



Fairbanks North Star Borough School District Board Curriculum Committee A G E N D A

Date: January 9, 2025 at 5:30 p.m.

Location:

- In-person: FNSBSD Administrative Center, 520 Fifth Avenue, Boardroom, Fairbanks, AK 99701
- Join through Zoom: <https://k12northstar-org.zoom.us/j/84754896494>
- Participate by phone:
1-888-788-0099 (Toll Free) Webinar ID: 847 5489 6494 *6 mutes and unmutes.
1-877 853 5247 (Toll Free) *9 raises a caller's hand.

A. PRELIMINARIES

1. Call to Order

2. Land Acknowledgement Statement: As a standing committee of the School Board, we would like to take this moment to acknowledge we are residing on the traditional land of the Dena (pronounced duhNAY) people.

3. Mission Statement: Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.

4. Roll Call

Jeremiah Bayles
Aaron Beardsley
Melanie Bieniek
Rachel Blackwell
Lynsy Carrell
Brooke Freeburg
Hannah Harp

Don Larson
Elisabeth Nadin
Joshua Peter
Suzanne Richards
Heather Stewart
Alexis Walker
Courtney Young

Nonvoting Members

Chane Beam
Bobby Burgess

B. APPROVAL OF AGENDA

- Recommend approval of the meeting agenda for January 9, 2025.

C. APPROVAL OF MINUTES

- Recommend approval of the meeting minutes for November 21, 2024.

D. CTE CURRICULUM

- CTE Agriculture Curriculum
- CTE Education Curriculum

E. CURRICULUM UPDATES

- Music Curriculum Draft 3 & Summary of Public Comment
- Art Curriculum Draft 2
- World Language Curriculum
- PE Curriculum
- Health Curriculum

F. GENERAL COMMENTS/ QUESTIONS

G. ADJOURNMENT

Upcoming Board Curriculum Committee Meetings

February 6, 2025

April 3, 2025

March 6, 2025

April 17, 2025 (tentative)

**Fairbanks North Star Borough School District
Board Curriculum Committee**

Minutes of November 21, 2024

Mr. Beam called the meeting to order at 5:32 p.m. in the FNSBSD Administrative Center boardroom, 520 Fifth Avenue, Fairbanks, AK. Committee members attended in person and via Zoom.

Members Present:

Jeremiah Bayles
Melanie Bieniek
Rachel Blackwell
Lynsy Carrell
Hannah Harp

Don Larson
Elisabeth Nadin
Joshua Peter
Suzanne Richards

Nonvoting Members:

Chane Beam
Bobby Burgess

Members Absent:

Heather Stewart
Alexis Walker
Courtney Young

Guests Present:

Tara DeVaughn
Mackenzie Staiger
Andrea Wade

Committee Support:

Jen Morgan

Members Excused:

Aaron Beardsley
Brook Freeburg

APPROVAL OF THE AGENDA

Ms. Bieniek moved to accept the November 21, 2024 agenda; Ms. Richards seconded. Hearing no objection or comment, the agenda was approved.

APPROVAL OF THE MINUTES

Ms. Bieniek moved to accept the minutes from the October 3, 2024 meeting. Hearing no objection or comment, the minutes were approved.

CTE CURRICULUM

Ms. DeVaughn briefly went over the timeline for curriculum revision this year, highlighting where we are in the process and what comes next over the next few months.

Ms. Wade gave an update on the CTE Education curriculum. She explained that the Career and Technical Education (CTE) department looked at a couple different options to use with the new Education cluster, and decided to go with Educator Rising curriculum for several reasons. First, West Valley is piloting two Educator Rising courses this year and using this curriculum. Also, Educator Rising already has professional development opportunities within the program, internship opportunities for students, and has an established partnership with the University of Alaska Fairbanks. Recently, students enrolled in the West Valley courses took a tour of the Administrative Center and met with district staff, visit the Children's Museum, and some have had an internship with teachers in the FNSBSD. Students have had the opportunity to learn about multiple aspects of education.

Ms. Wade then gave a summary of public comment on draft one, stating there were positive reviews and that there will be no changes made to the draft.

CURRICULUM UPDATES

Art Curriculum – Draft 1

Ms. DeVaughn went over the proposed changes in draft one of the Art Curriculum. The elementary format was changed to make it more user-friendly for teachers. The sixth grade curriculum was moved to middle school and developed into an Art Concepts course. The titles of some high school courses were changed to clear up confusion around the progression of the courses (e.g. Art I: 2D was changed to Beginning 2D Art and Art II: 2D to Intermediate 2D Art).

Art teachers met on November 15 to go over public comment and discuss changes that are needed. Ms. DeVaughn also

gave a summary of public comment on draft one. One commenter was happy that Studio Habits of Mind is in the secondary curriculum and would like to see it added to elementary as well. Art teachers agreed and this change will occur in draft two. Ms. DeVaughn went over other public comments and changes the committee can expect to see in draft two, such as a title change of Alaska Native Arts to Alaska Arts to be inclusive of more Alaskan artists, adding a prerequisite that semester one must be completed before students take semester two, and adding additional artists to the course lists.

Ms. Richards pointed out that the sixth bullet point under the mission statement on page five states that the curriculum will include “links from visual arts to other disciplines.” She suggested adding a column for “suggested teaching activities” to link to other content areas. Ms. DeVaughn explained art teachers will work on this in the future for the appendix. Ms. Staiger recognized the hard work the curriculum writers did this past summer, and stated they were careful to list resources in the curriculum that teachers have access to through Library Media Services (LMS). These LMS art kits have lesson plans, are assessable to teachers, and have support through other district staff. Mr. Beam mentioned he might bring some examples of these kits to future meetings, so the committee can see what is included in them; LMS has hundreds of kits available to teachers. He also gave some background on the Art program, explaining that five years ago, the district had five Art Coaches that managed these kits and went into elementary schools to give art lessons. Due to budget cuts, these job positions no longer exist in the district, however, the kits are now managed by LMS and available for check-out.

Ms. Bieniek commented that the resources listed in the curriculum are fabulous. There are a lot of great links to lessons and books, and she wanted to point this out.

Mr. Burgess has concerns about changing the title of Alaska Native Arts to Alaska Arts. He took this course in high school and stated it was a great chance to see the culture through Alaska Native Art. He is concerned about de-emphasizing this. Ms. DeVaughn stated the goal of the title change is not to take away from what is being taught, and Ms. Staiger mentioned that teachers are concerned they are not staying true to a course titled Alaska Native Arts if they bring up other Alaskan artists, but by changing the title it would allow them to highlight other Alaskan artists. Mr. Peter suggested keeping the title Alaskan Native Arts, but in the course description explain that students will be introduced to other Alaskan artists. Ms. Richards cautioned that if the title is changed to Alaska Art, in the future, someone who is unfamiliar with the background of the change might not include Alaska Native artists in the curriculum. The committee’s suggestion is to leave the course title as Alaska Native Arts and put a note in the course description that students will be introduced to other Alaskan artists.

Music Curriculum – Draft 2

Ms. DeVaughn informed the committee that public comment on draft two of the Music Curriculum closed Friday, November 15, and that all music teachers met to review the draft and the curriculum writers met to look over public comment and teacher feedback. Ms. DeVaughn then went over the changes in draft two and provided a summary of public comment. She also mentioned some of the changes that will happen in draft three, which will be out for public comment in December. Some changes include switching the “suggested activities” and “explorations” columns in the elementary curriculum, removing middle school Exploratory Music, adding course descriptions for Middle School Ensemble, and possibly adding a marching band class.

PE Curriculum – Draft 2

Ms. DeVaughn reminded the committee that there was a big format change in the first draft of the PE Curriculum. Some of the public comment on draft one was asking for clarity of activities versus skills-based curriculum, so this was clarified in draft 2. Also, based on public comment of draft one, a clear statement about sportsmanship and teamwork was added to K-12 courses. The course title of “Pool” was changed to “Aquatics” and the course description was updated to remove a sentence about non-swimmers receiving small group instruction. HIIT was also added to the high school activities list. Ms. DeVaughn then provided a summary of public comment on draft two; one person commented about Aquatics. Ms. DeVaughn mentioned that teachers met on November 15 to start working on the appendix.

Mr. Beam highlighted a change in draft two on page 13: Native Youth Olympics (NYO) was added to the suggested sports and activities for elementary, under block H. He then announced that for the first time, the district will hold a K-5 NYO competition. During professional development on November 15, some PE teachers met to learn how to teach NYO events. Sometime before Spring Break, schools will hold NYO competitions after students complete a unit on this, and they will send champions to compete in the districtwide NYO event in March. The goal is to increase participants in NYO.

Health Curriculum – Draft 2

Ms. DeVaughn went over the changes in draft two of the Health Curriculum. The copyright date for Safer, Smarter Kids listed in K-5 curriculum was changed from to 2024. The state provided funding for new, updated materials. Performance indicators were added to Personal Health and Development for grades 3-5. In middle school, performance indicators for safety, first aid, and screen time safety were added, based on previous public comment. In high school, the “substance abuse” unit was changed to “avoiding hazardous substances,” and the topic of gender identity was removed from the Communication/Healthy Relationships unit; the standard and performance indicators of what is being taught still remain in the curriculum. Other changes include the addition of Naloxone (Project Hope), making the unit on Body Systems optional, and adding other contraceptives to the Sex and Reproduction unit, in addition to abstinence, which was already in draft one. Ms. DeVaughn informed the committee there was two public comments on draft two: one was about a typo and the other was to add information on consent, gender identity, sexual orientation, etc. The topic of consent is covered under the Alaska Safe Children’s Act and the required annual lessons that come from this.

Teachers met on November 15 and began to work on the appendix, updating links and information about listed organizations.

The committee discussed the removal of the topic of gender identity. Ms. DeVaughn clarified that the topic title was removed, but the performance indicators remained and were moved to another topic that addressed the standard better. Ms. Staiger informed the committee of where the performance indicator was moved and read it out loud. Discussion ensued.

Mr. Beam summarized the two solutions the committee brought up: 1. providing a red-lined version to see the changes to draft two, and 2. adding back in the performance indicators that were removed to ensure gender identity is included in other topics. The committee agreed that solution number two was the best, and any performance indicators under the topic of gender identity that were removed in draft two will be added back.

Mr. Burgess also suggested including the page number where changes occur, so it is easier to locate.

GENERAL COMMENTS/ QUESTIONS

Mr. Beam informed the committee that the December 5 meeting is cancelled. He also mentioned that this is the last meeting that Ms. Morgan will attend as support for the committee. She accepted a position with another department in the building.

ADJOURNMENT

Ms. Bieniek moved to adjourn the meeting; Ms. Richards seconded. Hearing no objection or further comment, the meeting was adjourned at 7:28 p.m.



Fairbanks North Star Borough School District

Career & Technical Education Curriculum

Education & Training

Draft 1

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Acknowledgements

Curriculum Writers

Andrea Wade – CTE Director

Department of Teaching & Learning

Chane Beam – Executive Director of Teaching & Learning

Tara DeVaughn – Curriculum Coordinator (Secondary)

Jennifer Morgan – Materials Development Specialist

Career & Technical Education

Andrea Wade – CTE Director

We would also like to recognize the Board Curriculum Committee and the many teachers, administrators, parents, and community members for their contributions to this document.

Acronyms

ACC	Alaska Core Competencies
AKCIS	Alaska Career Information System
CTC	Community and Technical College
CTE	Career Technical Education
CTEPS	Career and Technical Education Program of Study
CTSO	Career Technical Student Organization
FNSBSD	Fairbanks North Star Borough School District
PLCP	Personal Learning and Career Plan
RPC	Recognized Post-secondary Credential
UAS	University of Alaska Southeast

Explanation of Terms

General Terms and Definitions

Career Cluster: A career cluster is a structure for organizing and delivering quality CTE programs around occupations and broad industries.

Career Pathway: A career pathway is a strand of a career cluster that centers on a common set of academic, technical, and workplace skills and knowledge. It is a sector from the broader career cluster.

CTEPS: CTEPS stands for “Career and Technical Education Program of Study” which is also called Program of Study or POS. It is a coherent and aligned sequence of educational elements that begins at secondary school and continues without duplication or remediation into postsecondary education/training, and that leads to an industry recognized credential or certificate, or an associate or baccalaureate degree. (See Program of Study)

Program of Study (POS): A program of study is designed to provide successful student transitions between secondary and postsecondary education. A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success. (See CTEPS)

Sequence: A sequence is a group of courses that a student may take within a cluster, usually in a progression of foundational skills to more focused and higher level skills.

CTE Specific Terms

Career and Technical Student Organization (CTSO): A CTSO is an organization for students enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program. Alaska has six (6) recognized CTSOs: Business Professionals of America (BPA); Family, Career, and Community Leaders of America (FCCLA); Health Occupations Students of America (HOSA)- Future Health Professionals; DECA – an Association of Marketing Students; FFA – Agricultural Education; and SkillsUSA.

Concentrator: A secondary student who has earned two (2) courses in a single CTE pathway within those career clusters where 2 credit sequences are recognized by the State and its local eligible recipients, or where the student has documented proficiencies that are equivalent to this criteria.

Concurrent Enrollment: A written agreement between a secondary and a postsecondary program that allows a high school course taught by a high school teacher to qualify for postsecondary credit.

Participant: A secondary student who has earned credit in one (1) or more approved course(s) in any career and technical education (CTE) program area.

Curriculum Terms

Alaska Content Standards: Content standards are broad statements, adopted by the State Board of Education and Early Development, indicating what students should know and be able to do as a result of their public school experience.

Alaska Cultural Standards: The Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network and adopted by the State Board of Education & Early Development in 1998. Cultural Standards are meant to enrich the Content Standards and provide guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska. The

standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment.

Alaska Employability Standards: Alaska’s Employability standards are to be used in conjunction with Alaska’s academic content and performance standards to ensure Alaska’s student have the skills and knowledge necessary to be good citizens, effective parents, productive workers, and most of all, life-long learners. Alaska’s students are expected to learn how to learn and apply their skills and knowledge in a variety of settings to create a satisfying and productive life. These standards are designed to promote successful student transition from school to work.

Alaska Performance Standards: Performance standards are measureable statements of learning expectations, adopted by the State Board of Education and Early Development, indicating what students should know and be able to do as a result of their public school experience. Alaska has adopted Performance Standards in reading, writing, mathematics, and science.

All Aspects of Industry: All Aspects of Industry essentially provides a set of standards for all CTE courses. All Aspects of Industry defines nine aspects common to any business or enterprise: planning; management; finance; technical and production skills; principles of technology; labor issues; community issues; health, safety and environment; personal work habits.

Personal Learning Plan: A personal learning plan is developed by students – typically in collaboration with teachers, counselors, and parents – as a way to help them achieve short- and long-term goals, most commonly at the middle and high school levels. Students can chart a personal educational program that will allow them to achieve their educational and aspirational goals, while also fulfilling school requirements such as particular credit or course requirements for graduation. A personal learning plan also documents major learning accomplishments or milestones.

Student Performance Standards: Student performance standards are statements of the essential skills, knowledge, and tasks that FNSBSD students are expected to master in the course. These are developed at the district level.

Middle School Courses

Grades 6 – 8

Career, College, & Life Readiness

COURSE INFORMATION	
Course Name:	Career, College, & Life Readiness
Course Number:	TBD
Grade(s):	7
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	None
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	ASCA
Names/Numbers of Technical Standards:	Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	What do you want to do when you “grow up?” How are you going to get there? Once you are there, how are you going to be successful and happy? This course will help you discover your interests and strengths, and how those relate to possible career and life goals. You will learn about the educational paths you can take to achieve those goals as well as critical life skills to help you on your journey.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Social Emotional Learning; Interpersonal Skills; Academic Skills; Career Knowledge; College Knowledge
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): (Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)	
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (CCTC)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)
DUAL CREDIT AGREEMENT	
CTSO participation is included:	No
Current Dual Credit Agreement:	<input type="checkbox"/> (If checked, complete the Dual Credit section below.)

<i>(Agreements should be reviewed and updated annually)</i>	
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? (yes/no)	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Social Emotional Learning: Understand strengths to begin building goals toward a future that best fits personal interests and skills.</p> <p>Interest Exploration</p> <ul style="list-style-type: none"> Describe both career and interest exploration. List personally enjoyable activities (as action verbs). Identify health-sustaining trends in personal interests. Identify an activity to learn more about. Link decisions for health trends in activities. Synthesize aspects of places that support interests and health. Strengths and Resources List 10 strengths (as action words). Describe how to use strengths to support personal interests. Synthesize internal resource groups (intelligences) into 8 aspects that appeal as resources for developing well-being. Analyze personality traits. Formulate a goal that incorporates personal strengths. <p>Positive Attitude:</p> <ul style="list-style-type: none"> Understand the difference between a positive and negative attitude. Discuss how attitudes develop, their effects on us and others, and learn the concept of "self-talk." Determine which attitudes are important for success in school and at work. Recognize personal positive and negative attitudes. Create a plan to improve one negative attitude. <p>Emotional Intelligence:</p> <ul style="list-style-type: none"> Define Emotional Intelligence. Describe awareness. Give examples of how awareness can be practiced. Describe compassion. Give examples of how compassion can be practiced. Synthesize the benefits of awareness and compassion for ourselves and others. 	M1, M2, M5, M6, B-LS 1, B-LS 4, B-LS 5, B-LS 7, B-SMS 3, B-SMS 10, B-SS 1	R.7, R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6	MP3		A.6, C.3, D.6	A.1, B.1	Interests/ Communities Worksheet; Strengths/ Resources Worksheet; Attitude Chart; Attitude Worksheet; Negative Attitude Plan & Tracking; Emotional Intelligence Worksheet

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Interpersonal Skills: Demonstrate self-advocacy and productivity in the workplace.</p> <p>Values & Purpose:</p> <ul style="list-style-type: none"> Identify personal values. Give an example of how challenges can bring about growth. Synthesize elements of personal sense of purpose. <p>Team Awareness:</p> <ul style="list-style-type: none"> Engage in team building exercises that require qualities and strategies of effective teamwork. Engage in discussions or debriefings about team processes (roles, goals, and decision making). Synthesize and articulate qualities and strategies for being an effective team member. <p>Community Service:</p> <ul style="list-style-type: none"> Understand what community service learning is and how it can be integrated into our daily lives and extracurricular efforts. Define what it is to be a leader. Describe different topics or themes that exist in a community and need addressing. Understand how to make a difference. Understand the way that leadership fits into community service. <p>Communication Skills:</p> <ul style="list-style-type: none"> Compare verbal and nonverbal communication and describe examples of each. Engage in effective non-verbal communication practices. Demonstrate active listening. Apply communication skills in an interview. 	<p>M1, M3, M5, M6, B-LS 1, B-LS 3, B-LS 7, B-LS 9, B-SMS 5, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9</p>	<p>R.7, R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP3</p>	<p>A.1, A.6, C.4, D.1, D.3</p>	<p>A.1, A.2</p>	<p>7</p>	<p>Values & Purpose Worksheet; Team Awareness Writing Prompt; Community Service Proposal & Presentation; Communication Skills: Interview Project</p>

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Academic Skills: Improve academic performance correlated with postsecondary success.</p> <p>Course Planning:</p> <ul style="list-style-type: none"> Determine which high school courses are helpful for future career plans. Assemble a 4-year course planner to visualize high school graduation needs and help prepare for future careers. <p>Academic SMART Goals:</p> <ul style="list-style-type: none"> Identify effective strategies for goal setting and planning to promote academic and career success. 	<p>B-LS 3, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SS 1</p>	<p>R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP3, MP7</p>	<p>D.6</p>	<p>A.2</p>		<p>School Course Planner; SMART Goal Plan</p>
<p>Career Knowledge: Understand the characteristics of various careers in order to build a pathway toward a meaningful career centered on personal strengths and interests.</p> <p>My Work Values:</p> <ul style="list-style-type: none"> Identify traits valued in the workplace. Match an occupation to personal values. <p>Intro to Career Clusters:</p> <ul style="list-style-type: none"> Describe all 16 Career Clusters. Identify a career cluster that matches personal strengths and interests. <p>Careers in Alaska & Beyond:</p> <ul style="list-style-type: none"> Identify 2 career pathways that appeal to personal interests and describe the benefits, challenges, and first steps associated with them. 	<p>M 5, M 6, B-LS 1, B-LS 5, B-LS 7, B-LS 9, B-SMS 3, B-SMS 5, B-SMS 10, B-SS 1</p>	<p>R.1, R.4, R.7, R.10, W.2, W.4, W.7, W.8, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP1, MP2, MP3, MP7</p>	<p>B.3, B.4, D.6</p>	<p>A.3, A.5, B.1, B.2, B.3, B.3</p>	<p>6</p>	<p>My Work Values” Worksheet; “Work Importance Locator” Assessment; Career Cluster Poster & Presentation; Career Research Project</p>

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>College Knowledge: Identify postsecondary training that is the right fit for achieving career goals.</p> <p>Postsecondary Opportunities:</p> <ul style="list-style-type: none"> Describe and define the different types of postsecondary opportunities. Identify post secondary requirements for personal career goals. Indicate how much training is required for personal career goals. <p>Postsecondary Assessment:</p> <ul style="list-style-type: none"> Understand the different criteria that drives the decision in choosing a postsecondary institution. Identify possible postsecondary education options. 	B-LS 1, B-LS 3, B-LS 7, B-LS 9, B-SMS 5, B-SMS 10, B-SS 1, B-SS 8	R.1, R.4, R.7, R.10, W.2, W.4, W.7, W.8, SL.1, SL.2, SL.4, SL.6, L.6	MP1, MP3, MP7	B.3, B.4, D.6	B.1, B.4, B.5	7	Further Education & Training Worksheet; Education & Training Worksheet; Occupation Research Worksheet; AKCIS School Sort Assessment
<p>Transition Skills: Build coping skills around transitions, such as from middle school to high school, and abilities to adapt to new situations.</p> <p>Personal Learning & Career Plan:</p> <ul style="list-style-type: none"> Synthesize career learning from several course lessons and discuss it with others. <p>10-Year Plan:</p> <ul style="list-style-type: none"> Synthesize and express a flexible 10-year plan for training and living. 	M 1, M 2, M 5, M 6, B-LS 1, B-LS 7, B-LS 9, B-SMS 5, B-SS 1	R.7, R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6	MP3, MP7	B.3	B.1	7	PLCP Personal Learning & Career Plan; 10-year plan

INSTRUCTIONAL RESOURCES	
List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorsrising
Textbooks:	
Essential Equipment:	
Reference Materials:	
Supplies:	

High School Courses

Grades 6 – 8

Classroom Planning and Management

COURSE INFORMATION	
Course Name:	Classroom Planning and Management
Course Number:	TBD
Grade(s):	10-12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	Education Development Psychology
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	I – VII
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	<i>Classroom Planning and Management</i> is the third course in the Teacher Ed Series. This course focuses on the learning environments that facilitate student growth. Students will explore how educators create an engaging learning environment that provides culturally relevant learning opportunities and the instructional strategies that support students' self-efficacy. Students will develop lesson plans and facilitate instruction in classrooms within their school or community.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Classroom Management; Culture for Learning; Curriculum and Standards; Assessment; Instruction
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)

DUAL CREDIT AGREEMENT	
CTSO participation is included:	No
Current Dual Credit Agreement: (Agreements should be reviewed and updated annually)	<input type="checkbox"/> (If checked, complete the Dual Credit section below.)
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? (yes/no)	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Define and describe norms and routines and procedures, including what they are, why they are important, and how to use them to create a safe and supportive learning environment. <ul style="list-style-type: none"> • Cite specific examples of norms and routines that can be implemented for classroom discourse and work for different purpose. • Practice planning and/or implementing norms and routines for classroom discourse and work. 	ED V, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1		B1	A1, 2	Norm-focused lesson plan; video observation; discussion; journal
Analyze how physical layouts, available resources, and student groupings can affect the classroom culture and management <ul style="list-style-type: none"> • Describe the importance of addressing physical and social aspects of the learning environment while planning to meet students' individual needs. • Describe how a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students. • Practice setting up classrooms in a way that fosters learning and creates a safe and inclusive environment for all students. 	ED V, VII	SL.9-10.1, 4, 6; L.9-10.1, 3-6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1; G-MG.1,3		A4; B1-2	A2	Video observation; classroom procedures assignment; discussion; journal
Analyze the relevance of values-based behavior management. <ul style="list-style-type: none"> • Explain how and why behavior management strategies should be used to create a dynamic, productive, safe and supportive learning environment. • Describe strategies for responding to student behavioral issues using values-based behavior management. • Practice using value-based behavior management strategies. 	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1, 3-6; L.9-10.1, 6; RST.9-10.3, 9; WHST.9-10.1-2, 4, 7	N-Q.1; G-CO.1		B1-2; E1, 4	A1, 2, 6	Classroom behavior role-plays; lesson plan analysis; redesign lesson plan; discussion; journal
Describe ways to strengthen relationships with students in order to help them feel valued, important, and capable of realizing their potential.	ED II, III	SL.9-10.1, 3-6; L.9-10.1, 6; WHST.910.1-2, 4, 7			A1, 4, 5, 7; B1-3; E1	A1, 2	Discussion; journal entry; learning observation

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Describe strategies for communicating with students and fostering communication among students to foster learning within a safe and supportive learning environment (de-escalation and conflict management strategies).	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1		A1, 6; B2-3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; learning observation: conflict resolution research & lesson plan
Consider methods of communication with students, determining how to share information and exchange ideas to help develop an equitable, empowering learning environment.	ED II, III, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7			A1, 6; B2-3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; communication s assignment; communication research; reflection papers
Describe a range of communication strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Discussion; journal entry; learning observation: communication research & lesson plan; reflection papers
Analyze methods of proper alignment between standards, curriculum, instruction and assessment. <ul style="list-style-type: none"> • Explain what standards are and why educators use standards. • Name and explain common standard systems. • Address alignment issues while developing lesson plans. 	ED III, IV, VI, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Standards lesson plan; discussion; journal
Explain the importance of aligning lesson plans by balancing objectives with short and long term curricular goals, academic content standards, and student needs and interests.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Lesson plan analysis & redesign; discussion; outcomes reflection; journal

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Define curriculum and review different curriculum models.	ED III	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Curriculum model research project; discussion; journal
Describe the steps in the backwards design planning method.	ED III, IV	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1; A-SSE.1		A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Backwards design lesson plan; discussion; journal
Describe how teachers measure learning based on curricular goals and objectives as well as diverse needs of learners. • Explain how teachers select, create, modify, and administer a broad range of assessments.	ED IV, VI	RI.9-10.1; SL.9-10.1, 4, 6; L.9- 10.1,6; RST.9- 10.3,9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Assessment research; discussion; journal
Analyze the differences between formative and summative assessments.	ED VI	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2,4; E3-4	A1,2,7	Compare/ contrast assessment assignment; discussion; journal; assessment video observation lesson
Explain how teachers analyze and interpret assessment data to advance student learning. • Create and use assessment materials to evaluate student achievement and growth.	ED II, III, VI, VII	SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2, 4; E3-4	A1,2,7	Assessment project; discussion; journal

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Explain how teachers view assessment as a step within a larger process that involves planning, teaching, assessing, reflecting, and adjusting to strengthen instructional practices and promote learning. • Describe how teachers use assessment to obtain information about student learning before, during and after instruction.	ED II, VI, VII	SL.9-10.1, 4, 6; L.9-10.1, 6; WHST.910.1-2, 4, 7			A1, 7; B1-2, 4; E3-4	A1,2,7	Journal; discussion; assessment observation & reflection
Describe what modeling is and in which contexts it works best. • Practice modeling techniques.	ED II, III, IV, V, VII	SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3,9; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1		A1,7; B1-2, 4; E3-4	A1,2	Discussion; journal; modeling techniques practice
Explain the importance of scaffolding instruction to encourage higher levels of performance.	ED II, III, IV, V	SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3,9; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1		A1, 7; B1-2,4; E3-4	A1,2	Discussion; journal; scaffolding lesson plan
Practice techniques that will elicit individual student thinking.	ED II, III, IV, V, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2, 4, 7			A1, 3, 5-6; B1, 3; C2; E1, 4, 6	A1,2	Discussion; journal; student thinking practice
Describe types of questions teachers should ask students to encourage them to share their thoughts.							
Describe a few common patterns of student thinking and development in a subject matter domain.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7			A1, 3, 5-6; B1, 3; C2; E1,4, 6	A1,2	Student thinking project; discussion; journal

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Demonstrate preparedness to make adjustments in instruction as needed. <ul style="list-style-type: none"> List common instructional strategies. Identify common problems that may require adjusting instruction. 	ED II, IV, V, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.1, 9; WHST.910.1-2, 4, 7			A1, 3, 5-6; B1,3; C2; E1, 4, 6	A1,2	Discussion; journal; instructional assignment
Describe and explain the purpose of composition of single lessons and sequence of lessons.	ED IV, V	RI.9-10.1; SL.9-10.1,4, 6; L.9-10.1, 6; RST.9-10.9; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1		B1, 3	A1,2	Discussion; journal; compare/contrast; lesson plan alignment

INSTRUCTIONAL RESOURCES	
List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorsrising
Textbooks:	
Essential Equipment:	
Reference Materials:	
Supplies:	

Developing Professionalism

COURSE INFORMATION	
Course Name:	Developing Professionalism
Course Number:	TBD
Grade(s):	10 -12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	Classroom Planning and Management
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	<i>Developing Professionalism</i> is the fourth and final course in the Educators Rising education pathway series. In this course, a focus is placed on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses. Students will spend time building their professional portfolio and network while developing a learning and career plan.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Practicum/Apprenticeship; Professional Portfolio; Networking Basics; Reflective Practices; Planning the Path
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)

