics/Activities	Assessments
9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Look at Prehistoric Cave Paintings. Create chalk drawings.	Performance Rubric/drawing
9/26	Finish Cave drawings	Performance Rubric/coloring
10/3	Examine Egyptian Hieroglyphics. Create a name cartouche	Performance Rubric/drawing
10/10	Color name Cartouche	Performance Rubric/Coloring
10/17	Examine Egyptian mummification process. Create a Sarcophagus.	Performance Rubric/Drawing
10/24	Color Sarcophagus	Performance Rubric/Coloring
10/31	Examine Greek Mythology. Create a drawing on plate.	Performance Rubric/drawing

4th Grade

Big Ideas: Drawing and Shading Techniques. Students will explore the art of Ms. Escher, examine works of art, and create landscapes using one point perspective as well as shading and drawing techniques to create a still life. Students will receive weekly bell ringer drawing activities that they should practice at home.

Week Of	Topics/Activities	Assessments
9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Examine art of M.C. Escher. Create a tessellating shape.	Observation
9/26	Create a pattern/design using tessellating shape	Performance Rubric/drawing
10/3	Color tessellating pattern.	Performance Rubric/coloring
10/10	Practice using one point perspective to create a landscape.	Performance Rubric/Drawing
10/17	Color one point perspective landscape	Performance Rubric/Coloring
10/24	Creating a still life drawing	Performance Rubric/Drawing
10/31	Shading a still life drawing using various types of shading including, hatching, cross hatching, and value scale blending/shading	Performance Rubric/Shading

Fifth Grade

Big Ideas: Landscapes and Portraits. Students will be working with featured American art from the Art Institute. Students will learn how to examine a work of art and identify the art elements as well as discuss the artist's intent and story. Students will use landscape art to inspire a printmaking activity and famous portraits by Grant Wood to create a narrative portrait drawing. Students will receive weekly bell ringer drawing activities that they should practice at home.

Week Of	Topics/Activities	Assessments
9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Examine Landscape Paintings: Thomas Cole, "Distant View of Niagara Falls", and Eastman Johnson, "Husking Bee". Students will create a relief landscape drawing and print.	Performance rubric/drawing
9/26	Print landscape relief drawing.	Performance rubric/printmaking
10/3	Print second color of relief drawing	Performance rubric/printmaking
10/10	Examine portraits by Grant Wood: "American Gothic and Daughters of the American Revolution". Create a portrait drawing with a background that tells a story.	Performance rubric/drawing

10/17	Continue working on portrait drawing and background	Performance rubric/drawing
10/24	Color or paint portrait drawing and background	Performance rubric/color
10/31	Complete and present portrait artwork to the class	Performance rubric/critique

Sixth Grade

Big Ideas: Ancient Civilizations. Students will explore art history and create art inspired by ancient artifacts. Students will learn about communication techniques used by various artists and create a drawing depicting everyday life.

Students will examine the mummification process and create various artifacts based on this process. Students will receive weekly bell ringer drawing activities that they should practice at home.

Week Of	Topics/Activities	Assessments
9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Examine Rock Paintings from Jabbaren Africa, 5500-2000 BC. Also look at other paintings that tell a story of the people at the time: Thomas Hart Benton "Cradling Wheat and Cotton Pickers", Washington Crossing the Delaware, American Gothic by Grant Wood along with "Daughters of the American Revolution" and Doris Lee, "Thanksgiving". Students will break up into groups to discuss the art.	Small group discussion and presentation to large group their findings.
9/26	Create a drawing depicting everyday life today.	Performance rubric/drawing
10/3	Continue to working on genre drawing.	Performance rubric/drawing
10/10	Color drawing.	Performance rubric/coloring
10/17	Examine Egyptian art and create a clay Sarcophagus	Performance rubric/sculpture
10/24	Paint clay sarcophagus	Performance rubric/painting
10/31	Begin a papermache Egyptian Canopic jar. Sketch and construct.	Performance rubric/designing

Seventh Grade

Big Ideas: Life Drawing. Students will learn how to examine and discuss works of art in anticipation of our field trips to the Art Institute. Students will use real life models to create gesture and contour drawings. Students will examine a variety of portrait paintings and create a portrait drawing based on a famous historical figure. Students will receive weekly bell ringer drawing activities that they should practice at home.

Week Of	Topics/Activities	Assessments
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9/5	Getting to Know You, Expectations and Seating Chart	Graphic Organizer
9/12	Analyzing a work of art. "The Rock" by Peter Blume. Identify the elements of line, shape, color. Identify subject and story.	Graphic Organizer
9/19	Gesture Drawings. Draw from a model	Performance rubric/drawing
9/26	Contour hand drawing.	Performance rubric/drawing
10/3	Begin Portrait unit. Examine portrait paintings by Grant Wood, American Gothic and Daughters of the American Revolution as well as Ivan Albright self-portrait.	Graphic organizer
10/10	Practice portrait drawing techniques	Performance rubric/drawing
10/17	Create a portrait of a historical figure. Research online.	Performance rubric/drawing
10/24	Continue to working on portrait drawing.	Performance rubric/drawing
10/31	Begin coloring portrait drawing.	Performance rubric/coloring

Curriculum Documentation 1st Q 2016-17
Chinese World Language
Wenmei Zha

Grade Level(s): 5-6

Big ideas: Students will work on the topics from the textbook "Easy Steps to Chinese (level 2). They will go over and explore more about the topic "Introduction and Commendation" as well as understand, say, read and write the information related to "leisure activities". Students will be exposed to Chinese cultures such as Chinese idioms, poems, radicals, holidays, Opera, Kung-Fu, Tai-Chi and Calligraphy. Related quizzes will be both announced and unannounced throughout a lesson while test will be given at the end of the first quarter. They can be prepared by listening carefully, participating actively, going over notes, working on worksheets, and practicing on the website <https://quizlet.com/class/1564615/>. For more resources for Chinese learning, please refer to the "Links for Upper grades" on my webpage at school website.