DUAL CREDIT AGREEMENT	
CTSO participation is included:	No
Current Dual Credit Agreement: (Agreements should be reviewed and updated annually)	<input type="checkbox"/> (If checked, complete the Dual Credit section below.)
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? (yes/no)	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Be able to demonstrate success practices that lead one to be a highly skilled educational professional.	ED I, II, V, VII	SL.11- 12.1, 2; L.11-12.1- 3, 6; W.11- 12.1, 2, 4, 10	N-Q.1-2; A- SSE.1; A- REI.1,3; F- IF.4; G- CO.1; G- MG.1		A1,5-7; B1- 3; C3-4	A1,2	Career Portfolio; Observations of classes to determine student names, routines, classroom rules, and expectations; Work with small groups or individuals; Discussion; Journaling
Demonstrate organizational, planning and quality of work skills.	ED I-V	SL.11- 12.1, 2; L.11-12.1- 3, 6; W.11- 12.1, 2, 4, 10	N-Q.1-2; A- SSE.1; A- REI.1,3; F- IF.4; G- CO.1; G- MG.1		A1,6; C2,4	A1,2	Career Portfolio; Discussion; Individual or Small Group Lessons; Reflective Journaling; Thank You Notes
Be able to identify quality work that will demonstrate their skills as an educator.	ED I, VII	SL.11- 12.1-6; L.11-12.1- 3, 6; WHST.11- 12.2,4-6, 10			B4; D6,8	A2; B1	Career Portfolio; Successful Educator Presentation; Discussion

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Demonstrate their ability to market themselves through a professional portfolio.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10	N-Q.1-2; A-SSE.1; A-REI.1,3; F-IF.4; G-CO.1; G-MG.1		A1,5; B3-4; C3-4; D6; E3,8	A2-3; B1	Communication Observations; Journal; Discussion; Feedback & Self-Assessment (weekly)
Describe and demonstrate the meaning of verbal and nonverbal communication, with a focus on cues that students are aware of in their community.	ED I	SL.11-12.1-6; L.11-12.1-4, 6; RI.11.12.1-4, 7; WHST.11-12.2, 4-6, 10			A1,6-7; B1-3; C4; D1,3E1,3-5	A1	
Self-evaluate their teaching abilities.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10	N-Q.1-2; A-SSE.1; A-REI.1,3; F-IF.4; G-CO.1; G-MG.1		A1,5; B1-3; D6; E8	A1-3	Autobiography; Self-Evaluation; Discussion; Journaling; Career Portfolio
Be able to describe who they are in their current context and situation.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6,10			A1-2,5; D6; E1,8	B1,5	Autobiography; Discussion; Career Portfolio
Be able to communicate their identify in their current context and situation.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10			A1-2,5; D6; E1,8	B1	Autobiography; Discussion

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Be able to describe their spheres of influence and how they influence others both positively and negatively.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.1-6, 10			A1,5,7; B1-2; C4; D6; E1,7-8	A1; B5	Autobiography; Discussion; Influence Compare/ Contrast
Identify the educational and professional experiences that they need to continue working toward their goal of becoming an educator.	EDI,VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2,4-6, 10; RI.11.12.1-4, 7			B1,4; D1	A3,4;B4	PLCP; Resume; Course Planner; Skills Assessment; Interest Inventory
Will be able to create a comprehensive PLCP to support career and life goals.	EDI,VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10;RI.11.12.1-4, 7			A1,5,7; B2-4; D6; E8	A1-4; A1-2,4	PLCP; Career and Life Goals; Mentor ID; Network Compare Contrast
Will be able to identify various funding sources for support of ongoing education.	EDI	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10; RI.11.12.1-4, 7	N-Q.1		A1; B1-3	A4-5	PLCP; Training Institution ID; Postsecondary Applications; Financial Aid Project

INSTRUCTIONAL RESOURCES	
List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorsrising
Textbooks:	
Essential Equipment:	
Reference Materials:	
Supplies:	

Educational Development Psychology

COURSE INFORMATION	
Course Name:	Educational Development and Psychology
Course Number:	TBD
Grade(s):	9-12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	Leadership Development
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	STANDARD I: Understanding the Profession; STANDARD II: Learning About Students; STANDARD III: Building Content Knowledge; STANDARD IV: Engaging in Responsive Planning; STANDARD V: Implementing Instruction; STANDARD VI: Using Assessments and Data; STANDARD VII: Engaging in Reflective Practice
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	<p><i>Educational Development and Psychology</i> is the second course in the Educators Rising series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. Students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students.</p> <p>These two Educators Rising courses, Educational Development Psychology and Leadership Development, are aligned with University of Alaska Southeast's Introduction to Education (ED S122).</p>
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Child Development; Educational Psychology; Interpersonal Relationships; Diverse Learners; Pedagogy and Lesson Planning; Effective Teaching; Human Development and Developmentally-Appropriate Practices; Historical Perspectives; Laws and Policies Governing Education
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): (Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)	Educators Rising Micro-credentials: Anti-Bias
STANDARDS	

This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)
DUAL CREDIT AGREEMENT	
CTSO participation is included:	Yes, in process
Current Dual Credit Agreement: (Agreements should be reviewed and updated annually)	<input type="checkbox"/> (If checked, complete the Dual Credit section below.)
Date of Current Agreement:	
Postsecondary Institution Name:	University of Alaska Southeast
Postsecondary Course Name:	Introduction to Education
Postsecondary Course Number:	ED S122
Postsecondary Course Credits:	3
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? (yes/no)	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand relationship between child development and instruction.	ED2	SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP1-3, 5, 7	LS3	B1-2	A1-2	Child Development Mind Map
Understand the social, emotional, physical, and cognitive development factors that shape student identity and how this can affect the ability to learn.	ED2	RI.9-10.2, 4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP1-3, 5, 7	LS3	B1-2, E3-4	A2	Compare/Contrast Essay on Cognitive Development Theories; Write Lesson Plan
Understand that each student is an individual with spheres of influence.	ED2	SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP1-3	LS3	B1-2, E4	A2,5	Graphic Organizer; Spheres of Influence Reflection
Describe the major approaches to learning theories (behavioral, cognitive, developmental, constructivist, transformative) and their implications for teaching.	ED2	RI.9-10.1, 4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 8-10	MP1-3, 5, 7	LS3	A1, B1-2	A1-2	Constructivist Strategies Observation Questionnaire; Develop Assessments
Describe the process of instructional design and common design models and tools and how to cultivate a growth mindset.	ED2	RI.9-10.1, 4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 8-10	MP1-3, 5, 7	LS3	A1; B1-2	A1-2	Lesson Plan Modalities; Reflective Journal; Research and Written Assignments
Explain the importance of interpersonal relationships within the learning environment including importance of mutual respect, school culture, cultural knowledge, and personality types.	ED 1-2	RI.9-10.4, 6; SL.9-10.1, 4, 6; L.9-10.1-3, 6	MP1-3, 5, 7	LS3	A1,5-6; B1-2; D6; E7-8	A1-2	Observations; Research and written assignments
Demonstrate an understanding of the various types of teaching relationships including teacher to student, student to student, teacher to parent/caregivers, and teacher to peers.	ED1,2	SL.9-10.1,3-4,6; L.9-10.1-3, 6; WHST.9-10.2, 4	MP 1-3, 5, 7	LS3	B1-2; D1,3,5; E3-4,7	A1-2,5	Discussion; Participation; Compare/Contrast Teaching Relationships

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Reflect on the need to empathize with students while maintaining a high bar and professional boundaries, and how ethical practices help in establishing boundaries between teachers and students.	ED 1-2	RI.9-10.2,4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP 1-3, 5, 7	LS3	A1,6; B1-3	A1-2	Discussion; Research and Written Assignments
Integrate knowledge of interpersonal skills to enhance educator effectiveness, including verbal and nonverbal communication, listening skills, negotiation, problem solving, decision making and assertiveness and understand the relationship of culture and interpersonal communication.	ED 1-2	RI.9-10.2,3; SL.9-10.1, 4, 6; L.9-10.1, 3, 6; WHST.9-10.4	MP 1-3	LS3	A1,5-6; B1-2; D1,3,5; E1,6-7	A1-2	Interpersonal Skills Questionnaire; Observations
Understand the concept of equity in general and education-specific contexts, and its influence on student growth and development.	ED1	RI.9-10.2,3; SL.9-10.1,4, 6; L.9-10.1, 3, 6	MP 1-3, 5,7	LS3	D6, E4	A1-2	Research and written assignments; Discussion
Understand cultural competence and recognize that students come from different social, cultural, ethnic and economic backgrounds, family structures, religious beliefs, physical traits, intellectual attributes, and career ambitions, and use that understanding to promote an inclusive learning environment.	ED2	SL.9-10.1, 3, 4, 6; L.9-10.1; L.9-10.6	MP 1-3, 5, 7	LS3	B1-2; D1	A2	Research and written assignments Lead ice-breaker or team-building; Leadership self-assessment; Discussion and Observations
Understand the difference between cultural bias and ideological bias and how to create a sustainable, equitable classroom culture by implementing the five critical components of classroom culture: honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based classroom management.	ED2	RI.9-10.2-4; SL.9-10.1,4, 6; L.9-10.1,3, 6; L.9-10.1-3, 6; WHST.9-10.4	MP 1-3	LS3	A5; B1-2; C3-4; D6; E1,3-4,6-7	A1-2,6	Reflective Journal Research and written assignments

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Identify appropriate strategies to differentiate instruction to meet diverse student needs.	ED 2, 4, 5	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3	LS3	A1; B1-4; C4; E4-5	A1-2	Research and written assignments; Observations
Understand IDEA and accommodations for individuals with special needs including what an Individualized Education Program (IEP) is and how it helps students and responsibilities of teachers.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3, 5, 7	LS3	B1-3; C2	A1-2,5	Research and written assignments; Discussion, Observations
Demonstrate an understanding of student's needs to inform all aspects of the planning process to create a dynamic and productive learning environment including lesson planning, assessments, and pedagogical approaches.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3, 5, 7	LS3	B1-3	A1-2	Observations; Create and adapt lesson plans; Reflective journal
Analyze the underlying strategies and active practices of anti-bias instruction including: critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, value-based assessment, evaluation, and grading.	ED 2, 6	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3, 5, 7	LS3	A1; D6	A1-2,6	Observations; Reflective journal; Research and written assignments
Understand the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9- 10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1- 2,4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3- 8	A2	Research, Written Assignments, Historical Timeline, Presentations

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand the role of education and need for educating students in the 21st century.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Presentation
Analyze contemporary initiatives and trends impacting teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Field experience journal
Identify and use effective teaching strategies in a P-12 classroom.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3-8	A2	Field observation journal Written report and presentation

INSTRUCTIONAL RESOURCES	
List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorsrising
Textbooks:	<i>Educational Foundations</i> . Kaplan, L and Owings, W. Cengage Learning (2014)
Essential Equipment:	
Reference Materials:	
Supplies:	

Leadership Development

COURSE INFORMATION	
Course Name:	Leadership Development
Course Number:	TBD
Grade(s):	9-12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	None
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	Leadership Development is the first course in Educators Rising to prepare students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influence how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Enduring Understandings; Social Awareness; Leadership; Ambassador of Learning; Personal Learning Styles; Career Planning; Professionalism; Historical Perspectives; Laws and Policies Governing Education
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-credentials
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)
DUAL CREDIT AGREEMENT	

CTSO participation is included:	No
Current Dual Credit Agreement: (Agreements should be reviewed and updated annually)	<input type="checkbox"/> (If checked, complete the Dual Credit section below.)
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? (yes/no)	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Define their personal identity.	ED2	WHST.9-10.2, 4-9; SL.9-10.1, 4-6; L.9-10.6	MP1	LS3, LS4	A5,7; E7	B1	Personal History Visual or Written presentation
Understand how the term “learner” applies outside the classroom.	ED2	SL.9-10.1, 3; WHST.9-10.10	MP1-3, 5	LS3, LS4	B2	A2	Reflective Journal
Name and describe characteristics of a learner.	ED1-2	SL.9-10.1, 3, 4,6; L.9-10.1, 6	MP1-3	LS3, LS4	B2	A2	Discussion; Reflective Journal
Describe the value of identifying and reflecting on personal strengths.	ED2	SL.9-10.1,3, 4,6; L.9-10.1, 6	MP1-3	LS3, LS4	B2	A2	Discussion; Reflective Journal
Analyze personal strengths and weaknesses in relation to future goals.	ED2	SL.9-10.1-6; L.9-10.1, 6	MP1-3	LS3, LS4	B2-3, D6, E8	B1-2	Biographical Presentation of Self as Learner
Describe and apply techniques for cultivating a reflective mindset (e.g. journals, observations, dialogue with peers and mentors, watching recordings).	ED2, 7	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP1-3, 5, 7	LS3, LS4	A5, B1-2, D6, E3-4,7-8	A1	Reflective Journal; Biographical Presentation of Self as Learner

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand bias and analyze how personal histories and identities shape personal attitudes towards others.	ED2	RI.9-10.2, 3; SL.9-10.1,3-4,6; L.9-10.1, 3-6; RST.9-10.2, 7,10	MP 1-3, 5	LS3, LS4	A5, B1-2; D6; E1,3-4,7	B1	Personality Test & Reflections; Interviews; Presentation
Identify the benefits of being open to multiple viewpoints.	ED2	SL.9-10.1,3, 4, 6; L.9-10.1; L.9-10.6	MP 1-3	LS3, LS4	A5,7; B1-2; E7	A2	Group Initiative & Reflection
Explain how community members benefit from various perspectives and viewpoints.	ED2	RI.9-10.1-7,10; L.9-10.1-2, 4-6; RST.9-10.2.4, 6-10; WHST.9-10.4	MP 1-3	LS3, LS4	E1,4,7	A2	Rewrite current event from different perspective; Observation; Cooperative & Collaborative Learning Questionnaire
Reflect on how everyday citizens/peers/students act as leaders and role models.	ED2	SL.9-10.1,3, 4, 6; L.9-10.1; L.9-10.6	MP 1-3	LS3, LS4	B1-2; D1	A2	Profile of Community Member Embodying

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Describe the characteristics of a successful leader including ethical behaviors, and explain how empathy helps leaders connect to their community.	ED2	SL.9-10.1,3, 4, 6; L.9-10.1; L.9-10.6	MP 1-3	LS3, LS4	B1-2; D1	A2	Research and written assignments; Lead ice-breaker or team-building initiative; Leadership self-assessment; Discussions
Recognize different leadership styles.	ED2	SL.9-10.1-6; L.9-10.1, 6	MP 1-3	LS3, LS4	B2	A2	Leadership Style Presentation
Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc.	ED2	SL.9-10.1,3, 4, 6; L.9-10.1, 6	MP 1-3	LS3, LS4	B2; D1	A2	Reflective Journal, Written Assignment
Understand that mentors, leaders, ambassadors, Elders, coaches and other role models serve as educators.	ED1-2	SL.9-10.1,3; L.9-10.1, 2; WHST.9-10.4	MP 1-3	LS3, LS4	B2; D1,3	A2	Reflective Essay on Educator
Practice inhabiting and presenting an educator persona.	ED1-2	SL.9-10.1-6; L.9-10.1, 6	MP 1-3	LS3, LS4	A1; B2; C3-4	A1-2	Demonstration; Compare & Contrast Teaching Activity
Explain importance of professionalism including: appropriate dress, behavior, and interactions, use of social media with balance of individual values, and policies of institutions that employ them.	ED1-2	RI.9-10.2,4, 6-7; SL.9-10.1, 3, 6	MP 1-3	LS3, LS4	A1,7; B1-2; B4; E4, 6	A1-2,5,7	Observations; Social Media Self-Audit; Research and written assignments

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Determine how to use different modes of communication in different contexts.	ED1-2	RI.9-10.1-6,10; SL.9-10.1, 3, 4, 6; L.9-10.1, 6	MP 1-3, 5	LS3, LS4	B1-2; C4; E3-4	A1	Communication Case Studies; Discussion; Observation
Investigate education career pathways.	ED1	RI.9-10.2, 4, 7, 10; SL.9-10.1-2,4-6; L.9-10.1-2, 4-6; WHST.9-10.2, 4, 7-9	MP 1-3	LS3, LS4	B2	B2,4-5	Research and Written Assignment
Identify and reflect on the differences between short term and long-term goals.	ED1-2	RI.9-10.2, 4; L.9-10.1-2, 4; WHST.9-10.4	MP 1-3, 5	LS3, LS4	B1-3; D6; E6-8	B1-5	Self-assessments: Career Aptitude/ Interest Surveys; Develop S.M.A.R.T. Goals, Educator interviews, Journal
Learn about the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Historical Timeline, Presentations

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand the role of education and need for educating students in the 21 st century.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Presentation
Identify contemporary initiatives and trends impacting the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Field experience journal
Identify effective teaching strategies in a P-12 classroom.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Field observation journal Written report and presentation

INSTRUCTIONAL RESOURCES	
List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorsrising
Textbooks:	<i>Educational Foundations</i> . Kaplan, L and Owings, W. Cengage Learning (2014)
Essential Equipment:	
Reference Materials:	
Supplies:	



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as a tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
2nd Floor, Suite D
Fairbanks, AK 99701



Fairbanks North Star Borough School District

Music Curriculum



Grades K – 12
2024 – 2025 Revision – Draft 3

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Acknowledgements

Curriculum Writers

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Jessica Curtis – Tanana Middle School
Jenifer Guilford – Anne Wien Elementary
Jay Million – Midnight Sun Elementary
Courtney Miklos – North Pole Elementary

Curriculum Researchers

Music teachers met during professional development in September 2023 to begin the research stage for Music curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statements

Philosophy:

Music is a federally recognized core subject fundamental to a well-rounded education. Students will attain skills through the ongoing study of music that will benefit them throughout their life lives.

Mission Statement:

The Fairbanks North Star Borough School District will provide students a balanced, comprehensive, and sequential program of study in music, in accordance with state and national music standards.

FNSBSD students will:

- Have the opportunity to participate in a variety of content through general music, choir, band, orchestra, and additional music courses.
- Understand the relationships of music to other disciplines.
- Experience a variety of instructional methods and technologies.
- Have the development of analytical thinking over time through creating, presenting, performing, responding, and connecting to music.
- Learn cooperative skills needed to participate in a musical group.
- Contribute to a classroom environment that fosters lifelong appreciation and involvement in music.

Guaranteed and Viable Curriculum (GVC):

A guaranteed and viable curriculum is one that guarantees equal opportunity and access to learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that ensures the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

Archived Courses

The following courses have been removed from the Music Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Elementary
 - Band: Beginning, Intermediate, Advanced and Jazz (available through *Elementary Ensemble*)
 - Beginning Guitar (available through *Elementary Ensemble*)
 - Choir (3-6) (available through *Elementary Ensemble*)
 - Elementary Keyboard (available through *Elementary Ensemble*)
 - General Music 6
 - Handbell Choir (available through *Elementary Ensemble*)
 - Orchestra: Beginning, Intermediate, and Advanced (available through *Elementary Ensemble*)
 - Steel Pan Ensemble (available through *Elementary Ensemble*)
 - World Music
- Middle School
 - Concert Orchestra (available through *Middle School Ensemble*)
 - Exploratory Music
 - Intermediate Guitar (available through *Middle School Ensemble*)

Explanation of Terms

Additional Courses:

Courses such as guitar, world music, steel drums, modern band, and other chamber ensembles may be offered as schedule and staffing permit. Additional music courses are of lesser priority than the core subjects (band, choir, and orchestra). Additional music courses must not replace core music subjects as described above.

Alaska Content Standards for Art (AKAS, revised 2015):

Standards adopted by the State Board of Education for what students should be learning in core subject areas. These standards are general statements of what Alaskans want students to know and be able to do as a result of their public school experience. <https://education.alaska.gov/akstandards/Arts.pdf?v=2>

Alaska Cultural Standards:

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments. Cultural standards serve as a complement to content standards. According to the Alaska Department of Education and Early Development “content standards stipulate what students should know and be able to do, cultural standards provide guidance on how to engage students in learning through the local culture. We recognize all forms of knowledge, ways of knowing, and world views as equally valid, adaptable, and complementary to one another in mutually beneficial ways. These cultural standards are not intended to be inclusive, exclusive, or conclusive, and should be reviewed and adapted to fit local needs.”¹ <https://education.alaska.gov/standards/cultural>

Core Subject:

Band, choir, and orchestra are courses that must be offered at all traditional secondary schools and should be given priority over additional music courses. All traditional secondary students must have band, choir, and orchestra classes available every semester at their individual school site. Core subjects (band, choir, and orchestra) must not be eliminated in order to allow for additional music courses such as guitar, steel drums, or world music courses.

Exploration Objectives:

Recommended skills and concepts beyond “must do objectives” and that may be taught in addition to “must do objectives.”

Key Vocabulary:

Terms teachers and students should be using when discussing specific concepts and skills.

Ongoing Learner Goals:

Objectives that are fostered and reinforced on every suitable occasion. Mastery is not assigned to a specific grade level or course. These skills are expected to be gained over many years of participation in music classes.

¹ Alaska Department of Education and Early Development, <https://education.alaska.gov/standards/cultural>

Must Do Objectives:

Statements that document specific, essential skills and concepts which teachers are expected to teach and students are expected to acquire in a given grade level or course. These are expectations for what must be taught, not how it must be taught.

Readiness Standards:

Expected indicators of student readiness for entering each grade level or course. In other words, concepts and skills students should possess for participation in a given course and grade level. These skills are reasonable expectations, but music teachers should use professional judgement and differentiate according to the needs and abilities of individual students.

Suggested Activities:

Strategies and activities that enable teachers to help students achieve “must do objectives” and “exploration objectives.”

Elementary



Grades K-5

Kindergarten

Course Overview:

Kindergarten general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Ongoing Learner Goals	Students should be able to:
The following are skills that are continuously being built upon.	Recognize that music has a steady beat. Sing in tune. Utilize shared space. Experience music from various cultures. Begin to develop appropriate audience behavior.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	AKAS: CR, PR NCAS: Cr1.1.Ka, Cr2.1.Ka, Cr3.1.Ka, Pr4.2.Ka	Students will: <ul style="list-style-type: none"> • Explore and experience steady beat. • Recognize musical contrasts (such as same/different). • Explore quarter note and double eighth note rhythms using iconic notation. • Demonstrate the awareness between sound and silence. • Accurately sing intervals between so and mi. 	<ul style="list-style-type: none"> • Pat a steady beat while listening, singing, or rhythmically speaking. • Show with movement the difference between long and short sounds. 	<ul style="list-style-type: none"> • Echo or answer rhythm patterns using quarter notes, eighth notes, and quarter rests with body percussion (pats, claps) or instruments. • Experience the difference between long and short sounds.
Melody/ Harmony	AKAS: PR NCAS: Pr4.2.Ka	Students will: <ul style="list-style-type: none"> • Demonstrate awareness of high and low pitches. • Sing simple songs. • Echo-sing short phrases in a five-note range: D4-A4. • Sing songs using call and response. 	<ul style="list-style-type: none"> • Move hands or body up or down to show pitch. 	<ul style="list-style-type: none"> • Speak and sing using high and low sounds.
Form/ Expressive Elements	AKAS: CR, RE NCAS: Pr4.2.Ka, Pr.4.3.Ka, Re7.2.Ka	Students will: <ul style="list-style-type: none"> • Demonstrate awareness of musical contrasts such as loud and soft sounds. • Demonstrate awareness of expressive qualities such as tempo and dynamics. 	<ul style="list-style-type: none"> • Create movement with body or scarves to identify loud, soft, fast, and slow while listening to music. 	<ul style="list-style-type: none"> • Show with movement the difference between fast and slow music. • Create loud and soft sounds using instruments and the voice. • Explore differences in voice quality such as whisper, speaking voice, and singing voice.
Performing	AKAS: PR NCAS: Pr5.1.Ka, Pr5.1.Kb, Pr6.1.Ka, Pr6.1.Kb	Students will: <ul style="list-style-type: none"> • Perform music alone or with others. • Perform appropriately for the audience and specific purpose. 	<ul style="list-style-type: none"> • Perform songs with a group and alone, accompanied and unaccompanied. • Perform sound effects to a story. 	<ul style="list-style-type: none"> • Perform music with expression and with guidance. • Apply feedback to refine performances.

Topic	Standard	Must Do	Suggested Activities	Exploration
Movement	AKAS: CR, RE NCAS: Cr1.1.Kb, Re8.1.1a, Re9.1.1a	Students will: <ul style="list-style-type: none"> • Utilize shared space. • Create movement to music. • Explore and perform locomotor and non-locomotor movements. 	<ul style="list-style-type: none"> • Create a scattered formation with others. • Perform motions such as swinging, shaking, and stretching in place. 	<ul style="list-style-type: none"> • Walk, jog, skip, hop, gallop, tiptoe and march through space without touching others. • Build body awareness through movement.
Connecting	AKAS: D.1-2 NCAS: Cn10.0.Ka, Cn11.0.Ka	Students will: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<ul style="list-style-type: none"> • Recognize that one's own culture creates music. • Draw a picture that conveys the mood of the music. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. 	<ul style="list-style-type: none"> • Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to alphabet and letter recognition, phonemic awareness, rhyming, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	AKAS: C.1, 3 NCAS: Cr2.1.Ka, Pr4.1.Ka, Re7.1.Ka, Re9.1.Ka	Students will: <ul style="list-style-type: none"> • Practice active listening and audience etiquette. • State personal interest in varied musical selections. 	<ul style="list-style-type: none"> • Demonstrate appropriate audience member behavior during a concert or peer performance. • Experience a variety of vocal textures. 	<ul style="list-style-type: none"> • Recognize different kinds of voices. • Listen to and label short musical phrases as the same or different.

Grade 1

Course Overview:

First grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 1st grade.	Students should be able to: <ul style="list-style-type: none"> • Pat steady beat while listening to music. • Speak and sing using high and low sounds. • Distinguish between loud/soft, fast/slow, long/short. • Sing songs with a group from rote. • Demonstrate walking, jogging, jumping, and gentle patting. • Know that other cultures create music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Keep the steady beat. • Recognize high/low, loud/soft, fast/slow. • Sing in tune and match pitch. • Utilize shared space. • Experience music from various cultures. • Demonstrate appropriate audience behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	AKAS: CR, PR NCAS: Cr2.1.1b, Pr4.2.1a, Cr3.1.1a, Pr4.2.1b	Students will: <ul style="list-style-type: none"> • Demonstrate steady beat. • Perform, read, notate, and identify quarter notes, quarter rests, and eighth notes. • Understand the difference between the beat and the rhythm. • Read basic rhythm patterns using iconic or standard notation. 	<ul style="list-style-type: none"> • Pat or clap a steady beat while listening, singing or rhythmically speaking. • Use your body or sticks to show quarter and eighth note rhythms and rests. • Stomp the steady beat and clap the rhythm of the melody of a known song. 	<ul style="list-style-type: none"> • Create, identify, and perform various rhythm patterns. • Create simple rhythmic accompaniments to perform with a song or piece of music.
Melody/ Harmony	AKAS: CR, PR NCAS: Cr1.1.1a, Pr4.2.1a	Students will: <ul style="list-style-type: none"> • Demonstrate knowledge of melodic contour and direction. • With guidance, create/ improvise limited melodic patterns. • Accurately sing intervals between so, mi, and la. 	<ul style="list-style-type: none"> • Move hands or body to show differences of high/low or upward/downward direction. • Show direction by playing a melodic instrument. 	<ul style="list-style-type: none"> • Create and improvise melodies with upward and downward direction. • Use a system of syllables for singing intervals (e.g. solfège or numbers). • Sing in tune within the range of D4-A4.
Form/ Expressive Elements	AKAS: CR, RE NCAS: Pr4.2.1a, Pr4.3.1a, Re7.2.1a	Students will: <ul style="list-style-type: none"> • Demonstrate and describe music's expressive qualities (such as dynamics and tempo). • Identify how music concepts are used for a purpose. 	<ul style="list-style-type: none"> • Use different tempos for one song and determine which works best. • Use body locomotor movement to show awareness of loud and soft in a piece, (e.g. march to loud, tiptoe to soft). 	<ul style="list-style-type: none"> • Show same and different phrases with contrasting movements. • Show different tempos with corresponding movement.
Performing	AKAS: PR NCAS: Pr5.1.1a, Pr5.1.1b, Pr6.1.1a, Pr6.1.1b	Students will: <ul style="list-style-type: none"> • Perform music, alone or with others. • Perform appropriately for the audience and specific purpose. 	<ul style="list-style-type: none"> • Echo-sing short phrases. • Create new words to a song and perform. 	<ul style="list-style-type: none"> • Perform music with expression with limited guidance. • Apply feedback to refine performances.

Topic	Standard	Must Do	Suggested Activities	Exploration
Movement	AKAS: CR, RE NCAS: Cr1.1.1a, Re8.1.1a, Re9.1.1a	Students will: <ul style="list-style-type: none"> • Utilize shared space. • Explore and perform locomotor and non-locomotor movements. • Create movement to music. 	<ul style="list-style-type: none"> • Perform in-place motions such as jumping, twisting, clapping, patting, and stretching. • Perform simple dances in circles, lines, and with partners. • Move expressively to music showing same and different phrases. 	<ul style="list-style-type: none"> • Demonstrate walking, skipping, running, hopping, jumping, and galloping without touching others.
Connecting	AKAS: CO NCAS: Cn10.0.1a, Cn11.0.1a	Students will: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<ul style="list-style-type: none"> • Sing simple phrases in another language. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Identify a personal experience that could form the basis of a song. 	<ul style="list-style-type: none"> • Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to alphabet and letter recognition, phonemic awareness, rhyming, cadence, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	AKAS: CO NCAS: Cr2.1.1a, Pr4.1.1a, Re7.1.1a, Re9.1.1a	Students will: <ul style="list-style-type: none"> • Practice active listening and audience etiquette. • State personal interest in varied musical selections. 	<ul style="list-style-type: none"> • During school performances sit calmly and listen quietly. • Classify classroom instruments by family. • Identify children and adult voices in listening examples. 	<ul style="list-style-type: none"> • Identify singular or multiple instrument sounds. • Listen to music related to students' cultural background. • Understand the difference between pitched and unpitched instruments.

Grade 2

Course Overview:

Second grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 2nd grade.	Students should be able to: <ul style="list-style-type: none"> • Create, identify, and perform various rhythm patterns. • Create simple rhythmic accompaniments to perform with a song or piece of music. Pat or clap a steady beat while listening, singing, or rhythmically speaking. • Use your body or sticks to show quarter and eighth note rhythms and rests. • Stomp the steady beat and clap the rhythm of the melody of a known song.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Develop the ability to read music. • Sing in tune and match pitch. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	AKAS: CR, PR NCAS: Cr1.1.2a, Cr2.1.2b, Cr3.1.2a, Pr4.2.2b	Students will: <ul style="list-style-type: none"> • Perform, read, notate, and identify quarter notes, quarter rests, half notes half rests, and eighth notes. • Recognize, interpret, and improvise basic rhythm patterns by using standard notation. 	<ul style="list-style-type: none"> • Notate rhythms using manipulatives. • Decode rhythms of halves, quarters, and eighths using notes ta, titi, and too (or tah-ah) or ta-ka-di-mi. 	<ul style="list-style-type: none"> • Compose simple rhythm patterns to accompany a piece of music. • Clap, chant, or play rhythm patterns.
Melody/ Harmony	AKAS: CR, PR NCAS: Cr1.1.2b, Cr3.1.2a, Pr4.2.2a, Pr4.2.2b	Students will: <ul style="list-style-type: none"> • Read, perform, and improvise melodic patterns using iconic or standard notation. • Sing songs correctly using pitches that could include do, re, mi, so, and la. • Sing in tune within range D4-B4. 	<ul style="list-style-type: none"> • Improvise or compose simple melodies using voice or classroom instruments. • Use a system of syllables for reading notation. • Understand the difference between a line and space note. 	<ul style="list-style-type: none"> • Identify melodic movement in steps, leaps, and repeated notes. • Explore speaking, whispering, singing, and calling voices.
Form/ Expressive Elements	AKAS: CR, RE NCAS: Pr4.2.2a, Pr4.3.2a, Re7.2.2a	Students will: <ul style="list-style-type: none"> • Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. • Describe how music concepts are used to support a specific purpose in music. 	<ul style="list-style-type: none"> • Move to the dynamics of a song in an appropriate way or to show either gradual or sudden change. • Move to the steady beat of music, changing as the beat gradually or suddenly changes tempo. • Listening to music and use manipulatives of different shapes to show the form of the music. 	<ul style="list-style-type: none"> • Recognize musical form sections that are the same and different. • Experience simple forms of AB, ABA.

Topic	Standard	Must Do	Suggested Activities	Exploration
Performing	AKAS: PR NCAS: Pr5.1.2a, Pr5.1.2b, Pr6.1.2a, Pr6.1.2b	Students will: <ul style="list-style-type: none"> • Perform music, alone or with others. • Perform appropriately for the audience and specific purpose. 	<ul style="list-style-type: none"> • In a small group or as an individual, sing a rote song using stated qualities. • Perform simple rhythmic, melodic, and harmonic ostinatos. 	<ul style="list-style-type: none"> • Perform music with expression and technical accuracy. • Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.
Movement	AKAS: CR, RE NCAS: Cr1.1.2a, Re8.1.2a, Re9.1.2a	Students will: <ul style="list-style-type: none"> • Perform/create locomotor and non-locomotor movements • Perform/create sequenced movements with guidance 	<ul style="list-style-type: none"> • Add leaping and sliding to movement repertoire. 	<ul style="list-style-type: none"> • Create 2 or 3 beat patterns to accompany a song using such actions as patting, clapping, or snapping. • Perform simple dances in circles, lines, and with partners.
Connecting	AKAS: CO NCAS: Cn10.0.2a, Cn11.0.2a	Students will: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life 	<ul style="list-style-type: none"> • Sing or perform action songs, singing games, and dances of various cultures and genres. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Discuss personal experiences that could form the basis of songs. 	<ul style="list-style-type: none"> • Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to language skills, phonemic awareness, rhyming, cadence, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	AKAS: CO NCAS: Cr2.1.2a, Pr4.1.2a, Re7.1.2a, Re9.1.2a	Students will: <ul style="list-style-type: none"> • Practice active listening and audience etiquette • Discuss personal interest in, knowledge about, and purpose of varied musical selections 	<ul style="list-style-type: none"> • Identify various instrument families and voices. • Recognize two or more pitches sounding simultaneously. • Listen to examples and decide if a song has an accompaniment. 	<ul style="list-style-type: none"> • Listen to music from various cultures and genres.

Grade 3

Course Overview:

Third grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 3 rd grade.	Students should be able to: <ul style="list-style-type: none"> • Use locomotor and non-locomotor skills. • Know that music is, created, read, notated, and performed various ways around the world. • Know melodies move in steps, leaps, and repeated notes. • Sing in tune within range of C4-C5 and match pitch. • Recognize two or more pitches sounding simultaneously. • Be able to use combinations of locoustic. • Demonstrate the difference between steady beat and rhythm.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Develop the ability to read music. • Sing in tune expressively. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	AKAS: CR, PR NCAS: Cr1.1.3a, Cr1.1.3b, Cr2.1.3b, Cr3.1.3a, Pr4.2.3b	Students will: <ul style="list-style-type: none"> • Demonstrate, read, notate, and identify quarter, half, whole, eighth, and dotted half, notes and rests • Recognize, improvise, and interpret basic rhythm patterns using standard notation 	<ul style="list-style-type: none"> • Use manipulatives, such as popsicle sticks, to have students notate rhythms. • Aurally identify and perform rhythms. • Compose, notate, and perform rhythms and ostinatos in simple meters. • Reproduce written rhythms by using body percussion or classroom instruments. 	<ul style="list-style-type: none"> • Perform, read, notate, and identify sixteenth notes. • Understand that grouping of beats is called meter. • Identify music in 2/4, 3/4, and 4/4 meter.
Melody/ Harmony	AKAS: CR, PR NCAS: Cr1.1.3a, Cr1.1.3b, Cr3.1.3a, Pr4.2.3a, Pr4.2.3b	Students will: <ul style="list-style-type: none"> • Read, perform, and improvise melodic phrases and ostinatos in treble clef using iconic and standard notation • Sing Pentatonic Songs including low So, La • Sing in tune within range C4-D5 	<ul style="list-style-type: none"> • Play recorders reading notes on the treble staff: G, A, B, and E. • Play melodic instruments reading notes on the treble staff. 	<ul style="list-style-type: none"> • Sing rounds and partner songs. • Begin to recognize harmonic structures in music. • Playing independent parts. • Discuss intervals including steps, skips, and leaps. • Introduce the musical alphabet. • Sing or play a melody that could include interval discussions.

Topic	Standard	Must Do	Suggested Activities	Exploration
Form/ Expressive Elements	AKAS: CR, RE NCAS: Pr4.2.3a, Pr4.3.3a, Re7.2.3a	Students will: <ul style="list-style-type: none"> Describe how intent is conveyed through expressive qualities (such as dynamics and tempo) Describe how a response to music can be informed by the structure and context Recognize musical form sections that are the same and different 	<ul style="list-style-type: none"> Create a piece with a specific form using classroom instruments or recorders. Create an introduction and coda to a song using classroom instruments. Experience fermatas. Explore ways that the timbre of an instrument affects the mood of the piece. 	<ul style="list-style-type: none"> Identify phrases in songs and listening examples. Identify simple form structures of music. Recognize and utilize various dynamic markings. Expand knowledge of AB, ABA forms.
Performing	AKAS: PR NCAS: Pr5.1.3a, Pr5.1.3b, Pr6.1.3a, Pr6.1.3b	Students will: <ul style="list-style-type: none"> Perform music, alone or with others Perform appropriately for the audience and specific purpose 	<ul style="list-style-type: none"> Use the singing voice in creative ways to characterize a chosen text through pitch, volume, tempo, and timbre. Sing or play ostinatos, counter-melodies, 2-part rounds, and partner songs. 	<ul style="list-style-type: none"> Perform music with expression and technical accuracy. Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the effectiveness of performances.
Movement	AKAS: CR, RE NCAS: Cr1.1.3a, Pr6.1.3a	Students will: <ul style="list-style-type: none"> Perform/create locomotor and non-locomotor movements Perform/create sequenced movements with limited guidance 	<ul style="list-style-type: none"> Perform hand jives and singing games using both locomotor and non-locomotor movements. 	<ul style="list-style-type: none"> Experience AB and ABA form through movement. Perform more complex dances in circles, lines, and with partners.

Topic	Standard	Must Do	Suggested Activities	Exploration
Connecting	AKAS: CO NCAS: Cn10.0.3a, Cn11.0.3a	Students will: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life 	<ul style="list-style-type: none"> • Listen, sing, move, or play instruments to Alaska Native music. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Identify individual experiences that provide context for the musical works of others. 	<ul style="list-style-type: none"> • Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Connect songs to language skills, phonemic awareness, rhyming, cadence, and sounds. • Connect to counting, patterns, meter, and repetition.
Listening/ Responding	AKAS: CO NCAS: Cr2.1.3a, Pr4.1.3a, Pr6.1.3b, Re7.1.3a, Re9.1.3a	Students will: <ul style="list-style-type: none"> • Demonstrate active listening and audience etiquette • Discuss personal interest in, knowledge about, and purpose of varied musical selections 	<ul style="list-style-type: none"> • Identify music excerpts as solo voices or harmony with or without accompaniment. • Identify brass, woodwind, string, percussion, and voice. • Identify different vocal timbres. • Understand that three or more pitches played simultaneously make up a chord. • Identify melody vs. accompaniment. 	<ul style="list-style-type: none"> • Listen to music of various cultures and genres. • Evaluate musical works applying established criteria.

Grade 4

Course Overview:

Fourth grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 4th grade.	Students should be able to: <ul style="list-style-type: none"> • Read, notate, perform quarter note, quarter rests, half notes, half rests, whole notes, whole rests, and eighth notes. • Understand meters of 2/4, 3/4, and 4/4. • Recognize melodic patterns of same, different, or similar. • Read standard treble clef notation. • Sing in tune within range C4-D5 and match pitch. • Perform locomotor and non-locomotor movements alone and with a group. • Know that other cultures create music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Develop the ability to read music. • Sing in tune expressively. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	AKAS: CR, PR NCAS: Cr1.1.4a, Cr1.1.4b, Cr2.1.4b, Cr3.1.4a, Pr4.2.4b	Students will: <ul style="list-style-type: none"> • Read, perform, notate, and identify quarter, half, whole, dotted half, eighth (barred/single), sixteenth, and dotted quarter notes. • Identify $\frac{3}{4}$, $\frac{4}{4}$ and C meters. • Recognize whole, half, dotted half, quarter, and eighth rests. 	<ul style="list-style-type: none"> • Read, write, identify, and create rhythms in a variety of meters. • Improvise rhythmic solos in a piece. 	<ul style="list-style-type: none"> • Improvise rhythmic ideas within meter. • Experience two-part rhythms and rhythmic duets. • Identify 2/4 meter.
Melody/ Harmony	AKAS: CR, PR NCAS: Cr1.1.4a, Cr1.1.4b, Cr3.1.4a, Pr4.2.4b	Students will: <ul style="list-style-type: none"> • Read and perform melodic phrases and ostinatos using standard notation in treble clef. • Experience two-part melodic music. • Experience harmony as at least two notes happening simultaneously. • Distinguish between major and minor tonalities. • Introduce the musical alphabet. • Sing The Alaska Flag Song and The Star-Spangled Banner. 	<ul style="list-style-type: none"> • Identify a simple known song by its notation. • Name notes when presented. • Read notes to play a simple melody. • Create melodies using instruments or singing. • Add counter-melodies, ostinatos, or I and V chords to a song. • Demonstrate the ability to sing so1, la1, do, re, mi, fa, so, la, ti, and do1. <p>Experience major and minor tonalities and their effect on mood.</p>	<ul style="list-style-type: none"> • Improvise melodic phrases and ostinatos using standard notation in treble clef. • Play and improvise harmonic ideas to a melody. • Sing in tune within range B3 to Eb5. • Sing and play partner songs and canons. • Sing songs in harmony. • Discuss intervals including steps, skips, and leaps. •

Topic	Standard	Must Do	Suggested Activities	Exploration
Form/ Expressive Elements	AKAS: CR, RE NCAS: Pr4.2.4a, Pr4.3.4a, Re7.2.4a	Students will: <ul style="list-style-type: none"> Identify phrases in songs and listening examples. Identify simple form structures of music. 	<ul style="list-style-type: none"> Describe how texture affects mood of a piece. Compose simple ABA melodies or rhythms. 	<ul style="list-style-type: none"> Explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre). Explain how responses to music are informed by the structure and context. Add, label, and perform tempo markings and dynamics to music, readings, or dramatizations to reflect emotion.
Performing	AKAS: PR NCAS: Pr5.1.4a, Pr5.1.4b, Pr6.1.4a, Pr6.1.4b	Students will: <ul style="list-style-type: none"> Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. Perform appropriately for the audience and specific purpose. 	<ul style="list-style-type: none"> Perform 2 or 3-part music on a variety of classroom instruments. Small group or in-class performance opportunities. 	<ul style="list-style-type: none"> Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the accuracy and expressiveness of performances
Movement	AKAS: CR, RE NCAS: Cr1.1.4a, Pr6.1.4a	Students will: <ul style="list-style-type: none"> Perform/ create locomotor and non-locomotor movements. Perform/ create sequenced movements. 	<ul style="list-style-type: none"> Create and perform movement ostinato. Respond to rondo form through movement. Learn a dance or movement activity from a different culture or geographical area. 	<ul style="list-style-type: none"> Perform dances in lines, circles, concentric circles, and with partners Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion

Topic	Standard	Must Do	Suggested Activities	Exploration
Connecting	AKAS: CO NCAS: Cn10.0.5a, Cn11.0.5a	Students will: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<ul style="list-style-type: none"> • Listen, sing, move, and/or play instruments to music from other cultures. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. • Discuss personal experiences that provide context for the musical works of others. 	<ul style="list-style-type: none"> • Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement • Investigate careers in music • Students will explore band and orchestra instruments for future middle school ensemble opportunities
Listening/ Responding	AKAS: CO NCAS: Cr2.1.5a, Pr4.1.5a, Pr6.1.5b, Re7.1.5a, Re9.1.5a	Students will: <ul style="list-style-type: none"> • Model active listening and audience etiquette. • Discuss personal interest in, knowledge about, and purpose of varied musical selections. 	<ul style="list-style-type: none"> • Experience major and minor tonalities and their effect on mood. • Identify the four instrument families and the instruments within each, including world instruments and different ensembles. • Identify melody vs harmony; counter melodies. 	<ul style="list-style-type: none"> • Listen to music of various cultures and genres • Evaluate musical works applying established criteria • Articulate feedback using descriptive language and musical vocabulary

Grade 5

Course Overview:

Fifth grade general music class provides students age-appropriate opportunities to develop individual and collective musical skills and understanding through participation, performance, discovery, and creativity.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering 5th grade.	Students should be able to: <ul style="list-style-type: none"> • Understand rhythmic notations. • Understand treble clef notation. • Understand tempo and dynamic markings. • Sing in tune within range B3-Eb5 and match pitch. • Sing songs in two parts. • Demonstrate more complex movements in a group. • Understand melodic contour. • Identify simple music forms and sections. • Identify instrumental and vocal sounds. • Know that other cultures create music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Develop the ability to read music. • Sing in tune expressively. • Perform vocal and instrumental accompaniments. • Continue to develop solo and group movement skills. • Appreciate and experience music from various cultures. • Continue to develop appropriate concert behaviors.

Topic	Standard	Must Do	Suggested Activities	Exploration
Rhythm	AKAS: CR, PR NCAS: Cr1.1.5a, Cr1.1.5b, Cr2.1.5b, Cr3.1.5a, Pr4.2.5b	Students will: <ul style="list-style-type: none"> • Read, perform, notate, and identify quarter, half, whole, dotted half, eighth (barred/single), sixteenth, and dotted quarter notes. • Recognize whole, half, dotted half, quarter, and eighth rests. • Identify 2/4, 3/4, 4/4, and C meters. 	<ul style="list-style-type: none"> • Read and aurally identify rhythms and meter. • Compose short rhythm patterns and improvise rhythmic answers. <p>Take rhythmic dictation, writing down aural rhythms into correct notation.</p>	<ul style="list-style-type: none"> • Explore syncopation. • Exposure to dotted eighth notes and eighth/sixteenth combinations. • Improvise rhythmic ideas within meter. • Recognize sixteenth rests. • Exposure to 6/8 meter. • Exposure to 5/4 meter. •
Melody/ Harmony	AKAS: CR, PR NCAS: Cr1.1.5a, Cr1.1.5b, Cr3.1.5a, Pr4.2.5b	Students will: <ul style="list-style-type: none"> • Read and demonstrate melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef. • Distinguish between major and minor tonalities. • Sing songs using full major and minor tonalities. • Recognize and use the musical alphabet. • Sing The Alaska Flag Song and The Star-Spangled Banner. • Sing or play pieces with two or three independent parts. 	<ul style="list-style-type: none"> • Aurally identify musical pieces and songs in minor tonality. • Improvise and compose minor phrases vocally or on classroom instruments. • Label the notes on a grand staff, which includes treble and bass clef. • Play accompaniments using I, IV, and V chords. • Play and/or sing songs with countermelodies. 	<ul style="list-style-type: none"> • Improvise harmonic ideas and patterns to a melody. • Use and create counter melodies to a song. • Improvise melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef. • Sing in tune within a range of B3-Eb5. • Discuss intervals including unison, 2nd, 3rd, 4th, 5th, 6th, 7th, and octave.
Form/ Expressive Elements	AKAS: CR, RE NCAS: Pr4.2.4a, Pr4.3.4a, Re7.2.4a	Students will: <ul style="list-style-type: none"> • Understand theme and variation. • Understand changing dynamic and tempo markings. • Understand and identify rondo form. 	<ul style="list-style-type: none"> • Aurally identify theme and variation form. • Compose and perform a sound piece using theme and variation form. 	<ul style="list-style-type: none"> • Identify musical road-map markings such as: coda, D.S., first and second endings, D.C. al fine. • Experience 12-bar blues form with opportunities to improvise.

Topic	Standard	Must Do	Suggested Activities	Exploration
Performing	AKAS: PR NCAS: Pr5.1.5a, Pr5.1.5b, Pr6.1.5a, Pr6.1.5b	Students will: <ul style="list-style-type: none"> • Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. • Perform appropriately for an audience and specific purpose. 	<ul style="list-style-type: none"> • Perform three and four-part rounds with accompaniment. 	<ul style="list-style-type: none"> • Apply teacher-provided and established criteria to rehearse and evaluate the accuracy and expressiveness of performances.
Movement	AKAS: CR, RE NCAS: Cr1.1.5a, Pr6.1.5a	Students will: <ul style="list-style-type: none"> • Perform/ create sequenced movements with others. • Perform/ create locomotor and non-locomotor movements. 	<ul style="list-style-type: none"> • Create movements to reflect musical form. • 	<ul style="list-style-type: none"> • Perform dances in lines, circles, concentric circles, and with partners. • Experience dances from various cultures. <p>Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion.</p>
Connecting	AKAS: CO NCAS: Cn10.0.5a, Cn11.0.5a	Students will: <ul style="list-style-type: none"> • Students will explore band and orchestra instruments for future middle school ensemble opportunities. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	<ul style="list-style-type: none"> • Listen, sing, move, and/or play instruments to music from other cultures. • Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community. <p>Discuss individual experiences and other influences that provide context for the musical work of others.</p>	<ul style="list-style-type: none"> • Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement. • Investigate careers in music. •

Topic	Standard	Must Do	Suggested Activities	Exploration
Listening/ Responding	AKAS: CO NCAS: Cr2.1.5a, Pr4.1.5a, Pr6.1.5b, Re7.1.5a, Re9.1.5a	Students will: <ul style="list-style-type: none"> • Model active listening and audience etiquette. • Discuss personal interest in, knowledge about, and purpose of varied musical selections. 	<ul style="list-style-type: none"> • Identify specific instruments or voice classifications, including changed/unchanged voices by listening. • 	<ul style="list-style-type: none"> • Listen to music of various cultures and genres. • Evaluate musical works applying established criteria. • Articulate feedback using descriptive language and musical vocabulary. • Aurally identify instruments of band and orchestra ensembles.

Elementary Ensemble

Course Overview:

Elementary Ensemble is designed to offer ensemble opportunities. This could include, but is not limited to: band, choir, orchestra, guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.

Adopted Textbook: *Music Play Online*

Suggested Resources:

- Subscriptions:
 - Beth's notes
 - Music K-8
- Hard copies:
 - Gameplan
 - Conversational Solfege
 - Silver Burdett Resources
 - Purposeful Pathways

Readiness Standards	
The following are expected indicators of student readiness for entering each grade level.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals (preferred, but not required).
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Course Descriptions

Alternate Style	
Beginning Guitar:	
Grade(s): 4-5 Length: One quarter, one semester, or one year (designed to be flexible) Prerequisite: None	Course Overview: In <i>Beginning Guitar</i> , students will be introduced to beginning techniques of playing the guitar. These techniques may include reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.
Elementary Keyboard:	
Grade(s): 4-5 Length: One semester Prerequisite: Teacher recommendation	Course Overview: In <i>Elementary Keyboard</i> , students will be introduced to the piano or electronic keyboard, and the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.
Handbell Choir:	
Grade(s): 4-5 Length: One semester Prerequisite: Teacher recommendation	Course Overview: <i>Handbell Choir</i> is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.
World Music:	
Grade(s): 4-5 Length: One quarter or one semester Prerequisite: None	Course Overview: <i>World Music</i> is open to students at all levels of music experience. Students will spend time on multicultural music and music fundamentals. <i>World Music</i> will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.

Band

Band:

Grade(s): 4-5 Length: Two semesters Prerequisite: None	Course Overview: <i>Band</i> is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. Recommended minimum contact time is 90 minutes per week during the school day.
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Jazz Band:

Grade(s): 4-5 Length: Two semesters Prerequisite: Audition or teacher recommendation	Course Overview: <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be enrolled in band or orchestra, unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. Recommended minimum contact time is 60 minutes per week.
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Modern Band:

Grade(s): 4-5 Length: One quarter, one semester, or one year (designed to be flexible) Prerequisite: None	Course Overview: <i>Modern Band</i> gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class.
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Choir

Grade(s): 3-5

Length: Two semesters

Prerequisite: None

Course Overview:

Choir offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed, and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.

Orchestra

Grade(s): 4-5

Length: Two semesters

Prerequisite: None

Course Overview:

Orchestra offers instruction in violin, viola, cello, and string bass technique and is open to any student. The development of correct posture and technique will be stressed, and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences. Recommended minimum contact time is 90 minutes per week, during the school day.

Topic	Standard	Must Do	Suggested Activities	Vocabulary
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Properly assemble and disassemble the instruments/ equipment. • Demonstrate proper care of the instrument/ equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage. 	<ul style="list-style-type: none"> • Use poster size pictures of instruments with labels and descriptions of instruments. • Instrument demonstrations. • Model appropriate playing and care of instrument. 	<ul style="list-style-type: none"> • Mouthpiece • Water key • Reed • Swab • String names • Neck • Tuning pegs • Fine tuners • Shoulder rest • Vocal care • Soprano, alto, tenor, and bass
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Develop total body posture and instrument position for optimal sound production and technique. 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument. 	<ul style="list-style-type: none"> • Embouchure • Parts of the bow and proper bow hold • Fingering • Posture • Position • Identify left hand and right hand
Technique	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Use proper warm-up techniques. • Learn breath support techniques. • Develop proper articulation techniques for the beginning and ending of notes. • Develop fine motor skills. 	<ul style="list-style-type: none"> • Play with a metronome. • Use tape on string instruments for proper finger placement on strings. • Breathing exercises. 	<ul style="list-style-type: none"> • Diaphragm • Articulation • Tonguing • Up bow and down bow • Arco and pizzicato • Diction • Consonants and vowel

Topic	Standard	Must Do	Suggested Activities	Vocabulary
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop awareness of tone quality. • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop exercises to improve tone quality. 	<ul style="list-style-type: none"> • Long tones. • Invite instrument specialists to demonstrate proper tone. • Breathing exercises. 	<ul style="list-style-type: none"> • Breath support • Resonance • Tone • Vowel shape • Bow speed • Parallel
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop the ability to match pitch and intonation. • Develop the ability to self-correct. • Develop awareness of pitch direction and intervals. • Ensemble awareness through active listening. • Introduce the concept of internalizing the beat. 	<ul style="list-style-type: none"> • Rhythmic dictation. • Internalization of pitch (listen, sing, and play). • Play/sing simple songs by rote. • Echo playing. • 	<ul style="list-style-type: none"> • Active listening • Intonation • Blend • Audiate • High and low • Pitch • Interval • Flat and sharp • Accidentals
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Read and play music using a system for notating music appropriate for age/skill level of the ensemble. • Understand and identify cues and markings such as dynamics, tempo, form, style. 	<ul style="list-style-type: none"> • Scale exercises and worksheets. • Note name Mad Minutes. • Note bingo. • Range builders. 	<ul style="list-style-type: none"> • Tracking • Measure • Note names • p, mp, mf, f • Andante • Allegro • Up bow and down bow markings • Crescendo and decrescendo • Key signature • Treble clef • Repeat sign

Topic	Standard	Must Do	Suggested Activities	Vocabulary
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Count and perform rhythm patterns, combining various notes and rests appropriate for the age/skill level of the ensemble, with a steady beat. Introduce various time signatures and meters. Develop the ability to track the beat visually on written music. 	<ul style="list-style-type: none"> Scales on new rhythms and articulations. Rhythm flashcards. Daily Rhythm activity. Rhythm dictation. 	<ul style="list-style-type: none"> Steady beat Time signature Meter Notehead Stem Rhythm Subdivision Ties
Sight Reading & Improvisation	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Develop the ability to sight read music literature at an appropriate level. Explore improvisation as appropriate 	<ul style="list-style-type: none"> Improvise call and responses. Trading twos or fours. Weekly sight reading. 	<ul style="list-style-type: none"> Score study Improvisation Part independence
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Demonstrate proper playing and resting positions. Position stand and body to be able to watch the conductor/leader, when applicable. Stop, start, watch, and listen by following the conductor. Understand appropriate concert etiquette as an audience member and a performer. Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing. Understand one's role in the ensemble and performance. Develop participation and preparedness skills. Be respectful of time. 	<ul style="list-style-type: none"> Student conductors. Include concert etiquette notes in concert programs. Performance reports. Discuss independent practice techniques. 	<ul style="list-style-type: none"> Rest position Playing position Ictus Cutoff Cues Audience behavior Performer behavior Ensemble awareness Balance Choreography

Topic	Standard	Must Do	Suggested Activities	Vocabulary
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Listen and discuss music of various cultures and genres. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Play or listen to ensemble music from various cultures. • Discuss individual experiences and other influences that provide context for the musical work of others. • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Investigate careers in music. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 	<ul style="list-style-type: none"> • Score study • Repertoire • Active listening • Harmonic progression • Context

Middle School



Grades 6-8

Middle School Ensemble

<p>Grade(s): 6-8</p> <p>Length: One semester</p> <p>Prerequisite(s): Teacher recommendation</p>	<p>Course Overview:</p> <p><i>Middle School Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, symphonic orchestra, honor band, honor choir, honor orchestra, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Course Descriptions

Beginning Guitar:	
Grade(s): 6-8 Length: One semester Prerequisite: None	Course Overview: In <i>Beginning Guitar</i> , students will be introduced to beginning techniques of playing the guitar. These techniques may include: reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.
Intermediate Guitar:	
Grade(s): 6-8 Length: One semester Prerequisite: <i>Beginning Guitar</i> or teacher recommendation	Course Overview: <i>Intermediate Guitar</i> is a progressive skills class designed for the students who wish to continue learning to read and play music on the guitar.
Handbell Choir:	
Grade(s): 6-8 Length: One semester Prerequisite: None	Course Overview: <i>Handbell Choir</i> is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.
Keyboard:	
Grade(s): 6-8 Length: One semester Prerequisite: None	Course Overview: In <i>Keyboard</i> , students will be introduced to the piano or electronic keyboard, and the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.
Steel Pan:	
Grade(s): 6-8 Length: One semester Prerequisite: None	Course Overview: <i>Steel Pan Ensemble</i> is designed for the beginning student who wishes to learn how to play instruments in a steel drum ensemble. Students will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel drum ensemble. This is a progressive skills class.
World Music:	
Grade(s): 6-8 Length: One semester Prerequisite: None	Course Overview: <i>World Music</i> is open to students at all levels of music experience. They will spend time on multicultural music and music fundamentals. This course will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Properly assemble and disassemble the applicable instruments/equipment. • Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage. 	<ul style="list-style-type: none"> • Mouthpiece • Water key • Reed • Swab • String names • Neck • Tuning pegs • Fine tuners • Shoulder rest • Vocal care • Soprano, alto, tenor, bass 	<ul style="list-style-type: none"> • Use poster size pictures of instruments with labels and descriptions of instruments. • Instrument demonstrations. • Model appropriate playing and care of instrument.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Develop total body posture and instrument position for optimal sound production and technique. 	<ul style="list-style-type: none"> • Embouchure • Parts of the bow and proper bow hold • Fingering • Posture • Position • Identify left hand and right hand 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Technique	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Use proper warm-up techniques. • Learn breath support techniques. • Develop proper articulation techniques for the beginning and ending of notes. • Develop fine motor skills. 	<ul style="list-style-type: none"> • Diaphragm • Articulation • Tonguing • Up bow and down bow • Arco and pizzicato • Diction • Consonants and vowel 	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop awareness of tone quality. • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop exercises to improve tone quality. 	<ul style="list-style-type: none"> • Breath support • Resonance • Tone • Vowel shape • Bow speed • Parallel 	<ul style="list-style-type: none"> • Long tones • Invite instrument specialists to demonstrate proper tone. • Breathing exercises
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop the ability to match pitch and intonation. • Develop the ability to self-correct. • Develop awareness of pitch direction and intervals. • Ensemble awareness through active listening. • Introduce the concept of internalizing the beat. • Experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances. 	<ul style="list-style-type: none"> • Active listening • Intonation • Blend • Audiate • High and low • Pitch • Interval • Flat and sharp • Accidentals 	<ul style="list-style-type: none"> • Rhythmic dictation • Internalization of pitch (listen, sing, play). • Play/sing simple songs by rote.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable). • Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style). 	<ul style="list-style-type: none"> • Tracking • Measure • Note names • p, mp, mf, f • Andante • allegro • Up bow and down bow markings • Crescendo and decrescendo • Key signature • Treble clef • Repeat sign 	<ul style="list-style-type: none"> • Scale exercises and worksheets. • Note name Mad minutes • Note bingo • Range builders