Content/Topic and Timeframe	Observable Proficiencies/Skills	Performance Benchmarks /Assessments 5-6
September: Greetings Introduction Radicals characters	Know the way to ask and tell personal introductory information Identify the meanings of simple pictographic Chinese characters Explore "tones", "Radicals", "Chinese calligraphy", and "Moon Festival".	Working in groups, act out the scene of a job interview. One student acts in the role of the interviewer and the others act in the roles of a job candidate Students bring in a picture of an elite; the other students need to ask questions to find out the basic information about the person and his/her profession Chinese characters bingo game, a fun way to learn Chinese characters. Create pictures from Chinese radicals and simple characters

		<p>Class activities such as “Words Bee”</p> <p>Homework</p> <p>Quiz</p>
<p>Oct/November Contemporary Life: My Leisure Activities</p>	<p>Know the words, sentence patterns, dialogues and texts related to leisure activities</p> <p>Understand when others describe what they do during free time</p> <p>Tell others their favorite TV program, type of movie, song, and sport</p> <p>Ask and tell others what they usually do after class.</p> <p>Know the popular leisure activities in China such as Chinese opera, Kung-Fu, Tai-Chi and Calligraphy.</p> <p>Compare Chinese people’s leisure activities to those of people in the US and compare their favorite TV program or movie to that of students in China.</p>	<p>Given a handout, students listen to the conversation and draw lines connecting the person to the type of entertainment he/she enjoys.</p> <p>Talk about the weekend activities.</p> <p>Talk about their hobbies.</p> <p>Interview nine friends about their leisure time. Find out about 1. What TV program they like; 2. What type of movie they like; 3. What sort of music they enjoy; 4. Which ball game they enjoy playing.</p> <p>Given some Chinese characters and combine the characters to make as many words or expressions as they can.</p> <p>Chinese characters bingo game, a fun way to learn Chinese characters.</p> <p>Homework</p> <p>Quiz/test</p>

Grade Level(s): 7-8

Big ideas: Students will work on the topics from the textbook “Easy Steps to Chinese (level 3). They will go over and explore more about the topic “Introduction and Commendation” as well as understand, say, read and write the information related to “Family and Relatives” and “Appearance”. Students will be exposed to Chinese cultures such as Chinese idioms, poems, radicals, holidays, Chinese first doctor 华佗(hua tuo), and Chinese traditional medicine. Related quizzes will be both announced and unannounced throughout a lesson while test will be given at the end of the first quarter. They can be prepared by listening carefully, participating actively, going over notes, working on worksheets, and practicing on the website <https://quizlet.com/class/1564615/>. For more resources for Chinese learning, please refer to the “Links for Upper grades” on my webpage at school website

Content/Topic	Observable Proficiencies/Skills	Performance Benchmarks /Assessments 7-8
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And time/frame		
<p>Greetings</p> <p>Introduction</p> <p>Radicals</p> <p>characters</p> <p>Families and Relatives</p>	<p>Know the way to ask and tell personal introductory information</p> <p>Identify the meanings of simple pictographic Chinese characters</p> <p>Explore “tones”, “radicals”, “Chinese calligraphy”, and “Moon Festival”.</p> <p>Understand family members and relatives vocabularies in Chinese.</p> <p>Make conversations as well as introduce family members and relatives</p> <p>Recognize Chinese characters of family member and relatives</p> <p>Write Chinese characters of family members and relatives</p> <p>Know the traditions in Chinese families</p>	<p>Students can label family members in Chinese.</p> <p>Students carry on simple conversations as well as introductions about family members and relatives.</p> <p>Chinese characters bingo game, a fun way to learn Chinese characters.</p> <p>Class activities</p> <p>Homework</p> <p>Quiz</p>
<p>October/Nov.</p> <p>Appearance</p>	<p>Listen to the teacher say a sequence of Mandarin words, holding up a “tone card” to identify which tone they hear.</p> <p>Listen to each other in pairs and during teamwork and to group presentations to the class.</p> <p>Speak to each other in pairs and teams using key vocabulary words and phrases.</p> <p>Read short class-generated stories written in pinyin based on the unit theme and/or lesson.</p> <p>Write to describe one’s appearance</p> <p>Know the preferences of people from different countries to the</p>	<p>Listen to the description of one’s appearance and draw a related picture</p> <p>Give a presentation about one’s appearance</p> <p>Chinese characters bingo game, a fun way to learn Chinese characters.</p> <p>Class activities</p> <p>Homework</p> <p>Quiz/test</p>

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Curriculum Documentation 1st Q 2016-17
Yichen Shao

Primary Chinese

Topics and content objectives	Strategies and sample activities	Assessment
<p><i>“I like to speak Chinese”</i></p> <ul style="list-style-type: none"> Students will be exposed and introduce to Chinese language. 	<p><i>“Turn & talk” ice-break game:</i> Students will be able to use target language to use the sentence pattern to turn and talk to their peers.</p>	<p>Daily 10-15 mins homework check; In-class assignment such as flip-book sentences re-ordering; “Find China” quiz;</p>

<ul style="list-style-type: none"> ● Students will be able to use “I like to eat/drink/speak _____” in Chinese. ● Students will be able to use “I do not like to eat/drink/speak_____”in Chinese. ● Students will be able to identify where is China on the map 	<p><i>Map/flag coloring:</i> Students will find China and USA on the map to color them.</p> <p><i>“Chinese Characters strokes” tracing:</i> Students will trace Chinese characters in the correct order.</p>	<p>oral speaking interview on “what do you like to do?”</p>
<p>“That is my cute little brother”</p> <ul style="list-style-type: none"> ● Students will be able to identify family members in Chinese and write them in Chinese characters. ● Students will be able to use “This is.. That is..” to introduce a family photo to class in Chinese ● Students will be able to ask “Who is this” in Chinese. ● Students will be able to use adjective words such as “cute” “smart” “pretty” to describe their family members. 	<p><i>“Guess who this is” game:</i> Students will bring in their family photos and their peers will ask “ Who is this” in Chinese and the student will need to answer in Chinese.</p> <p><i>“My dream Family tree” poster:</i> Students will make a poster of their family in Chinese.</p> <p><i>Sing a Chinese family song</i></p>	<p>Daily 10-15 mins homework check;</p> <p>“Bingo” vocabulary check ;</p> <p>“My dream family tree” poster presentation</p>

Intermediate Chinese

Big Ideas and Resources	Strategies and Sample Activities	Assessment- What do they need to know?
<p>“Me and my friends”</p> <ul style="list-style-type: none"> ● Students will be exposed and introduce to Chinese language. ● Students will be able to present a basic self-introduction in full sentences in Chinese 	<p><i>Sing a Chinese song “where is my good friend?” to learn about new vocabularies and sentence patterns.</i></p> <p><i>Oral-speaking activities “Who is he”.</i></p>	<p>Daily 10-15 mins homework check;</p> <p>“Bingo” vocabulary check ;</p> <p>Quizlet assignments</p>