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable). • Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style). 	<ul style="list-style-type: none"> • Steady beat • Time signature • Meter • Notehead • Stem • Rhythm • Subdivision • Ties 	<ul style="list-style-type: none"> • Scales on new rhythms and articulation.
Sight Reading and Improvisation	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Score study • Improvisation • Part independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours. • Weekly sight reading.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Demonstrate proper playing and resting positions. • Position stand and body to be able to watch the conductor/leader when applicable. • Stop playing, watch and listen when the conductor/leader stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer • Produce sounds demonstrating the characteristic tone quality of the instrument/equipment. • Demonstrate increased awareness of ways to improve tone production. • Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing. 	<ul style="list-style-type: none"> • Rest position • Playing position • Ictus • Cutoff • Cues • Audience behavior • Performer behavior • Ensemble awareness • Balance • Choreography 	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Listen and discuss music of various cultures and genres. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Score study • Repertoire • Active listening • Harmonic progression • Context 	

Middle School Band

Beginning Band

<p>Grade(s): 6-8</p> <p>Length: Two semesters</p> <p>Prerequisite(s): None</p>	<p>Course Overview:</p> <p><i>Beginning Band</i> is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. This is a progressive skills class which may be repeated for credit. Recommended minimum contact time is 90 minutes per week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow the instructor's directions.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Expand knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate proper care of the instrument, including: cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Identify parts of the instrument by their proper names. • Properly assemble and disassemble the instrument. <p><u>Woodwind Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Care for reeds properly. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. <p><u>Brass Instruments</u></p> <ul style="list-style-type: none"> • Lubricant removal/application. • Water removal. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations. • Instrument care day. • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application.
Posture	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Develop playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times. <p><u>Woodwind & Brass Instruments</u></p> <ul style="list-style-type: none"> • Properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations. • Compare good and bad position.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture continued...		<u>Percussion Instruments</u> Students will: <ul style="list-style-type: none"> • Use proper grip/playing position for snare drum, bass drum, mallet percussion instruments, suspended cymbal, triangle, wood block, sleigh bells, tambourine, maracas, and claves. 		
Playing Technique: Woodwind & Brass	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs. <u>Woodwind Instruments</u> <ul style="list-style-type: none"> • Reed instruments: tongue the tip of the reed. • Flutes: tongue behind the top teeth. • Steady, consistent tone. <u>Brass Instruments</u> Develop ability to tongue and use slurs. Changing partials. Buzzing consistent tone. Trombone: Introduce legato tonguing for slurs.	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing 	<ul style="list-style-type: none"> • Rubank method. • Mouthpiece playing such as sirens and simple songs. • Call and response using specific articulations.
Playing Technique: Percussion	AKAS: PR NCAS: PR	<u>Snare Drum</u> Students will develop the ability to: <ul style="list-style-type: none"> • Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, single stroke, multiple bounce stroke, high sticks (accent), low sticks. • Play steady beat. • Play on the rim and rim-shots. 	<ul style="list-style-type: none"> • Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments 	<ul style="list-style-type: none"> • 40 essential rudiments. • Teacher demonstrations. • Playing with a metronome. • Lap playing. • Call and response. • Touch playing bells.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion continued...		<p><u>Bass Drum, Cymbals, & Auxiliary Percussion</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> • Play with proper technique, to include muting with opposite hand or knee. • Play rolls on timpani, suspended cymbal, and triangle from open to closed to open. <p><u>Mallet Percussion</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> • Alternate hands/sticking. <p>Play indicated scales.</p>	<ul style="list-style-type: none"> • High stroke • Low stroke • Accent • Attack • Sustain • Mute • Dampen • Choke 	
Tone Quality	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop awareness of ways to improve tone production. • Develop embouchure and tonguing techniques (proper cheek, mouth, and mouthpiece position). • Develop the ability to produce a steady airstream. <p><u>Woodwind & Brass Instruments</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> • Use proper breathing techniques and breath support. • Produce evenly sustained straight tones using a good embouchure. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness 	<ul style="list-style-type: none"> • Long tones. • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Call and response on instruments. • Breathing exercises, such as breathing gym. • Comparing airstream to a hose, sprinkler, or balloon.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
		<u>Percussion Instruments</u> Students will develop the ability to: <ul style="list-style-type: none"> • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument. 		
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop ability to: <ul style="list-style-type: none"> ○ identify and utilize the tuning mechanisms of the instrument. ○ sing given pitch. ○ play and tune instrument to a given pitch, from an electronic tuner or another instrument. ○ identify highness and lowness of pitch. • Identify, define, and use correct phrasing techniques. • Balance within the section and the total ensemble. • Play indicated dynamics. • Identify, define, and use correct phrasing techniques. • Balance within the section and the total ensemble. • Play indicated dynamics. • Develop knowledge of various styles of music other than current popular trends through listening in the classroom. 	<ul style="list-style-type: none"> • Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression 	<ul style="list-style-type: none"> • Use of a tuner. • Play scales in a round. • Internalization of the pitch (listen, sing, play). • Theta Music Trainer • Dynamics during warm-ups. • Pencil in breath marks as needed in music. • Play familiar, simple tunes by ear. • Sound pyramid.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued...		<ul style="list-style-type: none"> Begin to develop the ability to recognize contrasting and similar sections in a piece. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Develop ability to improve intonation by making appropriate adjustments to embouchure, posture, breath support, and the instrument 		
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> Name and play the notes on their instruments aligned with the pitch ranges below, as learned in their method book. Interpret fingering charts for their instrument. Identify and play sharp, flat, and natural signs. Identify and play scales, exercises, and pieces in the keys of concert Bb and Eb major. Draw the notes, rests, and musical symbols previously introduced. Write the previously mentioned key signatures and related scales. Complete a given melody by filling in the missing notes. Compose an ending to a given melody. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. 	<ul style="list-style-type: none"> Tracking Fingering chart Scale Flat, sharp, natural sign Major and minor Pitch range 	<ul style="list-style-type: none"> Scale exercises. Mad minutes (note naming). Flute: a4 to g5 (a' - g'') Oboe: a4 to g5 (a' - g'') Bassoon: g2 to g3 (g - g) Clarinet: b3 to a4 (b - a') Alto saxophone: f#4 to e5 (f# - e'') Tenor saxophone: a4 to a5 (a' - a'') Cornet or trumpet: b3 to a4 (b' - a'') Horn: d4 to d5 (d' - d'') Trombone or baritone/euphonium: a2 to g3 (a - g) Tuba: a1 to g2 (c - g) Reverse mad minutes. Rhythm dictation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will develop the ability to: <ul style="list-style-type: none"> Count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, sixteenth, and dotted half. Define and perform in 4/4, 3/4, 2/4, and 6/8 meters. Perform rhythm patterns incorporating fermatas, ties, and anacrusis. Introduce the concept of internalizing the beat. Define and demonstrate knowledge of these various symbols as they occur in the music: repeat sign, solo/soli/tutti/divisi/unison, accent, tenuto, staccato, marcato, fermata, double bar line, bar lines, measures, multiple measure rests, first and second endings, and D.C. al fine. Identify and define the following dynamic markings: p, mp, mf, f, and the symbols for crescendo and decrescendo. 	<ul style="list-style-type: none"> Steady beat Accuracy Beat division Beat subdivision Time signature Meter Beam Notehead Stem 	<ul style="list-style-type: none"> Daily rhythm activity. Replicate the conducting patterns 4/4, 3/4, 2/4, and 6/8 meters. Rhythm flash cards.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Introduce sight reading skills including awareness of: <ul style="list-style-type: none"> key signature, time signature, rhythm, tempo markings, and accidentals. 	<ul style="list-style-type: none"> Score study 	<ul style="list-style-type: none"> Weekly sight reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Develop appropriate resting position and playing position. 	<ul style="list-style-type: none"> • Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness 	<ul style="list-style-type: none"> • Practice sheets. • Teacher demonstrations. • Silent rehearsals. • Replicate the conducting patterns 4/4, 3/4, 2/4 meters.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Performance reports. • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Intermediate Band

<p>Grade(s): 6-8</p> <p>Length: Two semesters</p> <p>Prerequisite(s): Audition or teacher recommendation and at least one year of experience playing requested instrument.</p>	<p>Course Overview:</p> <p><i>Intermediate Band</i> is designed for those students who are not ready for the advanced class, but are past the beginning stage. The class will spend time on technical exercises as well as appropriate level literature to prepare students for the next level of instruction. This is a progressive skills class which may be repeated for credit. Recommended minimum contact time is 90 minutes per week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Demonstrate ability to play with appropriate position and posture. • Follow the instructor's directions. • Perform basic music fundamentals taught in <i>Beginning Band</i>. • Demonstrate knowledge of proper care and assembly of instrument.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Properly assemble and disassemble the instrument. • Identify parts of instrument by their proper names. <p><u>Woodwind Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Care for reeds properly. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. <p><u>Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop multiple tuning slide techniques. • Lubricant removal and application. • Water removal. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations • Instrument care day. • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application. • Students assist in deep-cleaning instruments at the end of the year.
Posture	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue development of proper playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times within a section. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture continued...		<p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. <p><u>Percussion Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments. 		
Playing Technique: Woodwind & Brass	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop proper tonguing and breathing techniques in the attack and release of standard articulation, legato/tenuto, staccato, accents, and slurs. • Continue to expand instrument playing range. <p><u>Woodwind</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop good tonguing and airstream techniques. • Introduce octave embouchure change for high and low notes for flute players. • Reinforce going over the break for clarinets. <p><u>Brass</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs). 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing 	<ul style="list-style-type: none"> • Rubank method • Mouthpiece playing (sirens and simple songs). • Call and response using specific articulations.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Woodwind & Brass continued...		<u>Trombone</u> Students will: <ul style="list-style-type: none"> Continue to develop proper slur technique with slide and tongue. 		
Playing Technique: Percussion	AKAS: PR NCAS: PR	<u>Snare Drum</u> Students will develop the ability to: <ul style="list-style-type: none"> Identify and play the following skills: single paradiddle, flam, flam tap, flam accent, flam paradiddle, single stroke, multiple bounce stroke, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag/ruff, high sticks (accent), low sticks, and lead hands (both hands). Play on the rim and rim-shots. Play with snares off. Make appropriate decisions on hand/sticking choice. <u>Bass Drum, Cymbals, & Auxiliary Percussion</u> Students will develop the ability to: <ul style="list-style-type: none"> Play with proper technique (to include muting with opposite hand or knee for bass drum). Play rolls on timpani, suspended cymbal, and triangle. <u>Mallet Percussion</u> Students will develop the ability to: <ul style="list-style-type: none"> Play indicated scales. Make appropriate decisions on hand/sticking choice. 	<ul style="list-style-type: none"> Counting Single stroke Double stroke Bounce stroke Roll Paradiddle Flam Flam tap Rudiments High stroke Low stroke Accent Attack Sustain Mute Dampen Choke 	<ul style="list-style-type: none"> Lap playing Call and response Playing with a metronome. Rubank method 40 essential rudiments Hand and wrist checklist

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> Continue development of sounds demonstrating the characteristic tone quality of the instrument. Continue to develop awareness of ways to improve tone production. Continue to improve steady airstream. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will develop the ability to:</p> <ul style="list-style-type: none"> Use proper breathing techniques, embouchure, and use of tongue. Produce evenly sustained straight tones using an appropriate embouchure. <p><u>Percussion</u></p> <p>Students will continue to develop the ability to:</p> <ul style="list-style-type: none"> Produce characteristic single stroke, double stroke, and multiple bounce strokes. Produce an even sound with both hands while playing appropriate level rudiments. Demonstrate awareness of variations in sound which result from using different beaters, mallets, and sticks. Demonstrate awareness of variation in sound produced by striking different areas of a given instrument. Make appropriate mallet choice according to the needs of the specific instrument and piece. 	<ul style="list-style-type: none"> Breath support Embouchure Aperture Body position Resonance Tone versus breathiness 	<ul style="list-style-type: none"> Long tones Long note championship Invite instrument specialists into the classroom to demonstrate proper tone. Recognize the connection between playing posture and tone production.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	<p>Students will continue to develop:</p> <ul style="list-style-type: none"> • The ability to identify and utilize the tuning mechanisms of the instrument to tune instrument to a given pitch, electronic tuner, or other instrument. • The ability to sing given pitch. • Match pitch on instrument. • The ability to identify highness and lowness of pitch. • The ability to identify, define, and use correct phrasing techniques. • The ability to balance within the section and within the total ensemble. • The ability to play indicated dynamics. • The knowledge of various styles of music, other than current popular trends, through listening in the classroom and attending live performances. • The ability to listen critically to music and discuss what they hear using musical vocabulary. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. 	<ul style="list-style-type: none"> • Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression 	<ul style="list-style-type: none"> • Play familiar, simple tunes by ear. • Play scales with dynamics and balance. • Sound Pyramid • Use of a tuner • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Call and response. • Theta Music Trainer • Performance reports • Play recordings of standard band repertoire. <ul style="list-style-type: none"> ○ Form mapping exercises ○ Melodic contouring exercises ○ Creative listening

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Name and play the notes on their instruments aligned with the pitch ranges below, as learned in their method book and repertoire. • Introduce an understanding of instrument transpositions and the difference between concert and written pitch. • Identify and play sharp, flat, and natural signs. • Identify and play scales in the keys of concert C, F, Bb, Eb, Ab, and G major. • Memorize Eb, Bb, F, and C major scales. • Play a one octave chromatic scale. • Continue to define and demonstrate knowledge of various signs and terms as introduced in Beginning Band. • Demonstrate knowledge of various signs and terms, including: articulations, double bar line, right-facing repeat, first and second endings, staccato, legato/tenuto, accent, D.C. al fine, D.S. al fine, and one measure repeat sign. • Learn the circle of fifths and how to use it to identify major and minor keys. • Define the following dynamic markings: pp, p, mp, mf, f, ff, fp, first and second time dynamics (ex: mp-f), and the symbols for crescendo and decrescendo. • Identify key signatures mentioned in Musical Literacy section. • Identify and demonstrate knowledge of time signatures mentioned in Rhythmic Literacy section. 	<ul style="list-style-type: none"> • Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range 	<ul style="list-style-type: none"> • Scale exercises • Write out concert B^b and E^b scales on their instrument. • Scale exercises in Sound Innovations. • Mad Minutes • Reverse Mad Minutes • Note Bingo • Flute: F4 to Bb5 (f' - bb'') • Oboe: F4 to Bb5 (f' - bb'') • Bassoon: G2 to Bb3 (G - bb) • Clarinet: G3 to Bb4 (G - bb') • Alto saxophone: D4 to G5 (d' - g'') • Tenor saxophone: F4 to C6 (f' - c''') • Cornet or Trumpet: Bb3 to C5 (bb - c'') • F Horn: Bb3 to Eb5 (bb - eb'') • Trombone or Baritone/Euphonium: G2 to Bb3 (G - bb) • Tuba: G1 to Bb2 (G - Bb) • Post terms around the room. • Matching terms quiz. •

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued...		<ul style="list-style-type: none"> • Learn the following tempo markings: largo and andante. • Learn round/canon and theme and variations. • Draw the notes, rests, and musical symbols previously introduced. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Introduce alternate fingerings/positions. • Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument. 		<ul style="list-style-type: none"> • Write out scales and key signatures. • Write out rhythms. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. • Reverse Mad Minutes
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop the ability to count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, and sixteenth. • Define and perform in 4/4, 3/4, 2/4, and 6/8. • Perform rhythm patterns incorporating fermatas, ties, slurs, pickup notes, and grace notes. • Reinforce the concept of internalizing the beat. • Continue to develop the skill of counting through multiple measure rests. 	<ul style="list-style-type: none"> • Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem 	<ul style="list-style-type: none"> • Daily rhythm activity • Syncopation activities • Rhythmic dictation • Rhythm flash cards • Monster Sight Reader • Replicate the conducting patterns 4/4, 3/4, and 2/4 meters.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Be introduced to sight reading skills including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, and ○ accidentals. 	<ul style="list-style-type: none"> • Score Study 	<ul style="list-style-type: none"> • Weekly sight reading.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will continue to: <ul style="list-style-type: none"> • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, then watch and listen when the conductor stops the ensemble. • Demonstrate appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Reinforce active listening concepts. • Experience playing repertoire in a wide variety of styles. • Reinforce proper playing and resting positions. 	<ul style="list-style-type: none"> • Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness 	<ul style="list-style-type: none"> • Practice sheets • Silent rehearsals • Sectionals • Program a variety of musical styles, including: marches, orchestral transcriptions, popular compositions, and contemporary literature at an appropriate level.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 	<ul style="list-style-type: none"> • context • repertoire • music literature 	<ul style="list-style-type: none"> • Performance reports • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting continued...		<ul style="list-style-type: none"> • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 		

Advanced Band

<p>Grade(s): 6-8</p> <p>Length: Two semesters</p> <p>Prerequisite(s): Audition or teacher recommendation and at least one year of experience playing requested instrument.</p>	<p>Course Overview:</p> <p><i>Advanced Band</i> is designed for the more advanced band student who has successfully completed <i>Beginning Band</i> and/or <i>Intermediate Band</i>. The class will spend time on technical exercises and appropriate level literature to prepare students for the next level of instruction. This group is a performance ensemble and represents the school at public functions, athletic events, and evening performances. This is a progressive skills class which may be repeated for credit. Recommended minimum contact time is 90 minutes per week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group • Demonstrate ability to play with appropriate position and posture • Be able to follow the instructor's directions • Perform basic music fundamentals taught in <i>Beginning Band</i> and/or <i>Intermediate Band</i> • Demonstrate knowledge of proper care and assembly of instrument
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others • Use musical instruments with proper care • Improve technical skills on instrument • Be exposed to a variety of musical activities through participating in or attending performances • Increase knowledge of music fundamentals • Improve technical skills on instrument • Expand knowledge of music history and cultural differences in music • Develop skills needed to perform instrument outside the classroom

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Continue to properly assemble and disassemble the instrument. • Identify parts of the instrument by their proper names. • Introduce instrument quality (student line, intermediate, and professional). • Introduce differences in mouthpieces and other hardware. <p><u>Woodwind Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Begin to evaluate reed strength in relation to student progress. • Continue to use proper lubrication of the instrument: what to use, what not to use, how to use. <p><u>Brass Instruments</u></p> <ul style="list-style-type: none"> • Continue to develop tuning slide technique. • Lubricant removal/application. • Water removal. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument care day. • Instrument demonstrations. • Place posters of instruments around room. • Assist instructor in deep cleaning of instruments at the end of the year.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop proper playing posture: total body, arm, hand, wrist, and finger position. • Continue to position chair, stand, and body to be able to watch the conductor at all times. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. <p><u>Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary percussion. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations.
Playing Technique: Woodwind & Brass	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, tenuto, staccato, and slurs. • Continue to expand instrument playing range. <p><u>Woodwinds</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Reinforce octave embouchure change for high and low notes for flute players. • Introduce and reinforce going over the break for clarinets. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing 	<ul style="list-style-type: none"> • Rubank method. • Mouthpiece playing such as sirens and simple songs. • Call and Response using specific articulations. • Double tonguing. • Introduction to extended instrument family members.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Woodwind & Brass continued...		<ul style="list-style-type: none"> Develop ability to define and play trills and grace notes. <p><u>Brass</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs). <p><u>Trombone</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop proper slur technique with slide and tongue. 		
Playing Technique: Percussion	AKAS: PR NCAS: PR	<p><u>Snare Drum</u> Students will:</p> <ul style="list-style-type: none"> Continue to identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, drag/ruff. Play single stroke and double stroke rolls with increased speed. Play with snares off. Play on the rim and rim-shots. <p><u>Bass Drum, Cymbals, & Auxiliary Percussion</u> Students will:</p> <ul style="list-style-type: none"> Continue to play with proper technique, to include muting with opposite hand or knee. Continue to develop ability to play rolls on timpani, suspended cymbal, and triangle. <p><u>Mallet Percussion</u> Students will:</p> <ul style="list-style-type: none"> Play indicated scales. Make appropriate decisions on hand/sticking choice. 	<ul style="list-style-type: none"> Counting Single stroke Double stroke Bounce stroke Roll Paradiddle Flam Flam tap Rudiments High stroke Low stroke Accent Attack Sustain Mute Dampen Choke 	<ul style="list-style-type: none"> Play scales on piano. 40 essential rudiments. Play with metronome. Lap playing Chair drumset. Hand and wrist checklist.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	<p>Students will continue to:</p> <ul style="list-style-type: none"> • Develop sounds demonstrating the characteristic tone quality of the instrument. • Improve steady airstream. • Develop awareness of ways to improve tone production. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will continue to:</p> <ul style="list-style-type: none"> • Improve proper breathing techniques, proper embouchure, and use of tongue. • Produce evenly sustained straight tones using an appropriate embouchure. <p><u>Percussion</u></p> <p>Students will continue to:</p> <ul style="list-style-type: none"> • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks and their placement on the appropriate instrument. • Demonstrate awareness of variation in sound produced by striking different areas of a given instrument. • Make appropriate mallet choice according to the needs of the specific instrument and piece. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness 	<ul style="list-style-type: none"> • Long tones. • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Produce a controlled and sustained vibrato if and when appropriate.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	<p>Students will continue to develop the ability to:</p> <ul style="list-style-type: none"> • Identify and utilize the tuning mechanisms of the instrument to play and tune to a given pitch from an electronic tuner or another instrument. • Sing given pitch. • Match pitch on instrument. • Continue to develop the ability to: <ul style="list-style-type: none"> ○ Identify, define, and use correct phrasing techniques. ○ Balance within the section and within the total ensemble. ○ Define and play indicated dynamics, both as a soloist, and as part of the ensemble. ○ Introduce the concept of tuning within a section and the whole ensemble. ○ Continue to develop knowledge of various styles of music and various composers other than current popular trends through listening in the classroom and/or attending live performances. ○ Develop the ability to listen critically to music and discuss that they hear using musical vocabulary. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. 	<ul style="list-style-type: none"> • Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression 	<ul style="list-style-type: none"> • Use of a tuner. • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Call and response. • Develop ability to tune properly while using a mute • Theta Music Trainer • Dynamics during scale activities. • Sound Pyramid. • Play familiar, simple tunes by ear. • Performance reports. • Play recordings of standard band repertoire. • Identify musical styles such as marches, orchestral transcriptions, popular compositions, and contemporary literature at the middle school level. • Form mapping exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued...		<u>Percussion</u> Students will: <ul style="list-style-type: none"> Introduce adjustment of tension on all types of drum heads and to tune timpani, with the aid of the instructor. 		
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify all notes in their appropriate clef. Develop an understanding of instrument transpositions and the difference between concert and written pitch. Be able to identify whole steps and half steps and how they relate to major scales. Identify and play sharp, flat, and natural signs. Play scales in the keys of concert C, F, Bb, Eb, Ab, Db, Gb, B, E, A, D, and G major. Memorize and play scales in the keys of concert F, Bb, Eb, Ab, C, and G major scales. Play and memorize a one octave chromatic scale. Continue to develop the ability to draw the notes, rests, and musical symbols previously introduced. Define and demonstrate knowledge of various signs as they occur in the repertoire. Use resources to look up definitions outside of class. Know of the circle of fifths and how to use it to identify major and minor keys. Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements. 	<ul style="list-style-type: none"> Tracking Fingering chart Scale Flat, sharp, natural sign Major and minor Pitch range 	<ul style="list-style-type: none"> Scale exercises and worksheets. Mad minutes. Reverse mad minutes. Note bingo. Range builders. Flute: F4 to C6 (f' - c''') Oboe: F4 to C6 (f' - c''') Bassoon: G2 to C4 (G - bb) Clarinet: G3 to G5 (G - g''') Alto saxophone: D4 to A5 (d' - a'') Tenor saxophone: D4 to C6 (d' - c''') Cornet or trumpet: A3 to D5 (a - d'') Horn: A3 to Eb5 (a - eb'') Trombone or Baritone/Euphonium: G2 to C4 (G - c') Tuba: G1 to C3 (G - c) Write out scales. Write out rhythms. Reverse mad minutes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued...		<ul style="list-style-type: none"> • Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements. • Define and recognize formal organizational forms: round/canon and theme and variations • Introduce the terms melody and harmony. • Introduce tacet, arpeggio, syncopation. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Introduce and reinforce alternate fingerings/positions. <p>Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument.</p>		<ul style="list-style-type: none"> • Write key signatures and related scales in concert pitch and transposed pitch. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. • Rhythm dictation. • Post terms around the room. • Introduce march form. • Introduce ABA form and pattern recognition. • Matching terms quiz. • Key signature identification. • Meter identification. • Hypothetical meter exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Continue to count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, sixteenth, and other beat/note divisions. Introduce and develop the ability to count and perform rhythm patterns, including syncopated eighths and dotted quarters. Define and perform in 4/4, 3/4, 2/4, and 6/8 time. Introduce cut time. Perform rhythm patterns incorporating fermatas, ties, slurs, pickup, and grace notes. Reinforce the concept of internalizing the beat. Continue to develop the skill of counting through multiple measure rests. 	<ul style="list-style-type: none"> Steady beat Accuracy Beat division Beat subdivision Time signature Meter Beam Notehead Stem 	<ul style="list-style-type: none"> Daily rhythm activity. Monster Sight Reader. Replicate the conducting patterns for 4/4, 3/4, 2/4 and 6/8 meters. Rhythm dictation. Rhythm flash cards. Syncopation activities. Define and perform in polymetric and polyrhythmic idioms.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Develop ability to sight read appropriate level music literature including awareness of: <ul style="list-style-type: none"> key signature, time signature, rhythm, tempo markings, accidentals, and signs. 	<ul style="list-style-type: none"> Score study 	<ul style="list-style-type: none"> Weekly sight reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will continue to: <ul style="list-style-type: none"> • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles. 	<ul style="list-style-type: none"> • Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness 	<ul style="list-style-type: none"> • Practice sheets. • Silent rehearsals. • Programming a variety of musical styles including: marches, orchestral transcriptions, popular compositions, and contemporary literature at the middle school level. • Sectionals. • Small solo/ensemble experience.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Performance reports. • Play recordings of standard band repertoire. • Attend and evaluate live performances.