<p>includes “my name is.. I am ..years old, I live in... I can speak Chinese and English.. I go to school at...”</p> <ul style="list-style-type: none"> ● Students will be able to introduce one or more of his/her friends to the class in Chinese using the information above. ● Students will be able to make a chart of his/her day in Chinese and talk about it. 	<p>Students will role-play some famous people. They will be given a paragraph to read out loud in Chinese for the class to guess who the person is.</p>	<p>“My wonderful day with my friends” comic story writing</p>
<p>“My home”</p> <ul style="list-style-type: none"> ● Students will master vocabularies of furnitures in his/her bedroom. ● Students will be able to have a simple conversation in Chinese asking “What is in your room?” “There arein my room.” ● Students will make a blueprint/map of their room and label things in Chinese ● Students will be able to talk about their homes and use sentence pattern “This is.. There are ...” to introduce an area of their house in Chinese. 	<p><i>House tour picture talk:</i> Place the picture of a family sleeping in the bedroom and then have students repeat the word shuìjiào, sleep. Have student repeat the two new words several times, then use the words in the sentence: “ tā men zài wò shì shuì jiào (They are sleeping in the bedroom.)” Use the same technique for other rooms in the house. This activity serves as one of the intro lesson.</p>	<p>Daily 10-15 mins homework check;</p> <p>Group project - in group of 2-3, design a dream house. List out all the rooms given and display furnitures in the room in Chinese. All writing in Chinese Characters. Then they will need to give out a house tour in Chinese.</p>

Curriculum Documentation 1st Q 2016-17

Library

Ms. Rowe, gerowe@cps.edu

Mr. Fernandez, JFernandez-saine@cps.edu

Upper Library

Big Ideas and Resources	Strategies and Sample Activities	Assessment- What do they need to know?
Library Orientation	Getting to know you; procedures and expectations;	How to use the library appropriately and effectively.

	rules, check out	
Computer Orientation	Learn parts of the computer; library computer expectations and procedures.	How to use the computer lab appropriately and effectively.
SOAR – Online Public Access Catalog	Access catalog; use catalog to locate specific books and resources that are available in the Disney Library; recognize call numbers as a tool for locating books	How to independently access and navigate the catalog. Understand the relationship between an online catalog and physical location of library books
CPS E-books Catalog	Access catalog; use catalog to locate and read specific e-books online and resources that are available through various CPS e-book vendors.	How to independently access and navigate the catalog. How to read e-books from different vendors
Book Order and Call Numbers Unit	Learn how to identify, and create call numbers for each section of the library. Use call numbers to locate specific books.	How to independently use call numbers to identify library sections and book locations.
MyON Website	Learn how to use the MyON website to access and read books; access website; login to website	How to independently access and login to the website. Become knowledgeable on how to use the website.

Intermediate Library

Big Ideas and Resources	Strategies and Sample Activities	Assessment- What do they need to know?
Library Orientation	Getting to know you; procedures and expectations; rules, check out	How to use the library appropriately and effectively.
Computer Orientation	Learn parts of the computer; library computer expectations and procedures.	How to use the computer lab appropriately and effectively.
SOAR – Online Public Access Catalog	Access catalog; use catalog to locate specific books and resources that are available in the Disney Library; recognize call numbers as a tool for locating books	How to independently access and navigate the catalog. Understand the relationship between an online catalog and physical location of library books
CPS E-books Catalog	Access catalog; use catalog to locate and read specific e-books online and resources that are available through various CPS e-book vendors.	How to independently access and navigate the catalog. How to read e-books from different vendors
Book Order and Call Numbers Unit	Learn how to identify, and create call numbers for each section of the library. Use call numbers to locate specific books.	How to independently use call numbers to identify library sections and book locations.
MyON Website	Learn how to use the MyON	How to independently access and login to

	website to access and read books; access website; login to website	the website. Become knowledgeable on how to use the website.
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Upper Library

Big Ideas and Resources	Strategies and Sample Activities	Assessment- What do they need to know?
Library Orientation	Getting to know you; procedures and expectations; rules, check out	How to use the library appropriately and effectively.
Computer Orientation	Learn parts of the computer; library computer expectations and procedures.	How to use the computer lab appropriately and effectively.
SOAR – Online Public Access Catalog	Access catalog; use catalog to locate specific books and resources that are available in the Disney Library; recognize call numbers as a tool for locating books	How to independently access and navigate the catalog. Understand the relationship between an online catalog and physical location of library books
CPS E-books Catalog	Access catalog; use catalog to locate and read specific e-books online and resources that are available through various CPS e-book vendors.	How to independently access and navigate the catalog. How to read e-books from different vendors
Book Order and Call Numbers Unit	Learn how to identify, and create call numbers for each section of the library. Use call numbers to locate specific books.	How to independently use call numbers to identify library sections and book locations.
MyON Website	Learn how to use the MyON website to access and read books; access website; login to website	How to independently access and login to the website. Become knowledgeable on how to use the website.

Curriculum Documentation 1st Q 2016-17

Mr. Hoover PE

Quarter 1	Lesson	Activities	Assessment
Week 1	PE Expectations, Routines, and Teambuilding	Teambuilding Games	
Week 2	Teambuilding/Championship Attitude	Teambuilding Games	Quiz
Week 3	Tchoukball Rules and background	Intro/Rules/practice	
Week 4	Tchoukball Fundamentals	Practice/strategy/games	
Week 5	Tchoukball Strategies and games	Strategy/Games	Skill Assessment

Week 6	Tchoukball Games	Tournament	Tchoukball Test
Week 7	Football Fundamentals	Intro/Rules/practice	
Week 8	Football rules and strategies	Passing/catching/routes	
Week 9	Football Games	Defense/Games	Skill Assessment
Week 10	Football Games	Tournament	Football Test

Curriculum Documentation 1st Q 2016-17

Mr. Billings: PE

***Organized according to NASPE physical education standards.**

<http://www.shapeamerica.org/standards/pe/index.cfm>

3rd, 4th, and 5th Grade Big Ideas: Instruction the first quarter will focus on teamwork, personal fitness, flag football, and volleyball. Students will be taught how to **apply** positive teamwork to team building activities. They will also be **practicing** daily personal fitness exercises to improve flexibility and muscular endurance. In addition, students will **practice** the fundamentals of flag football and volleyball and **apply** these fundamentals to modified team games.

Week	Topics/Activities	Assessment
1 – 2	<p>Teambuilding: Students will learn a “Championship Attitude” and positive teamwork through various teambuilding activities.</p> <p>Personal Fitness: Students will learn how to properly warm up prior to activity developing flexibility and muscular endurance.</p>	<ul style="list-style-type: none"> • Teambuilding, flexibility, and muscular endurance quiz
3 – 6	<p>Football: Students will learn how to properly throw, catch, and kick a football. They will practice these skills in various activities. They will apply these skills in modified game play.</p> <p>Personal Fitness: Students will practice the sit and reach, curl up, and sit up. They will also learn how to properly cool down after a workout.</p>	<ul style="list-style-type: none"> • Football Throwing Technique Skill Assessment • Basics of Football Quiz
7-10	<p>Volleyball: Students will learn how to properly underhand serve, bump, and set volleyball. They will practice these skills in various activities. They will apply these skills in modified game play.</p> <p>Personal Fitness: Students will practice the sit and reach, curl up, and sit up. They will also practice a proper warm up and cool down.</p>	<ul style="list-style-type: none"> • Underhand Volleyball Serve Skill Assessment • PE Test 1

Curriculum Documentation 1st Q 2016-17

Mr. Meade PE

PRIMARY

<u>Week 1</u>	Introductions to the gym. Rules, expectations. Ice breaker activities.
<u>Week 2</u>	Spatial Awareness Activity: Personal Spaceships
<u>Week 3</u>	Body Control Activities: Dead Bug, Freeze Tag, Freeze Dance Review Personal Space activities
<u>Week 4</u>	Body Control Activities: Red Light Green Light

	Review Personal Space activities, and previous Body Control activities
<u>Week 5</u>	Team Work and Sportsmanship centered activities: Relay races
<u>Week 6</u>	Review Spatial Awareness Activities, Body Control Activities, and Team Work activities
<u>Week 7</u>	Object Manipulation Activities: Balloon Bounce (Alone, with a partner, in a group)
<u>Week 8</u>	Races! Actual races between various groups of students, with winners recognized as teams and individuals, and an understanding that winning is fun, but losing is not worth quitting over (Sportsmanship).

Music Technology Curriculum Documentation 1st Quarter 2016-17
Teacher: Mr. Fahrenbach

1st Grade/2nd Grade Big Ideas: First quarter will be focused on routines and procedures as well as essentials to reading music and playing piano. Students will use multiple programs to master the treble clef and basic piano playing skills. Piano Maestro and Music Ace Maestro will be the primary programs that will be used to teach the material in Quarter 1.

Week Of	Topics/Activities	Assessments
9/5	Intro – classroom procedures, computer station parts	none

9/12	Intro - review procedures and computer station parts. The music staff and treble clef on Music Ace	Music Ace quiz on the staff
9/19	Intro to the treble clef letters	Musictechteacher.net quiz/game on the treble clef
9/26	Patterns of the piano keyboard and finding middle C	5 point assessment on finding letters of the piano and patterns of the piano keyboard
10/3	Identifying letters on the treble clef and playing those letters on the piano keyboard	Simple song playing assignment
10/10	Introduction to Piano Maestro App on iPads, identifying correct finger and hand placement on the piano keyboard	Piano Maestro Lesson 1
10/17	Piano Maestro Lesson 2. Playing with both thumb and 2 nd finger for corresponding letters C, and D	Piano Maestro Lesson 2, 5 point assessment on playing with only right hand first 2 fingers
10/24	Performance on simple song using C and D	Performance Rubric

4th Grade/5th Grade Big Ideas: First quarter will be focused on routines and procedures as well as essentials to composing loop based music. Students will also start learning about different genres of music

Week Of	Topics/Activities	Assessments
9/5	Intro – classroom procedures, computer station parts	None
9/12	Mixcraft basics. Track, step, loop and composing a simple composition	Student composition
9/19	Song Structure: counts of 8 in music and its relation to steps in composition.	Student composition with loops starting every 2 counts of 8

9/26	Listening activity involving songs with a basic song structure fitting counts of 8.	Song sheet analysis
10/3	Panning and Volume control of tracks. Students will learn how to move sound between different speakers and how to adjust the volume of tracks at different points in songs	Student 4 track composition in set song kits on Mixcraft
10/10	Posting, commenting, and analyzing peer composition. How do we listen to music? Can you identify the points where music pans? Can you identify the instruments or loops used in a piece?	Seesaw/Edmodo blog posts using vocabulary while commenting on peer compositions
10/17	Genres of music. What is America's music? Studying the advent of Jazz music and the subgenres that came about from it. Students will use ChuckVanderchuck to learn basic facts and how instruments were used to create Jazz Music.	Student listening activity listening activity of various Jazz songs. Identify artists, lyric structure, and instruments
10/24	Rock and Country. Continuing the timeline of popular music in the United States students will learn basic music history as well as the structure of Rock and Country music.	Student listening activity listening activity of various Rock and Country songs. Identify artists, lyric structure, and instruments

6th Grade Big Ideas: 6th Grade will be developing their skill set of using music to tell a story. Students will focus on the relationships of tempo and dynamics and their use to fit the actions seen in a various forms of media.

Week Of	Topics/Activities	Assessments
9/5	Orientation – learning classroom procedures and rules, setting up Seesaw accounts, learning proper Digital Etiquette	Seesaw blog post about summer
9/12	Telling a simple digital story. Students will use Seesaw to create a simple screencast about their summer. Students will post their video, comment on other student work, and store their video on their Google Drive.	Screencast Video Rubric
9/19	Exploration of Tempo. How does changing the speed of your music fit the action a video? Students will study 3 different videos using three different adjustments of Tempo. Students will then create music for three different video and adjust the Tempo to fit the action of the video.	Student “quick quiz” on Tempo
9/26	Student will continue working on Tempo videos	Video Rubric

10/3	Exploration of Dynamics. How does changing the volume of your music at different points fit the action of a video? Students will study 3 different video using three different adjustments of Dynamics. Students will then create music for three different video and adjust the Dynamics to fit the action of the video.	Student "quick quiz" on Dynamics
10/10	Students will continue working on Dynamics videos	Video Rubric
10/17	Presentation of Dynamic and Tempo videos. How do we watch media? How do we comment on media? Student will watch other student videos and participate in a present and discuss session during class.	Student discussion rubric and presentation rubric.
10/24	Continue Presentations and recap units	Student discussion rubric and presentation rubric.

7th Grade Big Ideas: 7th Grade will be developing their skill set of using music to tell a story. Students will focus on the relationships of instruments and rhythm and their use to fit the actions seen in a various forms of media.