Jazz Band

<p>Grade(s): 6-8</p> <p>Length: Two semesters</p> <p>Prerequisite(s): Audition or teacher recommendation and at least one year of experience playing requested instrument.</p>	<p>Course Overview:</p> <p><i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be in another band or orchestra, unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. This is a progressive skills class which may be repeated for credit. Recommended contact time for middle school jazz band is 60 minutes per week.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow teacher's directions. • Perform basic music fundamentals taught in <i>Beginning</i>, <i>Intermediate</i>, and/or <i>Advanced Band</i>. • Demonstrate knowledge of proper care and assembly of instrument.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Be exposed to a variety of musical activities through participating in or attending performances. • Expand knowledge of music history and cultural differences in music. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Continue to demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Properly assemble and disassemble the instrument. • Identify parts of instrument by their proper names. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations • Instrument care day • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application. • Students assist in deep-cleaning instruments at the end of the year.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue development of proper playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times within a section. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations
Playing Technique: Woodwind & Brass	AKAS: PR NCAS: PR	<u>Woodwind</u> Students will: <ul style="list-style-type: none"> • Develop knowledge of alternate fingers. <u>Brass</u> Students will develop knowledge of: <ul style="list-style-type: none"> • Upper range. • Alternate positions/fingerings. 	<ul style="list-style-type: none"> • Improvisation • Background 	<ul style="list-style-type: none"> • Vibrato (slide vibrato)

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Rhythm Section	AKAS: PR NCAS: PR	<p><u>Piano</u> Students will:</p> <ul style="list-style-type: none"> • Understand the concepts of major, minor, major 7, dominant 7, minor 7, and diminished chords. • Identify and play the 3rd and 7th of chords in the repertoire to create appropriate comping voicings. • Play melody, accompaniment (comping), and solos. • Use chord symbols in comping technique. <p><u>Bass</u> Students will:</p> <ul style="list-style-type: none"> • Identify and play root and 5th of chords in the repertoire. • Be introduced to walking bass line. • Keep accurate time. <p><u>Guitar</u> Students will:</p> <ul style="list-style-type: none"> • Demonstrate chord shapes for major, minor, major 7, dominant 7, and minor 7 chords using 5th and 6th string roots. • Play melody, accompaniment (comping), and solos. <p><u>Percussion</u> Students will:</p> <ul style="list-style-type: none"> • Bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, and additional cymbals. 	<ul style="list-style-type: none"> • Improvisation • Chords • Riffs 	<ul style="list-style-type: none"> • Compose stylistically correct bass lines from common chord symbols. • Use common chord symbols in comping technique for piano and mallet instruments. • Basic drumset beats like swing and rock.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Continue development of sounds demonstrating the characteristic tone quality of the instrument. • Continue to develop awareness of ways to improve tone production. • Continue to improve steady airstream. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness 	<ul style="list-style-type: none"> • Long tones • Long note championship • Invite instrument specialists into the classroom to demonstrate proper tone. • Recognize the connection between playing posture and tone production.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will develop the ability to: <ul style="list-style-type: none"> • Identify, define, and use correct phrasing techniques in varying jazz styles. • Balance within the section. • Balance within the total ensemble. • Develop knowledge and technique to improvise using common major and minor scales. • Develop ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music. <p><u>Rhythm Section</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop the ability to play as a unit and in response to the large ensemble or a soloist. <p><u>Wind Players</u></p> <p>Students will be:</p> <ul style="list-style-type: none"> • Introduced to the concept of lead and supporting roles within a section. 	<ul style="list-style-type: none"> • Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression 	<ul style="list-style-type: none"> • Warm-ups with different dynamics. • Listening across the ensemble. • Examples of common major and minor scales/modes: major, natural minor, dorian, mixolydian, bebop, and blues.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop knowledge of basic chord construction and symbols for major, minor, diminished triads, and major, dominant, minor, and diminished 7th chords. • Develop knowledge of and the ability to play the following jazz articulations: fall off (short and long), glissando. • Develop a knowledge of accent markings and how they are performed in varying jazz styles. 	<ul style="list-style-type: none"> • Solo • Chords 	<ul style="list-style-type: none"> • Sight read simple charts. • Matching terms/symbols quiz. • Recognizing jazz font.
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Continue to develop the ability to count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, triplets, and sixteenth. • Develop knowledge of how notes and phrases are played in swing, Latin, and rock styles. 	<ul style="list-style-type: none"> • Patterns • Riff 	<ul style="list-style-type: none"> • Count out rhythms and write them on the board. • Warm ups on rhythms • Scales on new rhythms and articulations.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop sight reading skills including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, and ○ accidentals. 	<ul style="list-style-type: none"> • Score Study 	<ul style="list-style-type: none"> • Accidentals and alternate fingerings. • Key signature and time signature reinforcement.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Continue to understand appropriate concert etiquette as an audience member and performer. • Continue to develop appropriate practice techniques. • Continue to develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles. 	<ul style="list-style-type: none"> • Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness 	<ul style="list-style-type: none"> • Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience • Rearrange ensemble set up.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop ability to define and play different musical styles related to the jazz ensemble idiom. • Develop knowledge of varying jazz styles and performers through classroom listening and attending live performances. • Develop ability to listen critically to music and discuss what they hear using musical vocabulary. • Recognize common jazz forms, such as 12 bar blues and ABA. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Form mapping exercises • Melodic contouring exercises. • Funk, rock, swing, and Latin genres. • Other examples: 12 bar song form, 32 bar song form, AABA, ABAC. • Have students analyze and critique a recording of their performance.

Modern Band

Grade(s): 6-8

Length: One quarter, one semester, or one year (designed to be flexible)

Prerequisite(s): None

Course Overview:

Modern Band gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class.

Adopted Textbook:

- *Sight Reading Factory*. Gracenotes
- *Breezin' Thru Theory*. Breezin' Thru

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Guitar Skills Suggested time: 4 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know the parts of the guitar, string names, fret purposes, how to read chord chart, basic rhythms, and introductory tablature. • Be able to play basic guitar chords using correct fingerings, strum a basic rhythm pattern using a pick to a steady beat, read chord charts, and read tablature. • Be able to play basic chords using a basic strum pattern to a steady beat both individually and as a class. • Be able to interpret a chord chart and tablature. 	<ul style="list-style-type: none"> • Guitar • Chord • Fret • Rhythm • Strum • Pick • Tablature 	<ul style="list-style-type: none"> • Acoustic/ Electric Guitars • Cords • Sound Board • Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Keyboard Skills Suggested time: 3 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know the layout of keyboard, names of keys, how to read chord charts, basic rhythms, understand Jam Cards, and basic note/ tablature reading. • Be able to play basic piano chords, play a basic rhythm pattern, read Jam Cards, and read tablature. • Be able to play basic chords using a steady beat individually and as a class. • Be able to interpret a jam card and tablature. 	<ul style="list-style-type: none"> • Keyboard • Chord • Individual keys • Jam cards • Tablature 	<ul style="list-style-type: none"> • Keyboards • Headphones • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Bass Skills Suggested time: 1 week	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know (review) parts of bass guitar, string names, fret purposes, how to interpret chord chart, basic rhythms, and tablature. • Be able to play basic bass notes based on chords in time, using correct playing technique, create a basic rhythm pattern, read Chord Charts, and read tablature. • Be able to play a basic bass line using a proper technique individually and with a group. • Be able to interpret a chord chart and tablature. 	<ul style="list-style-type: none"> • Guitar • Fret • Rhythm • Pluck • Tablature 	<ul style="list-style-type: none"> • Electric Bass • Cord • Sound Board/ Speaker • Sound Amplifier • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Drum Kit Skills Suggested time: 1 week	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know equipment names for drum kit, purposes of each part of the kit, how to play basic rhythms on the kit, how to read drum tablature. • Be able to play basic rhythms based on the style of song, using correct playing technique, create a basic rhythm pattern, and read drum kit tablature. • Be able to play a basic rhythm to a steady beat using a proper technique individually and with a group. • Be able to interpret a rhythm. 	<ul style="list-style-type: none"> • Drum Kit • Snare • Hi Hat • Kick or Bass Drum • Suspended and Ride Cymbals • Drumsticks • Rhythm • Tablature 	<ul style="list-style-type: none"> • Roland Drum Kit • Sound Board/ Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Vocal Techniques Suggested time: 9 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know basic song to sing in a band, and techniques on being a “front man.” • Understand the basics of vocal anatomy and proper technique, know how to warm up the muscles of the voice for singing, care and maintenance of the voice, replicate various vocal styles appropriate to age level in terms of vocal health, match pitch, and understand how to ready basic melody lines. • Be able to sing songs using basic techniques and rhythm both individually and with a group. Students will be able to interpret the proper notation for vocal performance. 	<ul style="list-style-type: none"> • Diaphragm • Vocal chords • Vocal folds • Larynx • Trachea • Hydration straining • Breath control and support • Pitch • Interpretation • Stylistic techniques 	<ul style="list-style-type: none"> • All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ensemble Playing Suggested time: 8 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know a basic song to play basic guitar, keyboards, bass, drum kit using correct technique on songs with the class and small groups. • Play basic chords, notes, rhythms using the correct technique on each instrument. • Develop ensemble skills, including beginning and ending together and staying together throughout musical selections. • Be able to play songs on each instrument using basic techniques and rhythm both individually and with a group. • Be able to interpret the proper tablature for each instrument. 	<ul style="list-style-type: none"> • Guitar • Keyboard • Bass • Drum kit • Chords • Rhythm • Tablature • Jam cards • Drumsticks • Pick 	<ul style="list-style-type: none"> • All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Middle School Choir

Beginning Choir

Grade(s): 6-8 Length: Two semesters Prerequisite(s): Students with less than 1 year experience.	Course Overview: Choir offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed, and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow the teacher's directions. • Understand basic music fundamentals (preferred but not required).
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Develop ability to make aesthetic judgements of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Demonstrate proper warm-up techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Instrument demonstrations. • Model appropriate use and care of instrument.
Posture	AKAS: PR NCAS: PR	When sitting down, students will: <ul style="list-style-type: none"> • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. • Have their head angled straight forward. When standing, students will: <ul style="list-style-type: none"> • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands to their sides. • Have their head angled straight forward. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Technique	AKAS: PR NAfME: PR	Students will: <ul style="list-style-type: none"> • Demonstrate the ability to sing in-tune, singing with uniform vowel and consonant production. • Use proper warm-up techniques and understand voice care. • Sing with expression using proper tone quality, posture, diction, and breathing. • Develop good breath support through exercises involving active use of the major breathing muscles. • Identify pitch and melodic patterns as they appear in the treble clef; review contour of melodic lines. 	<ul style="list-style-type: none"> • Tuning • Vowel shape • Consonant (voiced and unvoiced) • Tone • Posture • Breath support • Diction • Pitch • Melody • Treble clef • Melodic contour 	<ul style="list-style-type: none"> • Practice Breathing, the Tank, the Siren, and the Snake exercises (see Appendix).
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Air support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop ability to match pitch. • Correctly sing major and minor intervals. • Listen to vocal recordings. 	<ul style="list-style-type: none"> • Pitch • Major • Minor • Interval 	<ul style="list-style-type: none"> • Minimize the use of the keyboard in choir rehearsal so that the children can hear the voices and better assess where improvement is needed. • Attend choir and various vocal performances. • Have students listen as you play major and minor intervals.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Sing a cappella, unison with accompaniment, partner songs, two- and three-part rounds, and easy two-part music. • Sing songs using movement or gestures. • Sing songs from a variety of cultures, periods, and styles, including foreign languages. • Sing using solfa, numbers, or note names. • Recognize and respond to the following forms: AB, ABA, Rounds and Canon. • Read notes in treble clef musical road map signs in music. • Identify and apply accidentals not in key. • Follow one line of music within a score. • Sing using solfa, numbers, or note names. 	<ul style="list-style-type: none"> • A cappella • Unison • Two part and three part round • Partner song • Foreign language • Style • Solfa • Note name • Music staff • Notation • Form • Treble Clef • Accidentals (Sharp, flat, natural) • Key signature • Repeat signs • D.C./D.S. al Coda • D.C./D.S. al Fine • 1st and 2nd ending 	<ul style="list-style-type: none"> • Use additional materials such as: K-8 Music Magazine, Music Alive!, Music Express, Activate, and Get America Singing, Vols. I & II, etc. • Sing songs from folk, popular, art, spirituals, novelty, and patriotic literature. • Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: PR NAfME: PR	Students will: <ul style="list-style-type: none"> Recognize standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighths, and sixteenth notes and corresponding rests. Follow one line of music within a score. 	<ul style="list-style-type: none"> Rhythm Notation Meter Time signature Note/ rest type Whole/ half/ quarter/ eighth/ sixteenth 	<ul style="list-style-type: none"> Perform standard rhythm notation through echo clapping, aurally and note reading. Use SmartMusic computer program to reinforce basic rhythms. Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Demonstrate the ability to sight read music literature at an appropriate level. Explore improvisation as appropriate. 	<ul style="list-style-type: none"> Improvisation Voice independence 	<ul style="list-style-type: none"> Improvise call and responses. Trading twos or fours.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Prepare and polish music for concerts. Sing songs from memory with balance in an ensemble. Show correct stage presence to reflect the style of the music. Demonstrate appropriate concert behavior. Follow the conductor cues for entrances and releases. Use large motor skills in space limited by risers, when appropriate. Perform movement sequences. Create movement to compliment a song. Apply appropriate posture while singing, both sitting and standing. 	<ul style="list-style-type: none"> Balance Stage Presence Style Concert etiquette Conducting Pattern Cue Entrances and Releases Posture Choreography 	<ul style="list-style-type: none"> Watch video of performance; discuss and write an evaluation of skills. Practice the Ladder exercise (see Appendix). Perform as a soloist or in a small group. Perform in concert.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 		<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestral literature.

Intermediate Choir

<p>Grade(s): 6-8</p> <p>Length: Two semesters</p> <p>Prerequisite(s): Students with a minimum of 1 year experience or teacher recommendation.</p>	<p>Course Overview:</p> <p>Choir is open to all students to sing, experience choreography, have fun, and work hard. Students will reinforce and expand their knowledge of the following music concepts: dynamics, melody, harmony, texture, rhythm, tempo, timbre, and form. Choir students will receive instruction in music reading fundamentals, singing skills, performance skills, and various choral literature styles. The choir will have several concerts throughout the year.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Sing in tune range G3 to F5. • Sing independently with confidence. • Read and follow one line of music in an octavo. • Perform, read, and identify eighth, quarter, dotted quarter, half, dotted half, whole notes, and rests.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine the ability to make aesthetic judgements of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Demonstrate proper warm-up techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Instrument demonstrations • Model appropriate use and care of instrument.
Posture	AKAS: PR NCAS: PR	When sitting down, students will: <ul style="list-style-type: none"> • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. When standing, students will: <ul style="list-style-type: none"> • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Vocal Technique	AKAS: PR NCAS: PR	Students will sing: <ul style="list-style-type: none"> • In tune using proper tone quality, posture, diction, and breathing. • Major scales using solfege. • Chromatic phrases. • With open throat, relaxed jaw, and correct voice placement. <p>With appropriate tempo, dynamics, style, articulations, and phrasing.</p>	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice breathing, relaxation, the Tank, the Siren, and the Snake exercises (pg. A-104).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Air support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop ability to match pitch. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing, and ○ major and minor intervals. • Listen to vocal recordings. • Recognize vocal ranges as Soprano, Alto, Tenor and Bass and use this terminology when discussing choral music. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Have students listen to minor and chromatic tonalities on the keyboard. • Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc. • Minimize the use of the keyboard in choir rehearsal so that the children can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Read notes in treble or bass clefs. • Recognize and identify major key signatures including key changes. • Correctly read accidentals. • Read musical road map signs in music, including: D.C al fine, repeat signs, D.S Coda, first and second endings, and fermata. • Follow one or more lines of music within a score. • Recognize the following forms: AB, ABA, use DC al fine and fine, Rounds and Canon. • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines. • Sing a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music. • Sing a song using movement or gestures. • Sing songs from a variety of cultures, languages, periods, and styles. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize order of sharps and flats and rules to key signatures. • Use SmartMusic computer program to reinforce basic rhythms. • Reinforce the grand staff and read treble and bass clef, (e.g. floor Staff Game - five lines and spaces on floor, jump to correct note when called). • Compare and contrast the same music performed by various artists. • Write original lyrics to a familiar tune. • Create movement using various dance forms where appropriate to the choral repertoire. • Develop a repertoire of sacred and secular music from around the world with understanding of their origins and purpose.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ rest type • Whole/ half/ quarter/ eighth/ sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing songs from memory with balance in an ensemble. • Demonstrate: <ul style="list-style-type: none"> ○ an awareness of the melody line within an ensemble; ○ correct posture while performing; and ○ correct stage presence to reflect the style of the music. • Follow the conductor's cues for entrances, releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers, when appropriate. • Perform movement sequences. • Create choreography appropriate for various styles of music. • Continue to develop a varied repertoire of songs through singing, music reading and listening. • Develop proper performance etiquette and techniques. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Prepare and polish music for concerts. • Watch video/DVD of concert performance; discuss and write an evaluation of skills. • Practice the Ladder exercise (pg. A-104). • Use SmartMusic computer program to reinforce basic rhythms. • Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations continued...		<ul style="list-style-type: none"> • Use appropriate vocabulary (forte, mezzo-forte, piano, mezzo-piano, fortissimo, and pianissimo). • Recognize and perform dynamic markings in music text. • Exert appropriate breath control. • Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing. • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. • Distinguish between a variety of songs and styles. • Develop a repertoire of songs to reflect a selected theme or subject of the music to be performed. 		<ul style="list-style-type: none"> • Have students attend performances of various types of music: <ul style="list-style-type: none"> ○ Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention. ○ After the performance, read and discuss the student's critique sheets. • Listen to recorded ensemble performances; have the students engage in a class critique. • Use additional materials such as: K-8 Music Magazine, Music Alive!, Music Express, Activate, and Get America Singing Vols. I & II, etc. • Participate in a music festival. • Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 		<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestral literature.

Advanced Choir

Grade(s): 6-8 Length: Two semesters Prerequisite(s): Students with minimum 1 year experience or teacher recommendation	Course Overview: Choir is open to all students to sing, experience choreography, have fun, and work hard. Students will reinforce and expand their knowledge of the following music concepts: dynamics, melody, harmony, texture, rhythm, tempo, timbre, and form. Choir students will receive instruction in music reading fundamentals, singing skills, performance skills, and various choral literature styles. The choir will have several concerts throughout the year. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Sing in tune range G3 to F5. • Sing independently with confidence. • Read and follow one line of music in an octavo. • Perform, read, and identify eighth, quarter, dotted quarter, half, dotted half, whole notes, and rests.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Demonstrate proper warm-up techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, and baritone. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Instrument demonstrations • Model appropriate use and care of instrument.
Posture	AKAS: PR NCAS: PR	When sitting down students will: <ul style="list-style-type: none"> • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. When standing students will: <ul style="list-style-type: none"> • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Vocal Technique	AKAS: PR NCAS: PR	Students will sing: <ul style="list-style-type: none"> • In tune using proper tone quality, posture, diction, and breathing. • Major scales using solfege. • Chromatic phrases. • With open throat, relaxed jaw, and correct voice placement. • With appropriate tempo, dynamics, style, articulations, and phrasing. 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice breathing, relaxation, the Tank, the Siren, and the Snake exercises (pg. A-104).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Air support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop ability to match pitch. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing, and ○ major and minor intervals. • Listen to vocal recordings. • Recognize vocal ranges as Soprano, Alto, Tenor and Bass and use this terminology when discussing choral music. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Have students listen to minor and chromatic tonalities on the keyboard. • Play recordings of songs in major and minor keys. Discuss the differences in the tone, feel, timbre, etc. • Minimize the use of the keyboard in choir rehearsal so that the children can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Read notes in treble or bass clefs. • Recognize and identify major key signatures including key changes. • Correctly read accidentals. • Read musical road map signs in music, including: D.C al fine, repeat signs, D.S Coda, first and second endings, and fermata. • Follow one or more lines of music within a score. • Recognize the following forms: AB, ABA, use DC al fine and fine, Rounds and Canon. • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines. • Sing a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music. • Sing a song using sign language. • Sing songs from a variety of cultures, languages, periods, and styles. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize order of sharps and flats and rules to key signatures. • Use SmartMusic computer program to reinforce basic rhythms. • Reinforce the grand staff and read treble and bass clef, (e.g. floor Staff Game - five lines and spaces on floor, jump to correct note when called). • Compare and contrast the same music performed by various artists. • Write original lyrics to a familiar tune. • Create movement using various dance forms where appropriate to the choral repertoire. • Develop a repertoire of sacred and secular music from around the world with understanding of their origins and purpose.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ rest type • Whole/ half/ quarter/ eighth/ sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Play games to reinforce the treble clef (e.g. Floor Staff Game [five lines and spaces on floor, jump to correct note when called]; and Around the World with treble clef flash cards).
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing songs from memory with balance in an ensemble. • Demonstrate: <ul style="list-style-type: none"> ○ an awareness of the melody line within an ensemble. ○ correct posture while performing. ○ correct stage presence to reflect the style of the music. • Follow the conductor's cues for entrances, releases, dynamics, phrasing, and tempo. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and releases • Phrasing • Tempo • Evaluate • Reflect 	<ul style="list-style-type: none"> • Prepare and polish music for concerts. • Watch video/DVD of concert performance; discuss and write an evaluation of skills. • Practice the Ladder exercise (pg. A-104). • Use SmartMusic computer program to reinforce basic rhythms.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations continued...		<ul style="list-style-type: none"> • Use large motor skills in space limited by risers, when appropriate. • Perform movement sequences. • Create choreography appropriate for various styles of music. • Continue to develop a varied repertoire of songs through singing, music reading and listening. • Develop proper performance etiquette and techniques. • Use appropriate vocabulary (forte, mezzo-forte, piano, mezzo-piano, fortissimo, and pianissimo). • Recognize and perform dynamic markings in music text. • Exert appropriate breath control. • Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing. • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. • Distinguish between a variety of songs and styles. • Develop a repertoire of songs to reflect a selected theme or subject of the music to be performed. 	<ul style="list-style-type: none"> • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels. • Have students attend performances of various types of music: <ul style="list-style-type: none"> ○ Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention. ○ After the performance, read and discuss the student's critique sheets. • Listen to recorded ensemble performances; have the students engage in a class critique. • Use additional materials such as: K-8 Music Magazine, Music Alive!, Music Express, Activate, and Get America Singing Vols. I & II, etc. • Participate in a music festival. • Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 		<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestral literature.

Middle School Orchestra

Beginning Orchestra

Grade(s): 6-8 Length: Two semesters Prerequisite(s): None	Course Overview: <i>Beginning Orchestra</i> offers instruction in violin, viola, cello, and string bass technique, and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed, and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the grading criteria. <i>Beginning Orchestra</i> should meet at least four 55-minute periods each week during the school day. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will identify: <ul style="list-style-type: none"> • Parts of the instrument. • Parts of the bow. • Names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. 	<ul style="list-style-type: none"> • Scroll • Pegbox • Tuning pegs • Fine tuners • Nut • Fingerboard • Strings • Bridge • Tailpiece • Button • Endpin, chinrest/ jawrest • Soundpost • Bridge • F-holes/ sound holes • Body • Front • Back • Ferrule • Tip • Winding • Stick • Frog • Hair • Tension screw • Grip • Bout • Neck • Strings (C, G, A, D, E) • Shoulder rest 	<ul style="list-style-type: none"> • Use diagram worksheets displaying instruments and parts. • Use acronyms for string names (violin and bass: <i>Good Dogs Always Eat</i>; viola and cello: <i>Cool Guys Do A lot</i>).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	AKAS: PR NCAS: PR	Students will develop: <ul style="list-style-type: none"> • Correct posture without excess tension. • Proper left arm position. • Proper right arm position for arco and pizzicato. • Position chair, stand, and body to be able to watch conductor at all times. • Proper bow grip. 	<ul style="list-style-type: none"> • Fingering • Rest position • Ready position • Bow position • Bent thumb 	<ul style="list-style-type: none"> • Violinist and violist should use a shoulder pad. • Demonstrate and post pictures. • Bow movement exercises without the instrument.
Playing Technique	AKAS: PR NCAS: PR	Students will develop: <ul style="list-style-type: none"> • Left hand finger placement for open strings. • Develop right arm technique for pizzicato, slurred bowing, bow lift, and up-bow to start. 	<ul style="list-style-type: none"> • Open strings • Pizzicato • Slurred bowing • Bow lift • Up-bow • Down bow • Staccato 	<ul style="list-style-type: none"> • Insist on short fingernails on left hand for proper finger placement. • Balance point for bow especially for staccato. • Minor for <i>Mary Had a Little Lamb, Hot Cross Buns</i>, and <i>Yankee Doodle</i>.
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop sounds demonstrating the characteristic tone quality of the instrument and ways to improve tone production by control of bow speed, bow weight, and bow placement (parallel to bridge). 	<ul style="list-style-type: none"> • Bow speed • Bow weight • Bowing lanes • Parallel 	<ul style="list-style-type: none"> • Teacher plays simple note pattern; then students echo trying to copy the same. • Bow a different number of beats on single bow stroke at various speeds (full bow exercises).
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Identify and play: <ul style="list-style-type: none"> ○ the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef; ○ the following tempo markings - moderato, andante, and allegro; ○ sharp, flat, and natural signs; 	<ul style="list-style-type: none"> • Flat • Natural • Sharp • Accidentals • Moderato • Andante • Allegro • Piano • Mezzo-piano 	<ul style="list-style-type: none"> • Identify and play pitches in the following ranges: <ul style="list-style-type: none"> ○ Violin: G3 to E5, ○ Viola: G3 to E5, ○ Cello: G2 to E4, and ○ Bass: G2 to E4. • Improvise answers in the same style to given •

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued...		<ul style="list-style-type: none"> ○ the following dynamic symbols - p, mp, mf, f, crescendo, and decrescendo; and ○ in the keys of D, and G major. ● Introduce musical forms ABA, AB, AA1BA (sonata form). ● Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. ● Develop an awareness of critical listening skills. 	<ul style="list-style-type: none"> ● Mezzo-forte ● Forte ● Major scale ● Minor scales ● Decrescendo ● Crescendo ● Sonata form 	<p>rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> ● Improvise simple rhythmic and melodic ostinato accompaniments.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> ● Identify all notes in the appropriate clef. ● Identify and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire. ● Identify sharp, flat, and natural signs. ● Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. ● Develop an understanding of musical notation. ● Recognize and name key signatures for D, and G major. 	<ul style="list-style-type: none"> ● Solo, soli ● Tutti, divisi ● Unison, accent ● One-measure repeat ● Staccato ● Marcato ● First & second ending ● Long rest ● Da capo al fine ● Fermata ● D.s. al coda ● Multiple-measure rest ● Moderato, andante, allegro, largo, vivace ● Ritardando, rallentando 	<ul style="list-style-type: none"> ● Learn new piece using these 4 steps: <ul style="list-style-type: none"> ○ tap toe and say note names; ○ play pizz. and say note names; ○ shadow bow and say note names; and ○ bow and play as written. ● Complete a given melody by filling in the missing notes. ● Compose an ending to a given melody. ● Be able to identify whole steps and half steps and how they relate to a major scale. ● Complete a given melody by filling in the missing notes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, and eighth. • Demonstrate understanding of the use of note and rest values in various rhythmic combinations. • Define and play in the following meters: 4/4, 3/4, 2/4, and 6/8. • Define and play rhythm patterns incorporating ties, up-beats, and fermatas. 	<ul style="list-style-type: none"> • Whole note • Whole rest • Half rest • Half note • Dotted half note • Quarter note • Quarter rest • Eighth note • Eighth rest • Time signatures • Ties 	<ul style="list-style-type: none"> • Write in beats under notes; tap foot and clap rhythm.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Introduce sight reading skills including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ accidentals, and ○ signs (e.g., bowing, repeats, D.C. & D.S. al fine/al coda). 	<ul style="list-style-type: none"> • Improvisation • Part independence 	<ul style="list-style-type: none"> • Uses the acronym STARS to help the student be aware of the skills being developed in sight reading (S–signatures, time and key; T– tempo; A– accidentals; R–rhythm; S–signs).
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop awareness of: <ul style="list-style-type: none"> ○ correct intonation within an ensemble, ○ understanding of the concept of melody and harmony, ○ the importance of a steady beat, ○ conductor’s beat patterns, and ○ ability to play independent line within an ensemble. 	<ul style="list-style-type: none"> • Intonation • Melody • Harmony • Ictus (conducting) • Down beat • Balance • Professionalism • Ensemble • Stage left & right • Bows 	<ul style="list-style-type: none"> • Encourage participation in extra playing opportunities in other orchestras.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations continued...		<ul style="list-style-type: none"> • Develop an understanding of concert etiquette both as a performer and an audience member. • Introduce active listening skills. 	<ul style="list-style-type: none"> • Cue • Cut off 	
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestral literature.

Intermediate Orchestra

<p>Grade(s): 6-8</p> <p>Length: Two semesters</p> <p>Prerequisite(s): Audition, teacher recommendation, and/or at least one year of experience playing the requested instrument.</p>	<p>Course Overview:</p> <p><i>Intermediate Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student with at least one year of experience playing the requested instrument. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the grading criteria. Intermediate Orchestra should meet at least four 55-minute periods each week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed. • Demonstrate proper care of instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals taught in Beginning Orchestra.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Identify parts of the instrument. • Identify parts of the bow. • Identify names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. • Care for strings properly. 	<ul style="list-style-type: none"> • Scroll • Pegbox • Tuning pegs • Fine tuners • Nut • Fingerboard • Strings • Bridge • Tailpiece • Button • Endpin • Chinrest/ jawrest • soundpost • Bridge • F-holes/ sound holes • Body • Front • Back • Ferrule • Tip • Winding • Stick • Frog • Hair • Tension screw • Grip • Bout • Neck • Strings (C,G, A, D,E) • Should rest 	<ul style="list-style-type: none"> • Use diagram worksheets displaying instruments and parts. • Use acronyms for string names (violin and bass: <i>Good Dogs Always Eat</i>; viola and cello: <i>Cool Guys Do A lot</i>).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	AKAS: PR NCAS: PR	Students will continue to exhibit: <ul style="list-style-type: none"> • Correct posture without excess tension. • Proper left arm position. • Proper right arm position for arco and pizzicato. • Position chair, stand, and body to be able to watch conductor at all times. • Proper bow grip. 	<ul style="list-style-type: none"> • Fingering • Rest position • Ready position • Bow position • Bent thumb 	<ul style="list-style-type: none"> • Violinist and violist should use a shoulder pad. • Demonstrate proper posture. • Bow movement exercises without the instrument. • Have students tap bow pinkie if there is tension.
Playing Technique	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue to develop left hand finger placement for open string major and minor tetrachord. • Develop finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Introduce and or reinforce: <ul style="list-style-type: none"> ○ positions III and II, ○ shifting techniques, and ○ vibrato techniques. • Continue development of right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing. • Continue to expand individual's playing range. 	<ul style="list-style-type: none"> • Open strings • Pizzacato • Slurred bowing • Bow lift • Up-bow • Down bow • Staccato 	<ul style="list-style-type: none"> • Use of rubrics and checklists. • Model correct posture. • Demonstrate with pictures. • Book: <i>Orchestral Bowing Etudes</i> by Samuel Applebaum.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Continue to develop and improve sounds demonstrating the characteristic tone quality of the instrument. Expand awareness of ways to improve tone production by developing control of bow speed, bow weight, and bow placement. 	<ul style="list-style-type: none"> Bow speed Bow weight Bowing lanes Parallel 	<ul style="list-style-type: none"> Demonstrate by playing; have students echo. Bow a different number of beats on single bow stroke at various speeds. Whole bow exercise. How much hair of the bow to use (bow tilt to not use all of the hair).
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> Recognize characteristic sound of a major and minor scale. Continue to develop ability to match a pitch. Continue to develop ability to adjust left hand finger placement in order to manipulate a pitch. Work on skills to tune instrument to A440 from an electric tuner or another instrument. Develop an awareness of critical listening skills. 	<ul style="list-style-type: none"> Flat Natural Sharp Accidentals Moderato Andante Allegro Piano Mezzo-piano Mezzo-forte Forte Major scale Minor scales Decrescendo Crescendo Sonata form 	<ul style="list-style-type: none"> Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune. Play increasingly complex tunes and rhythmic patterns by rote. Improvise answers in the same style to given rhythmic and melodic phrases. Improvise simple rhythmic and melodic ostinato accompaniments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify and play: <ul style="list-style-type: none"> the notes of the lines and spaces of the staff and appropriate ledger lines in the appropriate clef; the all tempo markings as they occur in the repertoire; Sharp, flat, and natural signs; the dynamic symbols as they occur in the repertoire; the keys of D, G, and C major; and itches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. Define and demonstrate knowledge of various signs as they occur in the repertoire. Develop an understanding of musical notation. 	<ul style="list-style-type: none"> Solo, soli, tutti Divisi, unison Accent One-measure repeat Staccato, marcato First & second ending Long rest Da capo al fine Fermata D.s. al coda Multiple-measure rest Moderato, andante Allegro, largo, vivace Ritardando Rallantando 	<ul style="list-style-type: none"> Learn new piece using these 4 steps: <ul style="list-style-type: none"> tap toe and say note names, play pizzicato and say note names, shadow bow and say note names, and bow and play as written. Violin: G3 to E5 (all in 1st and 3rd position and octave harmonics). Viola: C3 to G5 (all in 1st and 3rd position and octave harmonics). Cello: C2 to D4 (all in 1st and 4th position and octave harmonics). Bass: E2 to C4.
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth. Define and play time signatures 4/4 (common time), 3/4, 2/4, and 6/8. Define and play rhythm patterns incorporating ties, up-beats, syncopation, and fermatas. 	<ul style="list-style-type: none"> Whole note Whole rest Half rest Half note Dotted half note Quarter note Quarter rest Eighth note Eighth rest Time signature Ties 	<ul style="list-style-type: none"> Have students write beats under the notes; clap and count the rhythm. Rhythm flashcards Rhythm dictation Stringskills.com for rhythm exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop ability to sight read appropriate level music literature including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, and ○ tempo. • Signs (e.g. bowing, repeats, D.C. & D.S. al fine/al coda). 	<ul style="list-style-type: none"> • Improvisation • Part independence 	<ul style="list-style-type: none"> • Uses the acronym STARS to help the student be aware of the skills being developed in sight reading (S–signatures, time and key; T– tempo; A– accidentals; R–rhythm; S–signs).
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Continue to develop awareness of correct intonation within an ensemble. • Continue to develop understanding of the concept of melody and harmony. • Continue to develop awareness of the importance of a steady beat. • Continue to develop awareness of conductor's beat patterns. • Continue to develop ability to play independent line within an ensemble. • Continue to develop awareness of all voices within an ensemble. • Continue to develop an understanding of concert etiquette both as a performer and an audience member. • Reinforce active listening skills. • Have the opportunity to play repertoire of various styles. • Continue to develop active listening skills. 	<ul style="list-style-type: none"> • Intonation • Melody • Harmony • Ictus (conducting) • Down beat • Balance • Professionalism • Ensemble • Stage left & right • Bows • Cue • Cut off 	<ul style="list-style-type: none"> • Student conductors • Teach rounds by rote for acute listening practice. • Use Chorales as warm ups.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestral literature. • Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances.