Week Of	Topics/Activities	Assessments
9/5	Orientation – learning classroom procedures and rules, setting up Seesaw accounts, learning proper Digital Etiquette	Seesaw blog post about summer
9/12	Telling a simple digital story. Students will use Seesaw to create a simple screencast about their summer. Students will post their video, comment on other student work, and store their video on their Google Drive.	Screencast Video Rubric
9/19	Exploration of Rhythms. How does changing the space between the notes (rhythm) of your music fit the action a video? Students will study 3 different videos using three different changes of the instruments of a MIDI file. Students will then create music for three different video and adjust the instruments to fit the action of the video.	Student "quick quiz" on instruments
9/26	Student will continue working on instrument videos	Video Rubric
10/3	Exploration of Rhythm. How does changing the	Student "quick quiz" on rhythm

	rhythms of your music at different points fit the action of a video? Students will study 3 different video using three different adjustments of spaces between the notes (rhythm). Students will then create music for three different videos and adjust the rhythms to fit the action of the video.	
10/10	Students will continue working on Dynamics videos	Video Rubric
10/17	Presentation of Dynamic and Tempo videos. How do we watch media? How do we comment on media? Student will watch other student videos and participate in a present and discuss session during class.	Student discussion rubric and presentation rubric.
10/24	Continue Presentations and recap units	Student discussion rubric and presentation rubric.

8th Grade Big Ideas: 8th Grade will be developing their skill set of using music to tell a story. Students will follow the growth of storytelling in the 21st Century through studying the world's greatest storyteller, Walt Disney. Students study the use of rhythm, dynamic, tempo, and instrumentation to tell a story.

Week Of	Topics/Activities	Assessments
9/5	Orientation – learning classroom procedures and rules, setting up Seesaw accounts, learning proper Digital Etiquette	Seesaw blog post about summer
9/12	Telling a simple digital story. Students will use Seesaw to create a simple screencast about their summer. Students will post their video, comment on other student work, and store their video on their Google Drive.	Screencast Video Rubric
9/19	Exploration of dynamics and tempo. How does changing the tempo and dynamics of your music fit the action a video? Students will study 3 different videos using three different changes of the instruments of a MIDI file. Students will then create music for three different videos and adjust the dynamics and tempo to fit the action of the video.	Student “quick quiz” on dynamics and tempo
9/26	Student will continue working on instrument videos	Video Rubric
10/3	Exploration of rhythm and instrumentation. How does changing the rhythm and instrumentation of	Student “quick quiz” on rhythm

	your music at different points fit the action of a video? Students will study 3 different video using three different adjustments of the rhythm and instrumentation. Students will then create music for three different videos and adjust the rhythm and instrumentation to fit the action of the video.	
10/10	Students will continue working on rhythm and instrumentation videos	Video Rubric
10/17	Presentation of rhythm and instrumentation videos. How do we watch media? How do we comment on media? Student will watch other student videos and participate in a present and discuss session during class.	Student discussion rubric and presentation rubric.
10/24	Continue Presentations and recap units	Student discussion rubric and presentation rubric.

**Preschool Music Curriculum Documentation 1st Quarter
2016-2017
Teacher: Ms. Dunne**

Big Ideas: We will be learning how to move our bodies to the beat, around the room, and in a dance. The students will also learn to play on small percussion instruments. Students will also be using songs to learn about animals, weather, shapes, and more.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you, expectations 	None
9/12	<ul style="list-style-type: none"> Steady Beat "We're so glad you're here" Pete the Cat - Rockin' in my School Shoes Umbrella Song: Copying Movement 	Copying Movement

9/19	<ul style="list-style-type: none"> Steady Beat - in body Let's Make some noise - Raffi Tooty Ta - Body Awareness 	Naming Parts of Body
9/26	<ul style="list-style-type: none"> Steady Beat in sticks Shape Hokey Pokey Teddy Bear Turn Around - Basic Movements 	Naming Shapes
10/3	<ul style="list-style-type: none"> Steady Beat in walking Hop Old Squirrel - Locomotor vs. Non-locomotor movement 	Naming Animals
10/10	<ul style="list-style-type: none"> Steady Beat in Gesture - Simon Says Dance! Bear Hunt - Moving in a Story: Exploring Space 	Identifying Main Character
10/17	<ul style="list-style-type: none"> Steady Beat in Gesture - Simon Says Dance Painter and the Elves - Moving in a Story: Pathways 	Moving in Pathways
10/24	<ul style="list-style-type: none"> Steady Beat In Passing Objects 5 Little Pumpkins 	Finger Count Down

Kindergarten Music Curriculum Documentation 1st Quarter

2016-2017

Teacher: Ms. Dunne

Big Ideas: We will start off establishing the expectations of music class and getting to know one another. First quarter will be all about foundational skills in music, the most essential being steady beat. Students will learn to move, speak, and play instruments while keeping a steady beat. They will also learn basic rhythmic notation and how to use it to compose music.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you, expectations "Up the Ladder" name game Simon Says Dance 	None
9/12	<ul style="list-style-type: none"> Steady Beat in Rhythm Sticks "Who took the cookie?" Tooty Ta 	Secret Passcode Rhythms
9/19	<ul style="list-style-type: none"> Steady beat in gesture - passing games Shape Hokey Pokey Quarter gets the beat 	Comparing and Contrasting Shapes Sorting Symbols
9/26	<ul style="list-style-type: none"> Steady beat in gesture - passing games Stomp Clap Partner game Baby Bumblebee Motor skills activity 	Stomp Clap Partner Composition
10/3	<ul style="list-style-type: none"> Stomp Clap Partner game Hop Old Squirrel - Locomotor vs. Non-locomotor movement 	Stomp Clap Partner Composition
10/10	<ul style="list-style-type: none"> Steady Beat Percussion Circle Bear Hunt - Moving in a Story: Exploring Space 	Percussion Echo Patterns

10/17	<ul style="list-style-type: none"> Steady Beat Percussion Circle Painter and The Elves 	Percussion Group Playing
10/24	<ul style="list-style-type: none"> Steady Beat Percussion Circle 5 Little Pumpkins Subtraction 	Percussion Solo Playing

**First Grade Music Curriculum Documentation 1st Quarter
2016-2017**

Teacher: Ms. Dunne

Big Ideas: We will start off establishing the expectations of music class and getting to know one another. First quarter we will be learning about rhythm and melody by playing xylophone and glockenspiel, unpitched percussion, and beat games. We will also be exploring movement by learning about tempo (the speed of music).

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you, expectations "Up the Ladder" name game Simon Says Dance 	None
9/12	<ul style="list-style-type: none"> Keeping steady beat in our voices and bodies "Who took the cookie?" Beginning Orff Instruments - Set up & Copy Cat 	Instrument set up, Mallet hold
9/19	<ul style="list-style-type: none"> All Around the Buttercup Stomp/Clap Partner game Orff Instruments - Hands together, alternate, How to Switch 	Student modeling of instrument set up & "sweet spot"
9/26	<ul style="list-style-type: none"> Passing to the beat at Various tempos Doggie Doggie - Orff and Game 	High - Low, Hometone C
10/3	<ul style="list-style-type: none"> Passing to the beat at Various tempos "I let her go, go" - accelerando practice Orff Instruments - First songs 	Small Group Performance
10/10	<ul style="list-style-type: none"> Orff Instruments - Class Song add auxiliary percussion "I let her go, go" - accelerando practice Orff Instruments 	Small Group Performance
10/17	<ul style="list-style-type: none"> Orff Instruments - Class Song add auxiliary percussion 	Rehearsal
10/24	<ul style="list-style-type: none"> Class Song 	Record Class Song

**Second Grade Music Curriculum Documentation 1st Quarter
2016-2017**

Teacher: Ms. Dunne

Big Ideas: We will start off establishing the expectations of music class and getting to know one another. First quarter we will be learning about rhythm and melody by playing xylophone and glockenspiel, unpitched percussion, and beat games. We will also be exploring movement by learning about tempo (the speed of music).

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you, expectations "Up the Ladder" name game Simon Says Dance 	None
9/12	<ul style="list-style-type: none"> "Who took the cookie?" Beginning Orff Instruments - Copy Cat 	Set up of instrument, Holds for Mallets
9/19	<ul style="list-style-type: none"> Quarter Note/Rest Partner game Orff Instruments - Hands together, alternate Doggie Doggie - Game 	Student modeling of instrument technique & Sweet Spot
9/26	<ul style="list-style-type: none"> Passing to the beat at Various tempos "I let her go, go" - accelerando practice Orff Instruments - First songs 	High - Low, Hometone C
10/3	<ul style="list-style-type: none"> Orff Instruments - Class Song "I let her go, go" - accelerando practice 	Small Group Song Performance
10/10	<ul style="list-style-type: none"> Orff Instruments - Class Song add auxiliary percussion Gilly Good Morning 	Small Group Song Performance
10/17	<ul style="list-style-type: none"> Orff Instruments - Class Song add auxiliary percussion Gilly Good Morning 	Rehearsal
10/24	<ul style="list-style-type: none"> Class Song 	Record Class song

**Third Grade Music Curriculum Documentation 1st Quarter
2016-2017**

Teacher: Ms. Dunne

Big Ideas: We will start off establishing the expectations of music class and getting to know one another. First quarter we will be learning to play the ukulele! The students will learn ukulele technique through playing short songs on the instrument. They will then learn a song instrument, learn the vocals, and will then compose percussion accompaniment for their class song.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you Expectations Intro to ukulele 	None
9/12	<ul style="list-style-type: none"> ukulele foundational skills 	Quarter Notes on the first chord
9/19	<ul style="list-style-type: none"> Strumming patterns 	Call and echo strumming
9/26	<ul style="list-style-type: none"> New chords Vocals for class song 	Demonstrations with student feedback

10/3	<ul style="list-style-type: none"> Chord patterns for class song Compose accompaniments to go with Ukulele/vocal part 	Accompaniment rough draft
10/10	<ul style="list-style-type: none"> Compose accompaniments Rehearse class song in Rotation (Vocal, ukulele, Percussion) 	Accompaniment final draft
10/17	<ul style="list-style-type: none"> Rehearse class song in Rotation (Vocal, ukulele, Percussion) 	Trial Performance & Giving Feedback
10/24	<ul style="list-style-type: none"> Record class song 	Recording uploaded to website

**Fourth Grade Music Curriculum Documentation 1st Quarter
2016-2017**

Teacher: Ms. Dunne

Big Ideas: We will start off establishing the expectations of music class and getting to know one another. First quarter we will be learning to play the ukulele! The students will learn ukulele technique through playing short songs on the instrument. They will then learn a song instrument, learn the vocals, and will then compose percussion accompaniment for their class song.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you Expectations Intro to ukulele 	None
9/12	<ul style="list-style-type: none"> Ukulele foundational skills 	Quarter Notes on the first chord
9/19	<ul style="list-style-type: none"> Strumming patterns 	Call and echo strumming
9/26	<ul style="list-style-type: none"> New chords Vocals for class song 	Demonstrations with student feedback
10/3	<ul style="list-style-type: none"> Chord patterns for class song Compose accompaniments to go with Ukulele/vocal part 	Accompaniment rough draft
10/10	<ul style="list-style-type: none"> Compose accompaniments Rehearse class song in Rotation (Vocal, ukulele, Percussion) 	Accompaniment final draft
10/17	<ul style="list-style-type: none"> Rehearse class song in Rotation (Vocal, ukulele, Percussion) 	Trial Performance & Giving Feedback
10/24	<ul style="list-style-type: none"> Record class song 	Recording uploaded to website

**Sixth Grade Music Curriculum Documentation 1st Quarter
2016-2017**

Teacher: Ms. Dunne

Big Ideas: The upper grades will be working on world drumming this quarter. Working in a drumming ensemble, the students will learn djembe and tubano technique, as well as practicing interlocking rhythms and improvisational skills.

The students will then compose and record their own piece utilizing whichever percussion instruments in the classroom they choose.