Advanced Orchestra

Grade(s): 6-8 Length: Two semesters Prerequisite(s): Audition, teacher recommendation, and/or at least one year of experience playing the requested instrument.	Course Overview: <i>Advanced Orchestra</i> is the performing group of string players and represents the school at public functions and concerts. Concert participation will be required as outlined in the grading criteria. A limited amount of time is spent on study material. <i>Advanced Orchestra</i> should meet at least four 55-minute periods each week during the school day. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed. • Demonstrate proper care of instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals taught in <i>Intermediate Orchestra</i>.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Continue to identify: <ul style="list-style-type: none"> ○ parts of the instrument, ○ parts of the bow, and ○ names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. • Care for strings properly. • Demonstrate ability to perform simple repairs to own instrument, as needed: <ul style="list-style-type: none"> ○ replace strings, ○ tighten chin rest, ○ clean and polish instrument, and ○ check for open seams, cracks, and proper bridge placement. 	<ul style="list-style-type: none"> • Scroll • Pegbox • Tuning pegs • Fine tuners • Nut • Fingerboard • Strings • Bridge • Tailpiece • Button • Endpin, chinrest/ jawrest • Soundpost • Bridge • F-holes/ sound holes • Body • Front • Back • Ferrule • Tip • Winding • Stick • Frog • Hair • Tension screw • Grip • Bout • Neck • Strings (C,G, A, D,E) • Should rest 	<ul style="list-style-type: none"> • Use diagrams to name parts of instrument. • Have an instrument cleaning day. • How to select strings.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue to exhibit correct posture without excess tension. • Reinforce: <ul style="list-style-type: none"> ○ proper left arm position, ○ proper right arm position for arco and pizzicato, and ○ proper bow grip. • Arrange chair, stand, and body to be able to watch conductor at all times. 	<ul style="list-style-type: none"> • Fingering • Rest position • Ready position • Bow position • Bent thumb 	<ul style="list-style-type: none"> • Violinist and violist should use a shoulder pad. • Demonstrate Bow movement without the instrument. • Have students tap bow pinkie if there is tension.
Playing Technique	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue to develop left hand finger placement for open string major and minor tetrachord. • Develop finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Introduce and or reinforce: <ul style="list-style-type: none"> ○ positions III and II, ○ shifting techniques, and ○ vibrato techniques . • Continue development of right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing. • Continue to expand individual's playing range. 	<ul style="list-style-type: none"> • Open strings • Pizzicato • Slurred bowing • Bow lift • Up-bow • Down bow • Staccato 	<ul style="list-style-type: none"> • Use of rubrics and checklists. • Model correct posture. • Demonstrate with pictures. • Book: <i>Orchestral Bowing Etudes</i> by Samuel Applebaum.

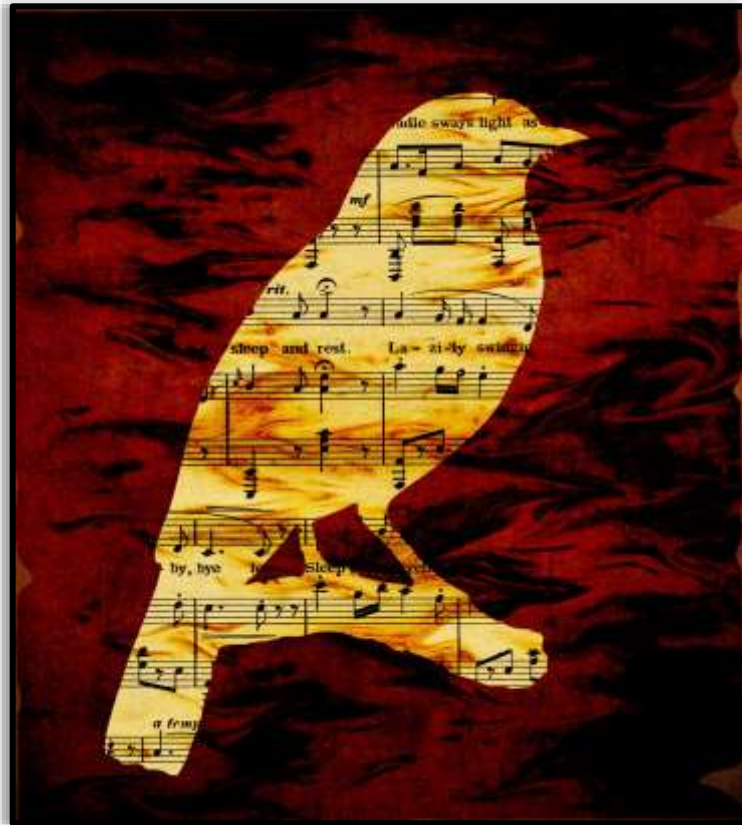
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Continue to develop and improve sounds demonstrating the characteristic tone quality of the instrument. Expand awareness of ways to improve tone production by increasing control of bow speed, bow weight, bow placement, and how much bow hair to use. Introduce how to determine which part of the bow to use. 	<ul style="list-style-type: none"> Bow speed Bow weight Bowing lanes Parallel 	<ul style="list-style-type: none"> Demonstrate by playing; have students echo.. Bow a different number of beats on single bow stroke at various speeds. Whole bow exercise. Try playing a section on three different parts of the bow. How much hair of the bow to use (bow tilt to not use all of the hair).
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> Recognize characteristic sound of a major and minor scale. Play increasingly complex tunes and rhythmic patterns by rote. Continue to develop ability to match a pitch. Continue to develop ability to adjust left hand finger placement in order to manipulate a pitch. Work on skills to tune instrument to A440 from an electric tuner or another instrument. Develop an awareness of critical listening skills. 	<ul style="list-style-type: none"> Flat Natural Sharp Accidentals Moderato Andante Allegro Piano Mezzo-piano Mezzo-forte Forte Major scale Minor scales Decrescendo Crescendo Sonata form 	<ul style="list-style-type: none"> Have students close their eyes and pick a note for the students to play and sustain; teacher taps one or two students on the shoulder; selected students adjust pitch sharp or flat; students are asked to figure out who is out of tune. Relative minor, natural minor starts on the sixth note of the major scale. Improvise answers in the same style to given rhythmic and melodic phrase. Improvise simple rhythmic and melodic ostinato accompaniments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify all notes in the appropriate clef and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire. Identify sharp, flat, and natural signs. Play pitches necessitated by appropriate grade level repertoire and/or method book, and continue to expand range on instrument. Develop an understanding of musical notation. Recognize and name key signatures for D, G, & C. 	<ul style="list-style-type: none"> Solo, soli, tutti, divisi, unison, accent One-measure repeat Staccato, marcato First & second ending Long rest Da capo al fine Fermata, d.s. al coda Multiple-measure rest Moderato, andante, allegro, largo, vivace Ritardando, Rallantando 	<ul style="list-style-type: none"> Learn new piece using these 4 steps: <ul style="list-style-type: none"> tap toe and say note names, play pizz. and say note names, shadow bow and say note names, and bow and play as written. Draw the notes, rests, and musical symbols previously introduced. Write the key signatures and scales in the keys of D, G, C, F, Bb, and Eb major.
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth. Demonstrate understanding of the use of note and rest values in various rhythmic combinations. Continue to recognize, define, and play in the following meters: 4/4, 3/4, 2/4, 6/8, common time, and cut time. Continue to refine skills in play rhythm patterns incorporating ties, up-beats, syncopation, and fermatas. 	<ul style="list-style-type: none"> Whole note Whole rest Half rest Half note Dotted half note Quarter note Quarter rest Eighth note Eighth rest Time signature Ties 	<ul style="list-style-type: none"> Have students write beats under the notes; clap and count the rhythm. Rhythm flashcards. Rhythm dictation. www.stringskills.com for rhythm exercises.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop ability to sight read appropriate level music literature including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ accidentals, and ○ signs (e.g. bowing, repeats, D.C. & D.S. al fine/al coda). 	<ul style="list-style-type: none"> • Improvisation • Part independence 	<ul style="list-style-type: none"> • Uses the acronym STARS to help the student be aware of the skills being developed in sight reading (S–signatures, time and key; T– tempo; A–accidentals; R–rhythm; S–signs).
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Continue to develop: <ul style="list-style-type: none"> ○ Awareness of correct intonation within an ensemble. ○ Understanding of the concept of melody and harmony. ○ Awareness of the importance of a steady beat. ○ Awareness of conductor's beat patterns. ○ Ability to play independent line within and without an ensemble. ○ Awareness of all voices within an ensemble. ○ Understanding demonstrate proper concert etiquette both as a performer and an audience member. ○ And reinforce active listening skills. • Have the opportunity to play repertoire of various styles. • Demonstrate active listening skills. 	<ul style="list-style-type: none"> • Intonation • Melody • Harmony • Ictus (conducting) • Down beat • Balance • Professionalism • Ensemble • Stage left & right • Bows • Cue • Cut off 	<ul style="list-style-type: none"> • Student conductors • Sectionals • Teach rounds by rote for acute listening practice. • Use Chorales as warm ups. • Use scales for warmups.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestral literature. • Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending performances.

High School



Grades 9-12

High School Music Theory

AP Music Theory

<p>Grade(s): 11-12</p> <p>Length: Two semesters</p> <p>Prerequisite(s): Teacher recommendation</p>	<p>Course Overview:</p> <p><i>AP Music Theory</i> covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective.</p> <p>Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.</p> <p>Teachers must follow the curriculum from the College Board. Please visit the College Board – AP Central website for more information (http://apcentral.collegeboard.com).</p> <p>Adopted Textbook: none at this time.</p>
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Music Appreciation

Grade(s): 9-12 Length: one semester Credit: 0.5 Prerequisite(s): Teacher recommendation	Course Overview: <i>Music Appreciation</i> will cover listening and discussion of Western music from Ancient World to the Middle Ages to the present. Contents include a discussion of musical concepts, evolution of forms, style, and media, and a detailed study of selected works from the concert repertoire. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Express a desire to experience the development of popular music from antiquity to present.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Develop a greater understanding of current musical trends through an appreciation of the historical development of music. • Increase knowledge of music fundamentals. • Increase awareness of the social, political, and economic influence on the development of music. • Learn to enjoy a variety of music activities through participating in or attending performances.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Forms	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Be introduced to a variety of musical forms. 	<ul style="list-style-type: none"> • Form • Rondo • Theme and Variation • Motet • Chanson 	<ul style="list-style-type: none"> • Form mapping • Suggested forms for study include: Rondo, Binary, Sonata, Sonata-Allegro, Concerto, Oratorio, Symphony, Dance suites, Theme and variation, Mass, Motet, and Chanson
Styles	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Be introduced to a variety of musical styles and genres. • Be introduced to a variety of music mediums and ensembles. 	<ul style="list-style-type: none"> • Genre • Gregorian chant • Jazz • Avant-Garde • impressionism • Secular • Sacred • 12-tone • Improvisation 	<ul style="list-style-type: none"> • Compare and contrast different musical styles. • Styles and genres to include: Jazz, Avant-Garde, Improvisation, Secular, Sacred, Minimalism, 12-tone, Serialism, and Impressionism. • Listening identification tests. • Listening examples • Inviting guest artists to play for the class. • Mediums should include: Instrumental, Vocal, Orchestral, Solo, Chamber music, Concert band, Opera, Theatre, and Electronic.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Geographical Areas	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Be introduced to music from a variety of regions and countries. 		<ul style="list-style-type: none"> • Map tests • Comparing present-day maps to era-specific maps.
Notation	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Be introduced to a variety of musical notations. 	<ul style="list-style-type: none"> • Mode • Staff • Tablature • Abstract notation 	<ul style="list-style-type: none"> • Suggested notations for study include: church modes, modal notation, mensural notation, staff notation, tablature, rhythm notation, twentieth century abstract notation, etc.
Historical Connections	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Explore the following musical time periods: <ul style="list-style-type: none"> ○ Antiquity – 800 ○ Middle Ages – 800-1400 ○ Renaissance – 1400-1600 ○ Baroque – 1600-1750 ○ Classical – 1750-1820 ○ Romantic – 1820-1900 ○ 20th Century 1900-Present 	<ul style="list-style-type: none"> • Antiquity • Middle Ages • Renaissance • Baroque • Classical • Romantic • 20th Century 	<ul style="list-style-type: none"> • Associate time periods with composers. • Discuss advances in instrument technology with advancement in composition.

Theory of Music

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite(s): Teacher recommendation</p>	<p>Course Overview:</p> <p><i>Theory of Music</i> is designed to develop students’ abilities to recognize and understand the basic materials and processes in music. The course offers a solid foundation in intervals, pitch patterns, metric/rhythmic patterns, chords, musical composition, and the terms, rules, regulations that are a part of a basic understanding of music.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin’ Thru Theory</i>. Breezin’ Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow teacher’s directions.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Continue to develop appreciation of the study of music fundamentals with the knowledge gained through performing and listening. • Continue to develop and refine abilities through the creative process to write original works or arrange current published materials for various sized groups and instrumentation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Time & Sound	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Begin to develop understanding of time and sound. 	<ul style="list-style-type: none"> • Sound waves • Pitch • Intensity • Timbre • Harmonic series • Partial and overtones 	<ul style="list-style-type: none"> • Science of sound and frequency. • Comparing sound waves to sine waves.
Musical Terminology	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will define and identify:	<ul style="list-style-type: none"> • Scale degree terms (e.g., tonic, supertonic) • Common tempo markings • Common expression marking 	<ul style="list-style-type: none"> • Word wall • Vocabulary quizzes
Notation Skills	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Notate and identify pitches in F clef, G clef, and C clef. 	<ul style="list-style-type: none"> • Clef • Key 	<ul style="list-style-type: none"> • Use notation software. • Write in pencil on staff paper. • See exercises on MusicTheory.net.
Meter & Rhythm	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will notate, identify, and understand: <ul style="list-style-type: none"> • Relative value of notes and rests. • Subdivisions of the beat. • Simple meters. • Compound meters. 	<ul style="list-style-type: none"> • Compound and Simple Meters • Syncopation • Subdivision • Duple and triple meter 	<ul style="list-style-type: none"> • Use notation software. • Rhythm flashcards. • See exercises on MusicTheory.net.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Scales	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Begin to hear, and identify the following scales: <ul style="list-style-type: none"> ○ major scale, ○ natural minor scale, ○ harmonic minor scale, ○ melodic minor scale, ○ chromatic scale, ○ whole tone scale, and ○ pentatonic scale. 	<ul style="list-style-type: none"> • Major and minor • Half step and whole step • Pentatonic scale • Harmonic and melodic scale • Chromatic scale 	<ul style="list-style-type: none"> • See exercises on MusicTheory.net.
Key Signatures	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Begin to notate, hear, and identify: <ul style="list-style-type: none"> ○ major keys, ○ minor keys, ○ relative keys, and ○ enharmonic keys. • Explain the circle of fifths. 	<ul style="list-style-type: none"> • Circle of 5ths • Enharmonic • Relative • Key 	<ul style="list-style-type: none"> • Memorize the Circle of Fifths. • Learn steps that lead to WHY key signatures are built the way they are. • Order of sharps and flats. • See exercises on MusicTheory.net.
Intervals, Triads, & Chords	AKAS: CR, RE, CO NCAS: CR, RE, CN	Students will: <ul style="list-style-type: none"> • Begin to notate, hear, and identify the following intervals: <ul style="list-style-type: none"> ○ perfect, ○ major, and ○ minor. • Begin to notate, hear, and identify the quality of: <ul style="list-style-type: none"> ○ major and minor Triads, and ○ seventh chords. 	<ul style="list-style-type: none"> • Triad • Perfect • Major • Minor • Chord • Root 	<ul style="list-style-type: none"> • See exercises on MusicTheory.net.

High School Alternate Style

Advanced Ensemble

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite(s): Teacher recommendation</p>	<p>Course Overview:</p> <p><i>Advanced Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, honor band, honor choir, honor orchestra, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class, which may be repeated for credit.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Instrument Care	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Properly assemble and disassemble the applicable instruments/equipment. • Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage. 		
Music Notation		Students will: <ul style="list-style-type: none"> • Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable). • Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, and style). 		
Rhythmic Literacy		Students will: <ul style="list-style-type: none"> • Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble. 		
Concert & Rehearsal Expectations		Students will: <ul style="list-style-type: none"> • Demonstrate proper playing and resting positions. • Position stand and body to be able to watch the conductor/leader when applicable. • Stop playing, watch, and listen when the conductor/leader stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer. • Produce sounds demonstrating the characteristic tone quality of the instrument/equipment. • Demonstrate increased awareness of ways to improve tone production • Perform using musical expression, including but not limited to dynamics, tempo, style, articulation, and phrasing. 		

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting		Students will: <ul style="list-style-type: none"> Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances. 		

Beginning Guitar

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite(s): None	Course Overview: <i>Beginning Guitar</i> is designed for the student who wishes to learn how to play the guitar. Students must supply their own strings, picks, acoustic guitar, and books. The class will spend time on scales, technical exercises, solo and ensemble literature, and appropriate level guitar ensemble literature. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate knowledge of proper care and use of the instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Use musical instruments with proper care. • Improve technical skills on instrument. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Develop skills needed to perform instrument outside the classroom. • Develop and refine ability to make critical and constructive criticism of one's own performance and the performance of others.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify parts of the instrument. Demonstrate proper care of the instrument: <ul style="list-style-type: none"> cleaning, proper carrying techniques, proper storage in the case, and proper use and maintenance of humidifier (optional). Demonstrate proper technique of string replacement and peg adjustment. 		<ul style="list-style-type: none"> Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> Develop the proper playing posture: <ul style="list-style-type: none"> keeping the back straight, placement of guitar body on upper leg, optional use of foot stand, angle of guitar neck, and correct left and right hand position. 		<ul style="list-style-type: none"> Model and monitor students' posture.
Playing Techniques	AKAS: PR NCAS: PR	Students will develop the ability to: <ul style="list-style-type: none"> Identify and define major and minor chords as they appear in the music. Use correct fingerings for each chord that appears in the music. Use various accompanying strums as appropriate to the time signature and style (e.g. finger style, blues, jazz, flamenco, 2/4, 3/4, 4/4). switch between chords without hesitation. 		<ul style="list-style-type: none"> Practice filling in chord frames for chords learned, with correct fingerings and correct chord names. Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tuning Technique	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Develop ability to hear matched pitches by: <ul style="list-style-type: none"> ○ tuning to the piano keyboard, ○ tuning to a pitch pipe, ○ tuning the sixth string and using the 5th and 4th fret tuning technique, and ○ tuning with an electronic tuning device. • Develop awareness of peg rotation and its effect on tuning. 		<ul style="list-style-type: none"> • Use of a tuner • Internalization of the pitch (listen, sing, play).
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop sound demonstrating the characteristic tone of the guitar: <ul style="list-style-type: none"> ○ placement of left hand fingers on strings, ○ correct placement of left thumb on neck, ○ right hand strumming and picking techniques, ○ develop awareness of ways to improve tone, and ○ develop awareness of ways to alter tone. 		<ul style="list-style-type: none"> • Left hand fingernails need to be short for correct placement. • Introduce <i>p-i-m-a</i>: the Spanish terminology for the right hand for picking technique.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will develop the ability to: <ul style="list-style-type: none"> • Identify, define, and use correct phrasing techniques. • Play familiar, simple melodies by ear. • Balance within the ensemble. • Play indicated dynamics. 		<ul style="list-style-type: none"> • Perform individually and in small ensembles for the class, with assessment by peers and teacher.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Define and draw the treble (G) clef. • Define and draw the lines and spaces. • Define and draw the ledger lines used in music. • Define and draw bar lines, double bar lines, repeat signs, and all other markings applicable to the performance of the music. • Develop the ability to understand and read TAB. • Develop ability to: <ul style="list-style-type: none"> ○ define and perform knowledge of various signs as they are introduced in the music, ○ define and perform the various dynamic symbols, ○ define and perform the various tempo markings, ○ identify the various key signatures, ○ define and perform the chord symbols, and ○ define and perform the various major and minor scales. • Draw the notes and rests introduced: <ul style="list-style-type: none"> ○ write the key signature and scales; ○ complete a given melody by filling in the missing notes; ○ compose an ending to a given melody; ○ compose a variation to a given melody; and ○ compose, notate, and perform an original song including melody, lyrics, and chord symbols. 		<ul style="list-style-type: none"> • Provide music staff paper for students to practice drawing the different symbols. • Have students find TAB for a favorite song online, download it, and learn to read and play. • Perform individually and in small ensembles for the class, with assessment by peers and teacher. • Write a simple folk or rock style song using I, IV, V and/or V7 chord progression, with melody, lyrics, and proper notation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop ability to count and perform rhythm patterns combining various notes and rests: whole, half, dotted half, quarter, dotted quarter, and eighth. • Define and perform in 4/4, 3/4, and 2/4 meter. • Understand and replicate the conducting patterns of 4/4, 3/4, 2/4 meter. • Define and perform the various gestures used by conductors. • Perform rhythm patterns using fermatas, ties, and pickup notes. 		<ul style="list-style-type: none"> • Practice conducting patterns for the different time signatures using simple melodies as examples to conduct.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop ability to sight read literature at the appropriate level. 		<ul style="list-style-type: none"> • Rhythm reading drills
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Understand appropriate concert etiquette as an audience member and performer. • Develop appropriate practice techniques. • Reinforce active listening skills. 		<ul style="list-style-type: none"> • Practice sheets • Periodically refrain from verbal cues • Silent rehearsals • Sectionals • Small solo/ensemble experience
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop knowledge and appreciation of various styles of music, other than the current popular trends, through listening in the classroom and attending live performances. 		<ul style="list-style-type: none"> • As students are introduced to the different styles, most guitarists have websites dedicated to them, with videos of their performances and downloads of their techniques available.

Intermediate Guitar

Grade(s): 9-12 Length: One semester (may be repeated) Credit: 0.5 Prerequisite(s): <i>Beginning Guitar</i> or teacher recommendation	Course Overview: <i>Intermediate Guitar</i> is designed for the student who wishes to continue learning to read and play music on the guitar. This is a progressive skills class which may be repeated for credit. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate knowledge of proper care and use of the instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Use musical instruments with proper care. • Improve technical skills on instrument. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify parts of the instrument Demonstrate proper care of the instrument: <ul style="list-style-type: none"> cleaning proper carrying techniques proper storage in the case proper use and maintenance of humidifier (optional) Demonstrate proper technique of string replacement and peg adjustment 		<ul style="list-style-type: none"> Have students make a drawing of a guitar, labeling parts for their three-ring binder notebook where they will keep handouts and music. Demonstrate proper techniques for replacing a string.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> Develop the proper playing posture: <ul style="list-style-type: none"> keeping the back straight placement of guitar body on upper leg optional use of foot stand angle of guitar neck correct left and right hand position introduce shifting and position playing use appropriate fingerings for each chord that appears in the music 		<ul style="list-style-type: none"> Model and monitor students' posture.
Playing Techniques	AKAS: PR NCAS: PR	Students will continue to: <ul style="list-style-type: none"> Identify and define major and minor chords as they appear in the music Use correct fingerings for each chord that appears in the music Use various accompanying strums as appropriate to the time signature and style (e.g. Finger style, blues, jazz, flamenco, 2/4, 3/4, 4/4,) Switch between chords without hesitation 		<ul style="list-style-type: none"> Practice filling in chord frames for chords learned, with correct fingerings and correct chord names. Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tuning Technique	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Tune to the piano keyboard • Tune to a pitch pipe • Tune the sixth string and use the 5th and 4th fret tuning technique • Tune with harmonics • Tune with an electronic tuning device • Develop awareness of peg rotation and its effect on tuning 		<ul style="list-style-type: none"> • Students should be able to tune their own guitars.
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Continue to develop good tone through the use of a pick and/or strumming with the right hand • Develop awareness of ways to improve tone • Develop awareness of ways to alter tone 		<ul style="list-style-type: none"> • Left hand fingernails need to be short for correct placement. • Continue to reinforce the picking techniques for right hand using <i>p-i-m-a</i>, by introducing more literature that reinforces this technique.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Continue to <ul style="list-style-type: none"> ○ identify, define, and use correct phrasing techniques ○ play familiar, simple melodies by ear ○ balance within the ensemble ○ play indicated dynamics • Develop the ability to: <ul style="list-style-type: none"> ○ improvise in common major and minor pentatonic scales ○ create improvised solos using melodic line, rhythm, tone quality, and style 		<ul style="list-style-type: none"> • Perform individually and in small ensembles for the class, with assessment by peers and teacher. • Students will need to be familiar with the guitar fingerboard, scales, basic chord structures, and inner voices of chord structures to begin improvisation.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will develop the ability to: <ul style="list-style-type: none"> • Identify, define, and use correct phrasing techniques • Play familiar, simple melodies by ear • Use contrasting dynamics and various tempo markings • Define and perform fundamental i, iv, and v chords, with the help of the circle of fifths • Read and play chords using a chord chart • Define and perform the various major and minor scales • Continue to develop a vocabulary of memorized chords • Read and play melodies using tab and/or standard notation in various positions • Use appropriate fingerings for each chord that appears in the music • Write a song using a chord progression • Create a melody and notate using tab and/or standard notation 		<ul style="list-style-type: none"> • Play a scale in thirds • Balance with the ensemble • Identify the various key signatures. • Perform individually and in small ensembles for the class, with assessment by peers and teacher. • Define treble (G) clef, the lines and spaces, ledger lines used in music, bar lines, double bar lines, repeat signs, and all other markings applicable to the performance of the music. • Have students find TAB for a favorite song online: download it, learn to read, and play. • Become aware of alternate chord fingerings and alternate locations on the guitar fingerboard. • Practice filling in chord frames for chords learned with correct fingerings and correct chord names. • Transcribe a simple classical piece for guitar or ensemble and perform for the class. • Introduce basic binary form (AB and ABA) for composing.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop ability to count, clap, and perform rhythm patterns combining various notes and rests: whole, half, dotted half, quarter, dotted quarter, and eighth • Define and perform in 4/4, 3/4, 6/8, and 2/4 meter • Count, clap, and perform rhythm patterns using fermatas, ties, and pickup notes • Select various strumming patterns appropriate for the style and context of the repertoire 		<ul style="list-style-type: none"> • Practice conducting patterns for the different time signatures using simple melodies as examples to conduct. • Have students create and notate rhythm patterns to strum on the guitar.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Continue to develop ability to sight read literature at the appropriate level 		<ul style="list-style-type: none"> • Rhythm reading drills.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Understand appropriate concert etiquette as an audience member and performer • Develop appropriate practice techniques • Reinforce active listening skills 		<ul style="list-style-type: none"> • Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop knowledge of various styles of music utilizing guitar, other than the current popular trends, through listening in the classroom and attending live performances 		<ul style="list-style-type: none"> • As students are introduced to the different styles, most guitarists have websites dedicated to them, with videos of their performances and downloads of their techniques available.