Upper grades will also be working on listening activities involving identifying instrumentation, learning the academically appropriate vocabulary to describe what they're hearing, analyzing a variety of genres of music, and defending their analyses.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you, expectations Drumming fundamentals Listening, compare and contrast 	None
9/12	<ul style="list-style-type: none"> Interlocking Rhythms warm up Drumming Song: <i>The Repeater</i> Listening comparisons - intro vocab 	<i>The Repeater</i> - whole ensemble
9/19	<ul style="list-style-type: none"> Beginning solos warm up Review <i>The Repeater</i>, Learn <i>Oreo Churro</i> Listening analyses 	Small Group Performances
9/26	<ul style="list-style-type: none"> Soloing Warm Up Drumming Song: <i>Typewriter</i> Listening analyses 	Small Group Performances
10/3	<ul style="list-style-type: none"> Student Composed warm up Begin Composition Project 	Brainstorm sheet
10/10	<ul style="list-style-type: none"> Composition Project + Centers Listening analyses 	Group Work Assessment/Rubric
10/17	<ul style="list-style-type: none"> Composition Project + Centers Record Listening analyses 	Group Work Assessment/Rubric
10/24	<ul style="list-style-type: none"> Play/Perform Compositions Listening analyses of Compositions 	Compositions and analyses

**Seventh Grade Music Curriculum Documentation 1st Quarter
2016-2017**

Teacher: Ms. Dunne

Big Ideas: The upper grades will be working on world drumming this quarter. Working in a drumming ensemble, the students will learn djembe and tubano technique, as well as practicing interlocking rhythms and improvisational skills. The students will then compose and record their own piece utilizing whichever percussion instruments in the classroom they choose.

Upper grades will also be working on listening activities involving identifying instrumentation, learning the academically appropriate vocabulary to describe what they're hearing, analyzing a variety of genres of music, and defending their analyses.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> Getting to know you, expectations Drumming fundamentals Listening, compare and contrast 	None

9/12	<ul style="list-style-type: none"> • Interlocking Rhythms warm up • Drumming Song: <i>The Repeater</i> • Listening comparisons - intro vocab 	<i>The Repeater</i> - whole ensemble
9/19	<ul style="list-style-type: none"> • Beginning solos warm up • Review <i>The Repeater</i>, Learn <i>Oreo Churro</i> • Listening analyses 	Small Group Performances
9/26	<ul style="list-style-type: none"> • Soloing Warm Up • Drumming Song: <i>Typewriter</i> • Listening analyses 	Small Group Performances
10/3	<ul style="list-style-type: none"> • Student Composed warm up • Begin Composition Project 	Brainstorm sheet
10/10	<ul style="list-style-type: none"> • Composition Project + Centers • Listening analyses 	Group Work Assessment/Rubric
10/17	<ul style="list-style-type: none"> • Composition Project + Centers • Record • Listening analyses 	Group Work Assessment/Rubric
10/24	<ul style="list-style-type: none"> • Play/Perform Compositions • Listening analyses of Compositions 	Compositions and analyses

Eighth Grade Music Curriculum Documentation 1st Quarter

2016-2017

Teacher: Ms. Dunne

Big Ideas: The upper grades will be working on world drumming this quarter. Working in a drumming ensemble, the students will learn djembe and tubano technique, as well as practicing interlocking rhythms and improvisational skills. The students will then compose and record their own piece utilizing whichever percussion instruments in the classroom they choose.

Upper grades will also be working on listening activities involving identifying instrumentation, learning the academically appropriate vocabulary to describe what they're hearing, analyzing a variety of genres of music, and defending their analyses.

Week Of	Topics/Activities	Assessments
9/5	<ul style="list-style-type: none"> • Getting to know you, expectations • Drumming fundamentals • Listening, compare and contrast 	None
9/12	<ul style="list-style-type: none"> • Interlocking Rhythms warm up • Drumming Song: <i>The Repeater</i> • Listening comparisons - intro vocab 	<i>The Repeater</i> - whole ensemble
9/19	<ul style="list-style-type: none"> • Beginning solos warm up • Review <i>The Repeater</i>, Learn <i>Oreo Churro</i> • Listening analyses 	Small Group Performances
9/26	<ul style="list-style-type: none"> • Soloing Warm Up • Drumming Song: <i>Typewriter</i> • Listening analyses 	Small Group Performances
10/3	<ul style="list-style-type: none"> • Student Composed warm up 	Brainstorm sheet

	<ul style="list-style-type: none"> • Begin Composition Project 	
10/10	<ul style="list-style-type: none"> • Composition Project + Centers • Listening analyses 	Group Work Assessment/Rubric
10/17	<ul style="list-style-type: none"> • Composition Project + Centers • Record • Listening analyses 	Group Work Assessment/Rubric
10/24	<ul style="list-style-type: none"> • Play/Perform Compositions • Listening analyses of Compositions 	Compositions and analyses

Curriculum Documentation 1st Q 2016-17
Vacanti: Science Art

. Pre-kindergarten & Kindergarten

Concepts & Big Ideas	Sample Activities	Assessment Information	References & At Home Activities!
<p>Class rules, procedures, and expectations September 6th – 16th</p> <p><i>Why are rules important?</i></p> <p><i>Why is respect important to the learning environment?</i></p>	<p>Students will create a drawing that shows how to follow one of the science art rules, using pencils and crayons on paper.</p> <p>Students will create a drawing that shows one way to be respectful, using pencils and crayons on paper.</p>	<p>I can identify and explain the rules and what is expected of me in science art.</p>	<p>Have a conversation with your child about the importance of rules and ways to be respectful to others.</p>
<p>Science Lab safety and fire safety September 19th – October 7th</p> <p><i>How can we be safe in the science lab?</i></p>	<p>Students will investigate science tools that we can use to keep us safe while working in the science lab.</p> <p>Students will create a compare and contrast drawing with</p>	<p>I can identify basic safety equipment and understand how to safely use them in the science lab.</p>	<p>Read the story <i>Scaredy Squirrel</i> by Melanie Watts to investigate ideas on how to be prepared in emergency situations.</p> <p>Check out the BrainPOP Jr. video about fire safety:</p>

<p><i>How can we stay safe if there is a fire?</i></p>	<p>crayons on paper to show how to be safe and not safe in the science lab.</p> <p>Students will discuss and practice fire safety procedures.</p>	<p>I can identify and explain how to be safe if there is a fire.</p>	<p>http://www.brainpopjr.com/health/besafe/firesafety/</p> <p>Explore and engage in various activities and games about fire safety at Sparky.org: http://www.sparky.org/#/Sparky/SparkySpots</p>
<p>Unit 1: The five senses October 10th – November 3rd</p> <p><i>How do we use our senses?</i></p> <p><i>How do we use science skills and tools?</i></p>	<p>Projects include a brown bear paper mask, made from paper plates, tempera paint, and paste; a scented flower, made from cut paper, cupcake liners, pompoms, and paste; a sound shaker, made from paper plates, crayons, rice, beans, and staples; a tongue diagram, made by cutting and pasting paper labels onto a tongue picture colored with crayons.</p>	<p>I can identify the body parts used for sight, smell, hearing, touch, and taste and how these senses help us to observe, investigate, and learn about the world.</p>	<p>Read stories such as <i>Brown Bear, Brown Bear, What Do You See?</i> By B. Martin, Jr.; <i>The Story of Ferdinand</i> by Munro Leaf; and <i>Pigeon Finds A Hot Dog</i> By Mo Willems.</p> <p>Explore activities involving the five senses at pbskids.org: http://www.pbs.org/parents/catinthehat/activity_exploring_our_senses.html</p>