Mariachi

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): None	Course Overview: This course is designed for the student with no previous experience on guitar, vihuela, or guitarron. Students will learn and be able to demonstrate a variety of basic Mariachi styles and vocal and instrumental techniques. Students will learn basic note-reading skills.
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National Core Music Standards	Course Goals (CG)
<ul style="list-style-type: none"> • CREATING (Cr): Conceiving and developing new artistic ideas and work • PERFORMING (Pr): Realizing artistic ideas and work through interpretation and presentation • RESPONDING (Re): Understanding and evaluating how the arts convey meaning • CONNECTING (Cn): Relating artistic ideas and work with personal meaning and external context 	<ol style="list-style-type: none"> 1. To develop correct vocal production technique. 2. To develop basic listening skills to develop correct posture, hand and instrument position. 3. To identify the parts of the guitar, vihuela and guitarron and appropriate string designations. 4. To demonstrate proper care and maintenance of the guitar, vihuela and guitarron. 5. To develop an awareness of correct tuning of the open strings. 6. To develop the ability to play with accurate intonation. 7. To understand the history and origin of the guitar, vihuela and guitarron and the role each plays within the Mariachi ensemble. 8. To demonstrate a knowledge of music fundamentals. 9. To recognize form in simple Mariachi styles through listening to recordings and live performances. 10. To demonstrate basic chords, simple chord progressions, scales and bass lines in first position. 11. To demonstrate proper strumming, finger style flat-picking techniques used in simple Mariachi styles. 12. To incorporate the traditional mánicos used in simple Mariachi styles into musical performances. 13. To demonstrate the ability to play basic scales and perform simple transpositions. 14. To demonstrate an awareness of the function of tablature as it relates to the guitar. 15. To improvise using short melodic phrases, variations, and basic chord progressions. 16. To demonstrate an awareness of the relationship between music and other arts disciplines. 17. To demonstrate an awareness of the role music plays in society and culture. 18. To demonstrate and awareness of the regional and historical significance and variations of Mariachi music.

Concept 1: Vocal Production				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	CG 1, 2 & Pr	Students will: <ul style="list-style-type: none"> Exhibit proper posture while seated or standing. Strategies <ul style="list-style-type: none"> Instruct students to sit upright in their chairs, ensuring their backs are straight, heads aligned with their bodies, and feet flat on the floor. Guide students to stand with a straight back, relaxed shoulders, and slightly bent knees. 		
Breathing	CG 1 & Pr	Students will: <ul style="list-style-type: none"> Utilize effective breathing methods to support their vocal tone. Strategies <ul style="list-style-type: none"> Have students practice silent inhalation with an open throat. Teach students to inhale using their diaphragm and gradually exhale, employing staggered breathing. 	<ul style="list-style-type: none"> Phrasing Sustaining Staggered breathing Catch breath Diaphragm 	
Tone Production	CG 1 & Pr	Students will: <ul style="list-style-type: none"> Produce a vocal tone with a relaxed throat. Strategies <ul style="list-style-type: none"> Encourage students to simulate a yawn while inhaling and then exhale with a sigh. Have students sing vowels in both Spanish and English, potentially using the International Phonetic Alphabet (IPA). 	<ul style="list-style-type: none"> Glottal Registers Diphthong Falsetto Timbre Belting Sustaining Blending Chest Voice Head Voice Mix Vibrato Melisma 	

Concept 1: Vocal Production continued...				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Production continued...			<ul style="list-style-type: none"> • Slurs • Vocal Coloring • Vocal Fry • Yodelling • Intonation • Flat • Sharp • Projection • Vowels 	
Diction	CG 1 & Pr	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate clear diction in English and Spanish. <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Use an egg shape visualization to help students articulate vowel sounds smoothly. • Teach students the proper use of consonants, focusing on attacks and releases, with specific attention to Spanish sounds (e.g., rolled r's). 	<ul style="list-style-type: none"> • Syllables • Enunciation • Diction 	
Vocal Placement	CG 1 & Pr	<p>Students will:</p> <ul style="list-style-type: none"> • Apply appropriate vocal placement. <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Practice transitioning through vocal registers smoothly. • Instruct students to sing with resonance by focusing on vowel placement in their facial mask area. 	<ul style="list-style-type: none"> • Belting • Piassagio • Voice types: Soprano, mezzo soprano/Alto, contralto, countertenor, tenor, baritone, and bass • Parts of the voice: larynx (voice box), esophagus, vocal folds, diaphragm, lungs, trachea (wind pipe), mouth, and nose. 	

Concept 1: Vocal Production continued...				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
History	Cg 8, Pr, Re, Cn	<p>Students will:</p> <ul style="list-style-type: none">• Engage in simple harmony with matched resonance. <p><u>Strategies</u></p> <ul style="list-style-type: none">• Encourage students to explore singing in harmony.	<ul style="list-style-type: none">• Harmony• Melody• Triads	

Concept 2: The Guitar, Vihuela, and Guitarron				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Parts of Instruments	CG 3 & Pr	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the parts of the guitar, vihuela, and guitarron. <p><u>Strategies</u></p> <ul style="list-style-type: none"> Guide students in memorizing the parts using correct terminology in English and Spanish. Have students label parts of the instruments on a diagram. Reinforce this knowledge with regular reviews. 	<ul style="list-style-type: none"> Guitar Vihuela Guitarron Nut Strings Sound hole Bridge Headstock Pick plate Body Neck Fretboard Afinador-fine tuner Armonía Barbáda Boca armonía Brazo Cabeza Ceja Cejilla Costilla Cuerda(s) Diapasón Fondo Maquinaria Púa Puente Puntal Taliz Tapa Top Trastos 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books

Concept 2: The Guitar, Vihuela, and Guitarron continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Strings	CG 3 & PR	Students will: <ul style="list-style-type: none"> Identify the open strings of each instrument by letter name and number. Strategies <ul style="list-style-type: none"> Facilitate memorization of open strings. Pair students to quiz each other on string numbers and letters. Help students associate strings with traditional notation. 	<ul style="list-style-type: none"> Guitar Strings: E, A, D, G, B, E Vihuela strings: A, D, G, B, E Gutarron's Adjustable tuning 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books
Care and Maintenance	CG 4 & Pr	Students will: <ul style="list-style-type: none"> Demonstrate proper care for their instruments. Strategies <ul style="list-style-type: none"> Provide handouts outlining care and maintenance. Conduct regular checks to ensure students are following care practices. 	<ul style="list-style-type: none"> Cleaning cloth Tuning Wrench Allen wrench Wire Clippers Guitar Case Nylon Strings Steel Strings 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books
History	Cg 8, Pr, Re, Cn	Students will: <ul style="list-style-type: none"> Understand the history and origins of these instruments. Strategies <ul style="list-style-type: none"> Play various styles of Mariachi music for analysis. Guide students in tracing the instruments' geographical origins. Lead discussions on the instruments' historical developments and cultural significance. 	<ul style="list-style-type: none"> Rancheras Corridos Cumbias Boleros Ballads Sones Huapangos Jarabes Danzones Joropos Pasodobles Marches Polkas Waltzes Chotís 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books

Concept 3: Required Daily Procedures

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	(CG 2) (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> • Maintain correct posture while playing. <p>Strategies</p> <ul style="list-style-type: none"> • Demonstrate the proper way to retrieve and open the instrument case. • Instruct students to sit upright with feet flat and the instrument positioned correctly. • Guide students in holding their instrument in rest position. • Demonstrate correct standing posture with a guitar strap. • Teach proper guitarron positions in both sitting and standing. 	<ul style="list-style-type: none"> • Feet • Rump • Back • Chin • Alexander Method for standing 	<ul style="list-style-type: none"> • YouTube demonstration videos • Curriculum method books
Hand Position	(CG 2) (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> • Develop correct hand positioning. <p>Strategies</p> <ul style="list-style-type: none"> • Show proper thumb placement on the neck for the left hand. • Encourage relaxed wrists and close elbows for the right arm. • Urge students to play without looking at the fingerboard. 		<ul style="list-style-type: none"> • YouTube demonstration videos • Curriculum method books
Tuning	(CG 5) (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> • Learn to tune their instruments correctly. <p>Strategies</p> <ul style="list-style-type: none"> • Demonstrate tuning with an electronic tuner. • Show tuning using specific frets for each string. 	<ul style="list-style-type: none"> • 440 Hz • Frets 	<ul style="list-style-type: none"> • YouTube demonstration videos • Curriculum method books

Concept 3: Required Daily Procedures continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tuning continued...		<ul style="list-style-type: none"> • Example for Guitar: <ul style="list-style-type: none"> ○ 6th string 5th fret matches open 5th string ○ 5th string 5th fret matches open 4th string ○ 4th string 5th fret matches open 3rd string ○ 3rd string 4th fret matches open 2nd string ○ 2nd string 5th fret matches open 1st string • Example for Vihuela: <ul style="list-style-type: none"> ○ 5th string 2nd fret matches open 2nd string ○ 2nd string 3rd fret matches open 4th string ○ 4th string 2nd fret matches open 1st string ○ 1st string 3rd fret matches open 3rd string 		

Concept 4: Music Fundamentals

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Notation	CG 9 (Pr)	Students will: <ul style="list-style-type: none"> Identify and perform various note values in different time signatures. Strategies <ul style="list-style-type: none"> Have students clap rhythmic patterns in different time signatures. Encourage counting rhythmic patterns aloud. Facilitate improvisation of rhythms in a Call and Response format. Incorporate games to reinforce rhythmic concepts. 	<ul style="list-style-type: none"> Time Signature Key Signature Scale Note Stem Note Head Treble Clef Tablature Chords Note Flag 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books Breezin' Thru Theory Musictheory.net
Use of Clefs	CG 9 (Pr)	Students will: <ul style="list-style-type: none"> Recognize treble and bass clef signs. Strategies <ul style="list-style-type: none"> Instruct students to write clef signs on staff paper. Use flashcards for identification practice. Have students notate simple melodies in both clefs. 	<ul style="list-style-type: none"> Bass Clef Treble Clef 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books
Terminology	CG 9 (Pr)	Students will: <ul style="list-style-type: none"> Use music-related terminology accurately. Strategies <ul style="list-style-type: none"> Illustrate musical notation terms on the board for students to copy and define. Identify examples of terminology in the music being studied. Encourage demonstrations of understanding through score analysis. 	<ul style="list-style-type: none"> Staff Measure Bar line Double bar line Ledger lines Estilo Dinámica Armonía Interpretación Tradición 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books Breezin' Thru Theory Musictheory.net

Concept 4: Music Fundamentals continued...				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Time Signature	CG 9 (Cr) (Pr)	Students will: <ul style="list-style-type: none"> Identify basic time signatures. Strategies <ul style="list-style-type: none"> Explain the significance of the top number in a time signature. Clarify the meaning of the bottom number. Guide students in composing rhythms in given time signatures. Have students clap or play labeled beats in measures. 	<ul style="list-style-type: none"> Time Signature Walz Common Time 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books Breezin' Thru Theory Musictheory.net
Key Signature	CG 9 (Pr)	Students will: <ul style="list-style-type: none"> Recognize specific major key signatures. Strategies <ul style="list-style-type: none"> Illustrate each key signature on the board. Have students identify sharps and flats in key signatures. Encourage students to copy key signatures onto staff paper. Teach students the terminology used in the Mariachi genre for key signatures. 	<ul style="list-style-type: none"> Major Scales Minor Scales 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books Breezin' Thru Theory Musictheory.net

Concept 4: Music Fundamentals continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Chords/ Tablature	CG 11, 15 (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> • Play common major chords in first position. <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Discuss the concept of harmony and sing basic chord tones. • Illustrate the construction of triads. • Use Mariachi terminology for chord progressions. • Demonstrate correct finger positioning for each chord. • Explain finger movement between chords for easier transitions. • Have students practice simple chord progressions. • Encourage singing simple Mariachi songs while accompanying with chords. • Implement peer evaluations with specific guidelines. • Have students identify and play chords from tablature 	<ul style="list-style-type: none"> • Triad • Primera • Segunda • Tercera • Fingerings • Tablature 	<ul style="list-style-type: none"> • YouTube demonstration videos • Curriculum method books • Shed the Music • Breezin' Thru Theory • Musictheory.net

Concept 4: Music Fundamentals continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Note Reading	CG 7, 11 (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> Recognize and play notes on the treble and bass clefs in first position. <p>Strategies</p> <ul style="list-style-type: none"> Encourage memorization of line and space names. Use flashcards for note identification practice. Guide students in playing notes with correct fingering. Have students sing back notes played by the teacher. Practice melodic phrases on each string. Facilitate improvisation of melodic phrases with various rhythms. Promote peer performances and evaluations. 	<ul style="list-style-type: none"> F.A.C.E. in the space Empty, Garbage, Before, Dad, Flips All, Cars, Eat Gas Great, Big, Dogs, Fight, Alligators 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books Breezin' Thru Theory Musictheory.net Shed the Music MusicWill (Formally "Little Kids Rock")
Playing & Singing Scales	CG 7, 9, 14 (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> Play and sing scales in specified keys using correct intonation. <p>Strategies</p> <ul style="list-style-type: none"> Explain key signatures through scales and the circle of fifths. Describe major scale construction. Have students play each scale, focusing on finger placement. Identify simple intervals. Conduct scale performances with peer evaluations. Have students sing scales using "moveable do" and "fixed do." Teach patterns of whole and half steps using solfège. Reinforce scale singing through improvisation. 	<ul style="list-style-type: none"> Whole steps and Half Steps of the Major scales (WWHWWH) Solfege 	<ul style="list-style-type: none"> YouTube demonstration videos Curriculum method books Breezin' Thru Theory Musictheory.net Shed the music MusicWill (Formally "Little Kids Rock")

Concept 4: Music Fundamentals continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rudiments of Bass Playing	CG 11 (Cr) (Pr) (Re)	<p>Students will:</p> <ul style="list-style-type: none"> • Play bass line accompaniment to simple chord progressions in a variety of keys. <p>Strategies</p> <ul style="list-style-type: none"> • Demonstrate and explain how the bass note is often the root of the chord. • Demonstrate and explain the root to fifth movement often found in bass lines. • Encourage students to improvise their own bass lines using just the root and 5th of the chords being played. • Using students in pairs, ask one student to play the chords while the other student plays the simple improvised bass line. • Have the other students evaluate each group performance with a strict set of guidelines provided by the teacher. Have them make suggestions regarding the bass part and how it might have been done differently and why. 	<ul style="list-style-type: none"> • I - V movement • Improvisation • Chords • Walking Bass • Passing Tones • Intervals 	<ul style="list-style-type: none"> • YouTube demonstration videos • Curriculum method books • Breezin' Thru Theory • Musictheory.net • Shed the music • MusicWill (Formally "Little Kids Rock")

Concept 4: Music Fundamentals continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Barre Chords	CG 11, 15 (Cr) (Pr)	<p>Students will:</p> <ul style="list-style-type: none"> • Show proper placement of “E” type and “A” type Barre Chords. <p>Strategies</p> <ul style="list-style-type: none"> • Introduce the E chord by demonstrating a new fingering that omits the use of the first finger, which will serve as the barre instead. • Instruct students to position their first finger across the nut while applying the new chord fingering. • Have students slide the new chord up the neck to reach the desired G position at the third fret of the sixth string. Clarify that by pressing their first finger against the third fret, they create a new chord that maintains the same shape as the open chord. • Demonstrate that this chord produces the same sound as the previously learned open G chord, explaining that this offers an alternative method for playing chords. • Encourage students to sing a variety of simple Mariachi songs while strumming basic barre chord accompaniments, either individually or in groups. • Have other students evaluate each performance using a clear set of criteria provided by the teacher, focusing on hand positioning, proper fingering, tone quality, and overall execution. 	<ul style="list-style-type: none"> • First Finger • Nut • Capo 	<ul style="list-style-type: none"> • YouTube demonstration videos • Curriculum method books • Breezin’ Thru Theory • Musictheory.net • Shed the music • MusicWill (Formally “Little Kids Rock”)

Concept 5: Mariachi Styles (Form)				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ranchera Valseada	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the Ranchera Valseada style of Mariachi Music. <p>Strategies</p> <ul style="list-style-type: none"> Play a recording of a Ranchera Valseada and have students describe its distinctive rhythmic pattern (mánico) within the Armonía. Guide students in demonstrating the golpe strum technique. Have students listen to various Ranchera Valseada performances by different Mariachi artists and note the common features (e.g., time signature, mánico, guitarrón rhythm). Connect the origins of the Ranchera Valseada style to its historical and cultural context. Encourage students to play and sing selections from the Ranchera Valseada repertoire. Instruct students to identify the various sections present within the Ranchera Valseada. Ask students to evaluate recorded Ranchera Valseada performances by articulating their thoughts using appropriate terminology. Motivate students to compose a simple song inspired by the Ranchera Valseada style. 	<ul style="list-style-type: none"> Ranchera Valseada Armonia Glope Strum Guitarron rhythm Estilo 	<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ranchera Lenta (Romantica)	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the Ranghera Lenta Style of Mariachi music. <p>Strategies</p> <ul style="list-style-type: none"> Play a recording of a Ranchera Lenta and have students describe its characteristic rhythmic pattern (mánico) within the Armonía. Instruct students to listen to several Ranchera Lenta (Romantica) pieces performed by various Mariachi artists and identify common elements (e.g., time signature, mánico, guitarrón rhythm). Relate the origins of the Ranchera Lenta style to its historical and cultural background. Have students perform and sing selections from the Ranchera Lenta repertoire. Guide students in identifying the distinct sections of the Ranchera Lenta. Ask students to assess recorded performances of Ranchera Lentas by expressing their descriptions in their own words using proper terminology. Encourage students to write a simple song in the style of a Ranchera Lenta. 	<ul style="list-style-type: none"> Ranghera Lenta Manico Armonia Romantica 	<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Bolero	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the Bolero Style. <p>Strategies</p> <ul style="list-style-type: none"> Play a Bolero recording and ask students to describe its unique rhythmic pattern (mánico) within the Armonía. Have students listen to several Boleros by different Mariachi artists and identify shared characteristics (e.g., time signature, mánico, guitarrón rhythm). Connect the origins of the Bolero style to its historical and cultural significance. Have students perform and sing Boleros. Instruct students to identify the various sections within a Bolero. Ask students to evaluate recorded Bolero performances by analyzing and expressing their thoughts using appropriate terminology. Encourage students to compose a simple song inspired by the Bolero style. 	<ul style="list-style-type: none"> Bolero 	<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Polka	(CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the Polka Style. <p>Strategies</p> <ul style="list-style-type: none"> Play a Polka recording and have students describe its distinctive rhythmic pattern (mánico) within the Armonía. Have students listen to various Polkas performed by different Mariachi groups and identify common elements (e.g., time signature, mánico, guitarrón rhythm). Discuss the historical and cultural roots of the Polka style. Encourage students to play and sing Polkas. Instruct students to identify the different sections within a Polka. Have students evaluate recorded performances of Polkas by analyzing and describing the music in their own words using correct terminology. Motivate students to compose a simple song in the style of a Polka. 		<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book

Concept 5: Mariachi Styles (Form) continued...

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Son Jalisciense	CG 10, 13, 19) (Cr) (Pr) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the Son Jalisciense Style. <p><u>Strategies</u></p> <ul style="list-style-type: none"> Play a recording of a Son Jalisciense and ask students to describe its more complex rhythmic pattern (mánico) within the Armonía. Have students listen to various Son Jaliscienses performed by different Mariachi groups and note common elements (e.g., time signature, mánico, guitarrón rhythm). Discuss the historical and cultural background of the Son Jalisciense style. 		<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book

Concept 6: Traditions, History, and Careers				
Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Related Disciplines, Traditions, and Cultural Celebrations	(CG 17) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Explain how Mariachi music relates to other disciplines. <p><u>Strategies</u></p> <ul style="list-style-type: none"> Have students watch a video of a Ballet Folklórico performance, and ask them to discuss the similarities and differences between the two artistic forms and how they complement one another. Encourage students to explore artworks centered on Mariachi and provide historical context about the artist or the artwork itself. (Refer to the San Antonio Mariachi-themed Art Exhibit and Competition) Motivate students to create their own visual art piece inspired by Mariachi, the guitar, vihuela, or guitarrón. Ask students to compile a list of films featuring Mariachi performances and discuss how the music portrayed specific moods in the narratives. Encourage students to research the role of Mariachi in live theater productions. Have students maintain a list of events where they encounter live Mariachi music. Ask students to identify specific cultural traditions that prominently feature Mariachi (e.g., Quinceañeras, weddings) and suggest selections for each occasion. 	<ul style="list-style-type: none"> Mariachi Interpretación Tradición Ranchera Lentas 	<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book

Historical Context	(CG 19) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Trace the origins of the Mariachi genre and explain the historical and geographical context of each selection studied. <p>Strategies</p> <ul style="list-style-type: none"> Have students explain how the Mariachi genre originated in Mexico. Instruct students to discuss how historical events in Mexico influenced the development of the Mariachi genre. Ask students to explore the origins of the guitar, vihuela, and guitarrón. Have students describe how the instrumentation of the Mariachi ensemble has evolved throughout its history. Ask students to identify and describe notable Mariachi ensembles that are prominent today. Have students explore various traditions within the Mariachi genre (e.g., performance traditions, uniform traditions). Review the significance of the lyrics and historical references present in the pieces studied. Trace the origins of each Mariachi style examined. Ask students to compare the historical developments of Ballet Folklórico and Mariachi. 	<ul style="list-style-type: none"> Interpretación Tradición Aletón Botín(es) Botonadura Broche Cinto Pitiado Ebilla Grecá. Liso Moño Motas/ motitas/ gargantillas. Sombrero Traje Traje de Charro charro suit, or mariachi suit. Traje Campero Traje Chinaco 	<ul style="list-style-type: none"> Smithsonian Folkways Online Interactive Feature, Meet the Mariachi! Explore Mexico's Musical Gift to the World. Grades 4-8. Smithsonian Folkways Online Interactive Feature, Música del Pueblo. Grades K-12. Mariachi Method Book
Careers	(CG 18) (Re) (Cn)	<p>Students will:</p> <ul style="list-style-type: none"> Identify three career paths in the music field and explore local music career opportunities. 	<ul style="list-style-type: none"> Booking Romoter Sound Engineering Music Licensing 	<ul style="list-style-type: none"> Fairbanks Arts Association Fairbanks Concert Association

		<p><u>Strategies</u></p> <ul style="list-style-type: none"> • Provide students with brochures from professional organizations, music unions, or industry sources outlining career opportunities in music. • Discuss various job opportunities, required skills, training, benefits, and salary ranges within the music industry. Encourage students to compare music jobs with non-arts careers. • Have students compare and contrast the roles of a guitar luthier and a guitarist, researching the guitar-making process and the shared goals of both professions regarding material selection, sound quality, playability, and design. • Invite professionals from various music sectors to speak to the class about career opportunities in their fields (e.g., Music Therapy, Music Industry, Performance, Studio Musician, Composer, Arranger). • Have students conduct a research project to identify “working musicians” in their community, completing a job description form to detail responsibilities, requirements, and qualifications for each position found. 	<ul style="list-style-type: none"> • Festival Circuit • Local Theatre 	
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Beginning Steel Pan Ensemble

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite(s): None	Course Overview: <i>Beginning Steel Pan Ensemble</i> is designed for students who wish to learn how to play instruments in a steel pan ensemble. The course will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel pan ensemble. This is a progressive skills course, which may be repeated for credit. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow the instructor's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve sense of music history and cultural differences in music. • Use musical instruments with proper care. • Continue to enjoy a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Refine skills needed to perform instrument outside the classroom. • Develop and refine ability to make aesthetic judgments of music. • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Properly set up and put away the instrument. • Demonstrate proper care of the instrument, including proper placement of instrument on stands and proper storage in the cases. 		<ul style="list-style-type: none"> • Instrument care day • Instrument demonstrations
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate proper playing position. • Position stand and body to be able to watch the instructor at all times. • Demonstrate total body, arm, hand, wrist, and finger position. 		<ul style="list-style-type: none"> • Teacher demonstrations • Posture tests
Playing Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate ability to hold mallets and play pans with the proper technique. • Learn how to play chords and rolls. • Increase speed of rolls. 		<ul style="list-style-type: none"> • Teacher demonstrations • Table top and over the shoulder mallet exercises.
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Produce sounds demonstrating the characteristic tone quality of the instrument. • Demonstrate awareness of the sweet spot for each note on assigned steel pan. 		<ul style="list-style-type: none"> • Teacher demonstrations of sweet spot.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Be aware of phrasing as it pertains to form in a piece. • Play simple tunes by ear. • Demonstrate ability to balance within the section and within the whole ensemble. • Define and play all indicated dynamics, both as a soloist and related to the ensemble. 		<ul style="list-style-type: none"> • Write in sections of the form.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Continue to develop the ability to name and play the notes of the lines and spaces of the staff in treble clef or bass clef, and appropriate ledger lines. Identify and play sharp, flat, and natural signs. Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature. Memorize all major and minor key signatures indicated. Define and play all indicated tempo markings. 		<ul style="list-style-type: none"> Identify and play sharp, flat, and natural signs. Symbols and terms quizzes or tests
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half. 		<ul style="list-style-type: none"> Daily rhythm activity
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Develop the ability to sight read appropriate level music literature. 		<ul style="list-style-type: none"> Sight read simple tunes
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Understand and follow the cues provided by the instructor. Develop the ability to play as an ensemble without the aid of the instructor. Develop the ability to learn by rote in the authentic tradition of steel pan playing. Have the opportunity to improvise solos. Stop playing, watch, and listen when the instructor stops the ensemble. Understand appropriate concert etiquette as an audience member and a performer. 		<ul style="list-style-type: none"> Call and response activities. Explanation of “engine room.”

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Be exposed to varying styles of traditional steel pan music, including but not limited to calypso, soca, and reggae. • Increase and refine knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and/or attending live performances. 		<ul style="list-style-type: none"> • Play listening examples as part of anticipatory set.