Grades 1 & 2

Concepts & Big Ideas	Sample Activities	Assessment Information	References & At Home Activities!
<p>Class rules, procedures, and expectations September 6th – 16th</p> <p><i>Why are rules important?</i></p> <p><i>Why is respect important to the learning environment?</i></p>	<p>Students will create a drawing that shows how to follow one of the science art rules, using pencils and colored pencils on paper.</p>	<p>I can identify and explain the rules and what is expected of me in science art.</p>	<p>Have a conversation with your child about the importance of rules and ways to be respectful to others.</p>
<p>Science Lab safety and fire safety September 19th – October 7th</p> <p><i>How can we be safe in the science lab?</i></p> <p><i>How can we stay safe if</i></p>	<p>Students will investigate science tools that we can use to keep us safe while working in the science lab.</p> <p>Students will create a compare and contrast drawing with crayons on paper to show how to be safe and not safe in the</p>	<p>I can identify basic safety equipment and understand how to safely use them in the science lab.</p> <p>I can identify and explain how to be</p>	<p>Students can read the story <i>Scaredy Squirrel</i> by Melanie Watts to investigate ideas on how to be prepared in emergency situations.</p> <p>Check out the BrainPOP Jr. video about fire safety: http://www.brainpopjr.com/health/besafe/firesafety/</p>

<p><i>there is a fire?</i></p>	<p>science lab.</p> <p>Students will discuss and practice fire safety procedures.</p>	<p>safe if there is a fire.</p>	<p>Students can explore and engage in various activities and games about fire safety at the following websites:</p> <p>http://www.sparky.org/#/Sparky/SparkySpots</p> <p>http://pbskids.org/arthur/firesafety/</p>
<p>Unit 1: The Scientific Process October 10th – November 3rd</p> <p><i>How do scientists investigate?</i></p> <p><i>How can I use inquiry skills and tools to investigate?</i></p> <p><i>How can I make a diagram or a model to communicate data?</i></p> <p><i>How can I record my observations of an object?</i></p>	<p>Students will record their observations of various objects (rubber toys) as pencil and crayon or colored pencil drawings using their sense of sight and touch.</p> <p>Students will make fingerprints and conduct an investigation to study them with a hand lens.</p> <p>Students will observe the parts of a leaf using inquiry skills and tools (such as a hand lens or a ruler) and create a two-dimensional leaf diagram on paper using pencil, crayon, and colored pencil.</p> <p>Students will record their observations of leaves by creating rubbings with crayons on paper to show their physical properties of size, shape, and texture using warm colors.</p> <p>Students will use the scientific process to create a rainbow painting, mixing primary colors on paper to create secondary colors.</p>	<p>I can identify the five senses and explain how they help us learn.</p> <p>I can ask and raise questions about the world and investigate them by observing.</p> <p>I can plan and conduct an investigation using the scientific process.</p> <p>I can explain how a diagram can be used to record observations.</p>	<p>Grade 2 students can read about this content in the <i>Science Fusion</i> textbook, pp. 1-37.</p> <p>Grade 1 students can read about this content in the <i>Science Fusion</i> textbook, pp. 1-41.</p> <p>Check out the following BrainPOP Jr. videos:</p> <p>https://jr.brainpop.com/science/scienceskills/makingobservations/</p> <p>http://www.brainpopjr.com/health/bodies/senses/</p> <p>Explore activities involving the five senses at pbskids.org: http://pbskids.org/games/science/</p>

Grades 3 & 4

Concepts & Big Ideas	Sample Activities	Assessment Information	References & At Home Activities!
<p>Class rules, procedures, and expectations September 6th – 16th</p> <p><i>Why are rules</i></p>	<p>Students will create a drawing that shows how to follow one of the science art rules, using pencils and colored pencils on paper.</p>	<p>I can identify and explain the rules and what is expected of me in science art.</p>	<p>Have a conversation with your child about the importance of rules and ways to be respectful to others.</p>

<p><i>important?</i></p> <p><i>Why is respect important to the learning environment?</i></p>			
<p>Science Lab safety and fire safety September 19th – October 7th</p> <p><i>How can we be safe in the science lab?</i></p> <p><i>How can we stay safe if there is a fire?</i></p>	<p>Students will investigate science tools that we can use to keep us safe while working in the science lab.</p> <p>Students will create a compare and contrast drawing with crayons on paper to show how to be safe and not safe in the science lab.</p> <p>Students will discuss and practice fire safety procedures.</p>	<p>I can identify basic safety equipment and understand how to safely use them in the science lab.</p> <p>I can identify and explain how to be safe if there is a fire.</p>	<p>Check out the BrainPOP Jr. video about fire safety: http://www.brainpopjr.com/health/besafe/firesafety/</p> <p>Students can explore and engage in various activities and games about fire safety at the following websites: http://www.sparky.org/#/Sparky/SparkySpots http://pbskids.org/arthur/firesafety/</p>
<p>Unit 7: Matter October 10th – November 3rd</p> <p><i>What is matter?</i></p> <p><i>What are the properties of solids, liquids, and gases?</i></p> <p><i>What is the difference between a physical reaction and a chemical reaction?</i></p>	<p>Students will investigate the question: Does air take up space? Using water, marble, clay, cotton ball, and air.</p> <p>Students will use Cheerios to create 3D models of the particles in the solid, liquid, and gas states of matter.</p> <p>Students will investigate the difference between a physical reaction and a chemical reaction by dissolving pop rocks into soda to inflate a balloon, producing a gas by dissolving a solid into a liquid.</p>	<p>I can observe the properties of liquids, solids, and gases.</p> <p>I can identify the three states of matter, and model how the particles that are too small to be seen are arranged in each.</p> <p>I can explain the difference between a physical reaction and a chemical reaction.</p>	<p>Students can visit the following websites to read and explore the concept of matter further: http://www.chem4kids.com/files/matter_intro.html http://easyscienceforkids.com/all-about-states-of-matter/</p> <p>Check out the BrainPOP Jr. video about matter: http://www.brainpopjr.com/science/matter/changingstatesofmatter/ _</p>