Advanced Steel Pan Ensemble

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite(s): Two semesters of <i>Steel Pan Ensemble</i> or teacher recommendation	Course Overview: <i>Advanced Steel Pan Ensemble</i> will spend time on scales, etudes, solo and ensemble literature, and appropriate level music written for steel pan ensemble. This group is a performance ensemble and represents the school at public functions and evening performances. This is a progressive skills course, which may be repeated for credit. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow the instructor's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve sense of music history and cultural differences in music. • Use musical instruments with proper care. • Continue to enjoy a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Refine skills needed to perform instrument outside the classroom. • Develop and refine ability to make aesthetic judgments of music. • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Properly set up and put away the instrument. • Demonstrate proper care of the instrument, including proper placement of instrument on stands and proper storage in the cases. 		<ul style="list-style-type: none"> • Instrument care day • Instrument demonstrations
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate proper playing position. • Position stand and body to be able to watch the instructor at all times. • Demonstrate total body, arm, hand, wrist, and finger position. 		<ul style="list-style-type: none"> • Teacher demonstrations • Posture tests
Playing Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate ability to hold mallets and play pans with the proper technique. • Improve playing chords and increase speed of rolls. 		<ul style="list-style-type: none"> • Teacher demonstrations • Table top and over the shoulder mallet exercises
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Produce sounds demonstrating the characteristic tone quality of the instrument. • Demonstrate increased awareness of the sweet spot for each note on assigned steel pan. • Demonstrate increased awareness of variations in sound which result in using different mallets. 		<ul style="list-style-type: none"> • Teacher demonstrations of sweet spot

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Identify, define, and use correct phrasing techniques. • Play simple tunes by ear. • Demonstrate ability to balance within the section and within the whole ensemble. • Define and play all indicated dynamics, both as a soloist and related to the ensemble. • Develop the ability to: <ul style="list-style-type: none"> ○ improvise in common major and minor scales and modes. ○ create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and the chord symbols provided. ○ improvise by ear over a provided accompaniment. 		<ul style="list-style-type: none"> • Write in sections of the form
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Name and play the notes of the lines and spaces of the staff in treble clef or bass clef, and appropriate ledger lines. • Identify and play sharp, flat, and natural signs. • Memorize and play a one octave scale, appropriate range permitting, in C and F major. • Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature. • Memorize all major and minor key signatures indicated. • Define and play all indicated tempo markings. 		<ul style="list-style-type: none"> • Identify and play sharp, flat, and natural signs • Symbols and terms quizzes or tests

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Count and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter. 		<ul style="list-style-type: none"> Daily rhythm activity
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Sight read appropriate level music literature. 		<ul style="list-style-type: none"> Sight read simple tunes
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Understand and follow the cues provided by the instructor. Develop the ability to play as an ensemble without the aid of the instructor. Develop the ability to learn by rote in the authentic tradition of steel pan playing. Have the opportunity to improvise solos. Stop playing, watch, and listen when the instructor stops the ensemble. Understand appropriate concert etiquette as an audience member and a performer. 		<ul style="list-style-type: none"> Call and response activities Explanation of “engine room”
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> Define and play the following musical styles: calypso, soca, and reggae. Increase and refine knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and attending live performances. 		<ul style="list-style-type: none"> Play listening examples as part of anticipatory set

High School Band

Beginning Band

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): None	Course Overview: <i>Beginning Band</i> is open to any student with no previous instrumental training or those with less than one year's experience. The instruments taught are restricted to those normally found in band classes. This is a progressive skills course, which may be repeated for credit. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow teacher's directions.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Follow teacher's directions.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Identify keys of the instrument by their proper names. • Properly assemble and disassemble the instrument. <p><u>Reed Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Care for reeds properly. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. <p><u>Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Main tuning slides. • Lubrication removal/application. • Water removal. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations • Instrument care day • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Develop playing posture and embouchure: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Properly support the instrument while sitting or standing to play. <p><u>Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations • Compare <i>good</i> and <i>bad</i> position.
Playing Techniques: Woodwind & Brass Instruments	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Develop the use of proper tonguing and breathing techniques in the attack and release of standard articulations, legato, accents, and slurs. <p><u>Brass</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop ability to use slurs on consecutive harmonics (lip slurs). <p><u>Trombone</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop proper slur technique with slide and tongue. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • double tonguing 	<ul style="list-style-type: none"> • Rubank Method • Mouthpiece playing such as sirens and simple songs. • Call and response using specific articulations.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion	AKAS: CR, PR NCAS: CR, PR	<p><u>Snare Drum</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag, ruff, single ratamacue, triple ratamacue, all from open to closed to open. Play single stroke and double stroke rolls from open to closed to open. Play on the rim and rim-shots. <p><u>Bass Drum, Cymbals, & Auxiliary Percussion</u> Students will develop the ability to:</p> <ul style="list-style-type: none"> Play with proper technique. Play rolls on timpani, suspended cymbal, and triangle from open to closed to open. <p><u>Mallet Percussion</u> Students will:</p> <ul style="list-style-type: none"> Play indicated scales. 	<ul style="list-style-type: none"> Counting Single stroke Double stroke Bounce stroke Roll Paradiddle Flam Flam tap Rudiments High stroke Low stroke Accent Attack Sustain Mute Dampen Choke 	<ul style="list-style-type: none"> Teacher demonstrations Rubank method Playing with a metronome. Lap playing Call and response. Touch playing bells.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: RE, CO NCAS: RE, CN	<p>Students will:</p> <ul style="list-style-type: none"> • Develop sounds demonstrating the characteristic tone quality of the instrument. • Develop awareness of ways to improve tone production. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop ability to use proper breathing techniques. • Develop evenly sustained straight tones using a good embouchure. • Use correct tonguing techniques. <p><u>Percussion</u></p> <p>Students will develop the ability to:</p> <ul style="list-style-type: none"> • Produce characteristic single stroke, double stroke, and multiple bounce stroke rolls. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness 	<ul style="list-style-type: none"> • Long tones • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone. • Call and response on instruments. • Breathing exercises, such as breathing gym. • Comparing airstream to a hose, sprinkler, or balloon.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: CR, PR, RE NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> Identify and utilize the tuning mechanisms of the instrument. Develop the ability to tune to a given pitch. Play and tune instrument to a given pitch from an electronic tuner or another instrument. Sing given pitch. Develop the ability to: <ul style="list-style-type: none"> identify, define, and use correct phrasing techniques; and play familiar, simple tunes by ear. Demonstrate ability to balance within the section and within the total ensemble. Play indicated dynamics. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will develop the ability to:</p> <ul style="list-style-type: none"> Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. <p><u>Percussion</u></p> <p>Students will develop the ability to:</p> <ul style="list-style-type: none"> Adjust tension on all types of drumheads and tune timpani, all with the aid of the instructor. 	<ul style="list-style-type: none"> Active listening Differentiate Tune Blend Ascending and descending lines Interval Unison Octave Score study Harmonic progression 	<ul style="list-style-type: none"> Use of a tuner. Internalization of the pitch (listen, sing, play). Play scales in a round. Rearrange band members around the room to foster listening and intonation skills. Theta Music Trainer Dynamics during warm-ups. Pencil in breath marks as needed in music. Play familiar, simple tunes by ear. Sound pyramid

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef. Identify and play sharp, flat, and natural signs. Identify and play scales in the keys of concert C, F, B^b, E^b, A^b, A, G, and D major for one octave. Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. Play a chromatic scale over the indicated range of the instrument. Write the scales listed above in both concert and transposed key signatures. Define and demonstrate knowledge of: <ul style="list-style-type: none"> Various signs as they occur in the music - repeat sign, solo/soli/tutti/divisi. Terms - unison, standard accent, tenuto, staccato, marcato, first and second endings, one measure repeat sign, long rest, D.C. al fine, and fermata. Dynamic markings - p, mp, mf, f, and the symbols for crescendo and decrescendo. Key signatures for the above scales. Tempo markings - andante, moderato, allegro, and ritardando. Draw the notes and rests and musical symbols previously introduced. Complete a given melody by filling in the missing notes. Compose an ending to a given melody. Compose a variation on a given melody. <p><u>Woodwind & Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Use alternate fingerings/positions. 	<ul style="list-style-type: none"> Tracking Fingering chart Scale Flat, sharp, natural sign Major and minor Pitch range 	<ul style="list-style-type: none"> Scale exercises Write out scales Write out rhythms Post terms around the room. Quarterly music theory exam. Identify and play pitches within the following ranges: <ul style="list-style-type: none"> Flute: eb to eb² Saxophone: c to c² French Horn: G to f1 Oboe: d to C² Bassoon: Bb^b to c Trombone or Baritone: F to d Clarinet: E to C² Cornet or Trumpet: bb to f¹ Tuba: AA to C

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter. • Define and perform in common time, cut time, 3/4, 2/4, and 6/8. • Perform rhythm patterns incorporating fermatas, ties, and pickup notes. • Replicate the conducting patterns used in 4/4, 3/4, and 2/4 meters. 	<ul style="list-style-type: none"> • Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem 	<ul style="list-style-type: none"> • Daily rhythm activity • Replicate the conducting patterns 4/4, 3/4, 2/4, and 6/8 meters. • Rhythm flash cards
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop ability to sight read appropriate level music literature including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ accidentals, and ○ signs. 	<ul style="list-style-type: none"> • Score study 	<ul style="list-style-type: none"> • Weekly sight reading
Concert & Rehearsal Expectations	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Understand and follow the conductor's right and left hand conducting patterns and gestures. • Stop playing, watch, and listen when the conductor stops the ensemble. • Understand appropriate concert etiquette as an audience member and a performer. • Develop appropriate practice techniques. • Develop and utilize appropriate warm-up techniques. 	<ul style="list-style-type: none"> • Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness 	<ul style="list-style-type: none"> • Practice sheets • Teacher demonstrations • Silent rehearsals • Replicate the conducting patterns 4/4, 3/4, and 2/4 meters.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Develop knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and attending live performances. 	<ul style="list-style-type: none"> Context Repertoire music literature 	<ul style="list-style-type: none"> Performance reports Play recordings of standard band repertoire. Attend and evaluate live performances.

Concert Band

<p>Grade(s): 9-12</p> <p>Length: Two semesters</p> <p>Credit: 1</p> <p>Prerequisite(s): Audition or teacher recommendation, and at least one year of experience playing requested instrument.</p>	<p>Course Overview:</p> <p><i>Concert Band</i> is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, scales, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents the school at public functions, athletic events, and evening performances. This is a progressive skills course which may be repeated for credit.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Demonstrate ability to play with appropriate position and posture. • Follow the teacher's directions. • Perform basic music fundamentals taught previously. • Demonstrate knowledge of proper care and assembly of instrument.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Expand knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: B.1, D.1	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate proper care of the instrument, including: cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Continue to properly assemble and disassemble the instrument in a timely manner. • Introduce instrument quality (student line, intermediate, and professional). • Introduce differences in mouthpieces and other hardware. <p><u>Woodwind Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to evaluate reed strength and brand choice in relation to student progress. • Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use. <p><u>Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop tuning slide technique. • Lubricant removal/application. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations • Instrument care day. • Place posters of instruments around room. • Reinforcement of cleaning procedures of individual instruments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Posture	AKAS: B.1-2, D.1	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop playing posture: total body, arm, hand, wrist, and finger position. • Continue to position chair, stand, and body to be able to watch the conductor at all times. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. <p><u>Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations
Playing Techniques: Woodwind & Brass Instruments	AKAS: A.1, B.1-2, C.3, D.1	<p>Students will:</p> <ul style="list-style-type: none"> • Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulations, legato, accents, and slurs. • Continue to expand instrument playing range. <p><u>Woodwinds</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop ability to define and play trills, and grace notes. • How to read a trill chart. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • double tonguing 	<ul style="list-style-type: none"> • Rubank method • Double tonguing • Introduction to extended instrument family members (e.g. piccolo, bari sax, alto clarinet, bass trombone).

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion	AKAS: A.3, B.1-2, C.3, D.1	<p><u>Snare Drum</u> Students will:</p> <ul style="list-style-type: none"> Continue development of the ability to identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, and drag/ruff. Play single stroke and double stroke rolls with increased speed. Play on the rim and rim-shots. <p><u>Bass Drum, Cymbals, & Auxiliary Percussion</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop ability to play with proper technique. Continue to develop ability to play rolls on timpani, suspended cymbal, and triangle. <p><u>Mallet Percussion</u> Students will:</p> <ul style="list-style-type: none"> Play indicated scales. 	<ul style="list-style-type: none"> Counting Single stroke Double stroke Bounce stroke Roll Paradiddle Flam Flam tap Rudiments High stroke Low stroke Accent Attack Sustain Mute Dampen Choke 	<ul style="list-style-type: none"> 40 essential rudiments Hand and wrist checklist.
Tone Quality	AKAS: A.3, B.1-2, C.3, D.1	<p>Students will:</p> <ul style="list-style-type: none"> Continue developing appropriate tone quality. Demonstrate awareness of ways to improve tone production. <p><u>Woodwind and Brass Instruments</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop ability to use proper breathing techniques. Produce evenly sustained straight tones using an appropriate embouchure. 	<ul style="list-style-type: none"> Breath support Embouchure Aperture Body position Resonance Tone versus breathiness 	<ul style="list-style-type: none"> Long tones Long note championship. Invite instrument specialists into the classroom to demonstrate proper tone. Produce a controlled and sustained vibrato if and when appropriate.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality continued...		<u>Percussion</u> Students will continue developing the ability to: <ul style="list-style-type: none"> • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument. • Demonstrate awareness of variation in sound produced by striking different areas of a given instrument. • Make appropriate mallet choice according to the needs of the specific instrument and piece. 		
Ear Training	AKAS: A.3, B.1-2, C.3, D.1	Students will continue to develop the ability to: <ul style="list-style-type: none"> • Tune to a given pitch. • Play and tune instrument to a given pitch, from an electronic tuner, or another instrument. • Sing given pitch. • Develop the ability to identify, define, and use correct phrasing techniques. • Develop the ability to play familiar, simple tunes by ear. • Demonstrate ability to balance within the section and within the total ensemble. • Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble. 	<ul style="list-style-type: none"> • Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression 	<ul style="list-style-type: none"> • Use of a tuner. • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Develop ability to tune properly while using a mute. • Dynamics during scale activities. • Sound Pyramid

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued...		<p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Continue to develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. <p><u>Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Continue to develop ability to adjust tension on all types of drum heads and to tune timpani. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Musical Literacy	AKAS: A.3, B.1-2, C.2-3, D.1	<p>Students will:</p> <ul style="list-style-type: none"> Identify all notes in the appropriate clef. Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch. Be able to identify whole steps and half steps and how they relate to major and minor scales. Identify and play sharp, flat, and natural signs. Memorize and play scales in the keys of concert C, F, B_b, E_b, A_b, D_b, G_b, B, E, A, D, and G major. Play scales in the keys of C, F, B_b, and E_b natural minor. Play and memorize a one octave chromatic scale. Continue to define and demonstrate knowledge of various signs as they occur in the repertoire. Use resources to look up definitions outside of class. 	<ul style="list-style-type: none"> Tracking Fingering chart Scale Flat, sharp, natural sign Major and minor Pitch range 	<ul style="list-style-type: none"> Scale exercises Students sing their part. Post terms around the room. Key signature identification Meter identification Hypothetical meter exercises. Write out scales. Write out rhythms. Be able to identify the keys of the piano keyboard. Complete a given melody by filling in the missing notes. Write the key signatures and related scales in

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued...		<ul style="list-style-type: none"> Continue to develop knowledge of the circle of fifths and how to use it to identify major and minor keys. Define and play all indicated tempo markings in the repertoire and understand their use as expressive elements. Define and play all indicated dynamic markings in the repertoire and understand their use as expressive elements. Draw the notes, rests, and musical symbols previously introduced. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Use alternate fingerings/positions. Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument. 		<p>concert pitch and transposed pitch.</p> <ul style="list-style-type: none"> Compose an ending to a given melody. Compose a variation on a given melody. Recommended instrument ranges: <ul style="list-style-type: none"> Flute: C4 to F6 (c' - f'') Oboe: C4 to E6 (c' - e'') Bassoon: Eb2 to Eb4 (Eb - eb) Clarinet: F3 to G5 (F - g') Bass Clarinet F3 to G5 (F - g') Saxophones: C4 to E6 (c' - e'') Cornet or Trumpet: G3 to E5 (g - e') French Horn: G3 to F5 (g - f') Trombone or Baritone/Euphonium: F2 to D4 (F - d') Tuba: F1 to D3 (F - d)

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: A.3, B.1-2, D.1	Students will: <ul style="list-style-type: none"> Count, clap, and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, triplets, and other beat/note divisions. Define and perform in all indicated meters. Perform rhythm patterns incorporating fermatas, ties, pickup, and grace notes. 	<ul style="list-style-type: none"> Steady beat Accuracy Beat division Beat subdivision Time signature Meter Beam Notehead Stem 	<ul style="list-style-type: none"> Daily rhythm activity. Syncopation activities Rhythm flash cards. Define and perform in polymetric and polyrhythmic idioms. Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8 meters. Rhythm dictation
Sight Reading	AKAS: A.2-3, B.1, D.1	Students will: <ul style="list-style-type: none"> Develop ability to sight read music literature at an appropriate level. 	<ul style="list-style-type: none"> Score study 	<ul style="list-style-type: none"> Weekly sight reading.
Concert & Rehearsal Expectations	AKAS: A.1-3, B.1-3, C.103, D.1-2	Students will continue to: <ul style="list-style-type: none"> Understand and follow the conductor's right and left hand conducting patterns and gestures. Stop playing, watch, and listen when the conductor stops the ensemble. Understand appropriate concert etiquette as an audience member and performer. Develop appropriate practice techniques. Develop and utilize appropriate warm-up techniques. Reinforce appropriate playing and resting position. Reinforce active listening skills. Experience playing repertoire in a wide variety of styles. 	<ul style="list-style-type: none"> Rest position Playing position Audience behavior Performer behavior Ensemble awareness 	<ul style="list-style-type: none"> Practice sheets Programming a variety of musical styles, including: marches, orchestral transcriptions, popular compositions, and contemporary literature at high school level. Silent rehearsals Sectionals Small solo/ensemble experience.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: B.1, C.1-3, D.1-2	Students will: <ul style="list-style-type: none"> Continue to develop knowledge of various styles of music and various composers, other than current popular trends, through listening in the classroom and/or attending live performances. Develop ability to listen critically to music and discuss what they hear using musical vocabulary. 	<ul style="list-style-type: none"> context repertoire music literature 	<ul style="list-style-type: none"> Performance reports Play recordings of standard band repertoire. Identify musical styles, such as: marches, orchestral transcriptions, popular compositions, and contemporary literature at the high school level. Form mapping exercises. Melodic contouring exercises.

Jazz Band

<p>Grade(s): 9-12</p> <p>Length: Two semesters (may be repeated)</p> <p>Credit: 1</p> <p>Prerequisite(s): Audition or teacher recommendation, and at least one year experience playing the requested instrument.</p>	<p>Course Overview:</p> <p><i>Jazz Band</i> is a performance ensemble elective designed for the advanced band student. This class gives students the opportunity to experience jazz music, its different styles, and unique creative process. Daily class time is spent on literature with a focus on technique, ensemble skills, and performance etiquette. Students will be required to also be in Symphonic Band, Concert Band, or Chamber Orchestra, unless they play an instrument not commonly found in those ensembles. There will be many opportunities to perform in concerts, at public functions, and to travel to regional and statewide music festivals. Recommended contact time for high school jazz band is 270 minutes per week. This is a progressive skills class, which may be repeated for credit.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow teacher's directions. • Perform basic music fundamentals taught previously.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Improve sense of knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Refine skills needed to perform instrument outside the classroom. • Develop and refine ability to make aesthetic judgments of music. • Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Continue to demonstrate proper care of the instrument, including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case. • Properly assemble and disassemble the instrument. • Identify parts of instrument by their proper names. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations • Instrument care day • Place posters of instruments around room. • Instruction for cork grease application. • Instruction for slide grease/oil application. • Instruction for valve oil application. • Students assist in deep-cleaning instruments at the end of the year.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue development of proper playing posture: total body, arm, hand, wrist, and finger position. • Position chair, stand, and body to be able to watch the conductor at all times within a section. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations
Playing Techniques: Woodwind & Brass Instruments	AKAS: PR NCAS: PR	<u>Woodwinds</u> Students will: <ul style="list-style-type: none"> • Continue to develop and refine the ability to: <ul style="list-style-type: none"> ○ use alternate fingers, and ○ use vibrato. <u>Brass</u> Students will: <ul style="list-style-type: none"> • Continue to develop and refine the ability to: <ul style="list-style-type: none"> ○ play in the upper range, ○ use alternate positions/fingerings, and ○ use vibrato (slide vibrato). • Play with various mutes and know their individual characteristics. 	<ul style="list-style-type: none"> • Improvisation • Background 	<ul style="list-style-type: none"> • Play in the altissimo register.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Rhythm Section	AKAS: PR NCAS: PR	<p><u>Piano</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop and refine the ability to: <ul style="list-style-type: none"> know and use chord symbols; use chord symbols in comping technique; and choose appropriate playing technique to portray melody, accompaniment (comping), and solos. Introduce extended chords (9th, 11th and 13th). <p><u>Bass</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop and refine the ability to: <ul style="list-style-type: none"> play/improvise stylistically correct bass lines from chord symbols, and keep accurate time. <p><u>Guitar</u> Students will:</p> <ul style="list-style-type: none"> Continue to develop and refine the ability to demonstrate chord shapes for major, minor, major 7, dominant 7, minor 7, and diminished 7 chords using 4th, 5th, and 6th string roots. Introduce extended chords (9th, 11th and 13th). Choose appropriate playing technique to portray melody, accompaniment (comping), and solos. 	<ul style="list-style-type: none"> Improvisation Chords Riffs 	<ul style="list-style-type: none"> Scales on rhythms Scales in thirds Compose stylistically correct bass lines from common chord symbols. Use common chord symbols in comping technique for piano and mallet instruments. Basic drumset beats like swing and rock.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Rhythm Section continued...		<u>Percussion</u> Students will: <ul style="list-style-type: none"> Continue to develop and refine the ability to: <ul style="list-style-type: none"> play the bass drum, hi-hat, ride cymbal, crash cymbal, snare drum, tom-toms, and additional cymbals; Know and use chord symbols on the mallet instruments; and solo and comp on the mallet instruments.		
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Continue development of sounds demonstrating the characteristic tone quality of the instrument. Continue to develop awareness of ways to improve tone production. Continue to improve steady airstream. 	<ul style="list-style-type: none"> Breath support Embouchure Aperture Body position Resonance Tone versus breathiness 	<ul style="list-style-type: none"> Long tones Long note championship. Invite instrument specialists into the classroom to demonstrate proper tone. Recognize the connection between playing posture and tone production.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> Continue to develop and refine the ability to: <ul style="list-style-type: none"> identify, define, and use correct phrasing techniques in varying jazz styles, balance within the section, and balance within the total ensemble. Develop knowledge and refine technique to improvise using major/minor scales and modes. Develop the ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music and chord symbols provided. Improvise by ear using only the sounds created by the rhythm section. 	<ul style="list-style-type: none"> Active listening Differentiate Tune Blend Ascending and descending lines Interval Unison Octave Score study Harmonic progression 	<ul style="list-style-type: none"> Warm-ups with different dynamics. Listening across the ensemble. Examples of common major and minor scales/modes: major, natural minor, dorian, mixolydian, bebop, and blues. Sit in different sections in rehearsal. Lead players run sectionals.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued...		<ul style="list-style-type: none"> • Play jazz heads and riffs in differing key signatures without the aid of notation. • Transcribe simple melodies. • Transpose simple melodies. <p><u>Rhythm Section</u> Students will:</p> <ul style="list-style-type: none"> • Continue to develop knowledge of ability to play as a unit and in response to the large ensemble or a soloist. <p><u>Wind Players</u> Students will:</p> <ul style="list-style-type: none"> • Be introduced to the concepts of leads and supporting roles within a section. 		<ul style="list-style-type: none"> • Trading twos and fours. • Transcribe and/or analyze solos from recordings. • Transposition exercises
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop knowledge of basic chord construction and symbols for major, minor, diminished, and augmented chords. • Continue to develop sufficient technique to: <ul style="list-style-type: none"> ○ memorize the circle of fifths for the playing range of the instrument at an appropriate level; and ○ memorize the blues scale for B_b, E_b, F, and C. • Develop the ability to identify and build bebop, blues, mixolydian, and dorian scales in all keys. • Continue to develop knowledge of and the ability to play the articulations as they occur in the repertoire. • Continue to develop a knowledge of accent markings and how they are performed in varying jazz styles. 		<ul style="list-style-type: none"> • Play a classical piece in jazz style. • Terms matching quiz • Written tests • Compose a 12 bar or more blues riff and transpose it for all instruments in the ensemble.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Continue to develop knowledge of how notes and phrases are played in: swing, Latin, rock, ballad, and bebop styles. Continue to expand rhythmic vocabulary and repertoire. 		<ul style="list-style-type: none"> Play rhythms in different styles and with different articulations. Rhythm dictation
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Continue to develop ability to sight read literature at the appropriate level. 		<ul style="list-style-type: none"> Rhythm reading drills Sight read middle school and high school charts.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Continue to: <ul style="list-style-type: none"> understand appropriate concert etiquette as an audience member and performer, develop appropriate practice techniques, and develop and utilize appropriate warm-up techniques. Reinforce appropriate playing and resting position. Reinforce active listening skills. Experience playing repertoire in a wide variety of styles. 	<ul style="list-style-type: none"> Rest position Playing position Audience behavior Performer behavior Ensemble awareness 	<ul style="list-style-type: none"> Practice sheets Periodically refrain from verbal cues. Silent rehearsals Sectionals Small solo/ensemble experience Rearrange ensemble set up.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Continue to develop knowledge and appreciation of varying jazz styles and performers through classroom listening and attending live performances. • Refine the ability to identify and play different musical styles related to the jazz ensemble idiom. • Continue to develop ability to listen critically to music and discuss what they hear using musical vocabulary. • Recognize common jazz forms, such as 12 bar blues and ABA. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Form mapping exercises. • Melodic contouring exercises. • Have students analyze and critique a recording of their performance. • Funk, rock, swing, and Latin genres • Other examples: 12 bar song form, 32 bar song form, AABA, ABAC.

Modern Band

Grade(s): 9-12

Length: One semester or one year
(designed to be flexible)

Credit: 0.5 per semester

Prerequisite(s): None

Course Overview:

Modern Band gives students the opportunity and resources to explore popular musical styles in an authentic, real-world learning environment through faculty facilitators, peer mentors, and self-teaching. Students who take modern band learn the basics of rock band instruments such as drums, bass, guitar, keyboard, as well as new instruments and programs which fall under music technology and production. Performance opportunities for modern band students happen frequently throughout the duration of the class and are comprised of cover songs as well as originals written in class.

Adopted Textbook:

- *Sight Reading Factory*. Gracenotes
- *Breezin' Thru Theory*. Breezin' Thru

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Guitar Skills Suggested time: 4 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know the parts of the guitar, string names, fret purposes, how to read chord chart, basic rhythms, and introductory tablature. • Be able to play basic guitar chords using correct fingerings, strum a basic rhythm pattern using a pick to a steady beat, read chord charts, and read tablature. • Be able to play basic chords using a basic strum pattern to a steady beat both individually and as a class. • Be able to interpret a chord chart and tablature. 	<ul style="list-style-type: none"> • Guitar • Chord • Fret • Rhythm • Strum • Pick • Tablature 	<ul style="list-style-type: none"> • Acoustic/ Electric Guitars • Cords • Sound Board • Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Keyboard Skills Suggested time: 3 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know the layout of keyboard, names of keys, how to read chord charts, basic rhythms, understand Jam Cards, and basic note/ tablature reading. • Be able to play basic piano chords, play a basic rhythm pattern, read Jam Cards, and read tablature. • Be able to play basic chords using a steady beat individually and as a class. • Be able to interpret a jam card and tablature. 	<ul style="list-style-type: none"> • Keyboard • Chord • Individual keys • Jam cards • Tablature 	<ul style="list-style-type: none"> • Keyboards • Headphones • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Basic Bass Skills Suggested time: 1 week	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know (review) parts of bass guitar, string names, fret purposes, how to interpret chord chart, basic rhythms, and tablature. • Be able to play basic bass notes based on chords in time, using correct playing technique, create a basic rhythm pattern, read Chord Charts, and read tablature. • Be able to play a basic bass line using a proper technique individually and with a group. • Be able to interpret a chord chart and tablature. 	<ul style="list-style-type: none"> • Guitar • Fret • Rhythm • Pluck • Tablature 	<ul style="list-style-type: none"> • Electric Bass • Cord • Sound Board/ Speaker • Sound Amplifier • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Basic Drum Kit Skills Suggested time: 1 week	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know equipment names for drum kit, purposes of each part of the kit, how to play basic rhythms on the kit, how to read drum tablature. • Be able to play basic rhythms based on the style of song, using correct playing technique, create a basic rhythm pattern, and read drum kit tablature. • Be able to play a basic rhythm to a steady beat using a proper technique individually and with a group. • Be able to interpret a rhythm. 	<ul style="list-style-type: none"> • Drum Kit • Snare • Hi Hat • Kick or Bass Drum • Suspended and Ride Cymbals • Drumsticks • Rhythm • Tablature 	<ul style="list-style-type: none"> • Roland Drum Kit • Sound Board/ Speaker • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org
Vocal Techniques Suggested time: 9 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know basic song to sing in a band, and techniques on being a “front man.” • Understand the basics of vocal anatomy and proper technique, know how to warm up the muscles of the voice for singing, care and maintenance of the voice, replicate various vocal styles appropriate to age level in terms of vocal health, match pitch, and understand how to ready basic melody lines. • Be able to sing songs using basic techniques and rhythm both individually and with a group. Students will be able to interpret the proper notation for vocal performance. 	<ul style="list-style-type: none"> • Diaphragm • Vocal chords • Vocal folds • Larynx • Trachea • Hydration straining • Breath control and support • Pitch • Interpretation • Stylistic techniques 	<ul style="list-style-type: none"> • All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ensemble Playing Suggested time: 8 weeks	<u>National Core Arts Standards:</u> <ul style="list-style-type: none"> • Creating (CR) • Performing/ Presenting/ Producing (PR) • Responding (RE) • Connecting (CN) 	Students will: <ul style="list-style-type: none"> • Know a basic song to play basic guitar, keyboards, bass, drum kit using correct technique on songs with the class and small groups. • Play basic chords, notes, rhythms using the correct technique on each instrument. • Develop ensemble skills, including beginning and ending together and staying together throughout musical selections. • Be able to play songs on each instrument using basic techniques and rhythm both individually and with a group. • Be able to interpret the proper tablature for each instrument. 	<ul style="list-style-type: none"> • Guitar • Keyboard • Bass • Drum kit • Chords • Rhythm • Tablature • Jam cards • Drumsticks • Pick 	<ul style="list-style-type: none"> • All class instruments • Modern Band Lesson Books • https://www.ultimate-guitar.com/ • https://musicwill.org

Symphonic Band

<p>Grade(s): 9-12</p> <p>Length: Two semesters (may be repeated)</p> <p>Credit: 1</p> <p>Prerequisite(s): Audition or teacher recommendation, and at least one year of experience playing the requested instrument.</p>	<p>Course Overview:</p> <p><i>Symphonic Band</i> is designed for the advanced band student. The class will spend time on scales, technical exercises, etudes, solo and ensemble literature, and appropriate level band literature. This group is a performance ensemble and represents the school at public functions, athletic activities, and evening performances. This is a progressive skills class which may be repeated for credit.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Follow teacher's directions. • Demonstrate ability to play with appropriate position and posture. • Demonstrate knowledge of proper care and assembly of instrument. • Perform basic music fundamentals taught previously.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Expand knowledge of music history and cultural differences in music. • Use musical instruments with proper care. • Be exposed to a variety of musical activities through participating in or attending performances. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Develop skills needed to perform instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Demonstrate proper care of the instrument, including: cleaning, proper carrying techniques while the instrument is assembled, proper storage in the case, and make appropriate adjustments for inclement weather. • Further develop and refine the ability to select appropriate reeds and mouthpieces appropriate to instrument, player, and music. • Demonstrate proper lubrication of the instrument: what to use, what not to use, and how to use. 	<ul style="list-style-type: none"> • Embouchure • Articulation • Mouthpiece • Reed • Swab • Water key 	<ul style="list-style-type: none"> • Instrument demonstrations. • Instrument care day. • Place posters of instruments around room.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue to develop proper playing posture and embouchure: total body, arm, hand, wrist, and finger position. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Properly support the instrument while sitting or standing to play. • Proper neck-strap adjustment when applicable. <p><u>Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments. 	<ul style="list-style-type: none"> • Embouchure • Posture • Position 	<ul style="list-style-type: none"> • Teacher demonstrations

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques: Woodwind & Brass Instruments	AKAS: PR NCAS: PR	<p>Students will:</p> <ul style="list-style-type: none"> • Use proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs. • Demonstrate increased ability to define and play double, triple, and flutter tonguing for appropriate instruments. • Continue to expand instrument playing range. <p><u>Woodwinds</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop the ability to define and play trills, turns, and grace notes. • Demonstrate the ability to read a trill chart. <p><u>Brass</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop the advanced techniques associated with double and triple tonguing. 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Articulation • Taper • Tonguing • Double tonguing 	<ul style="list-style-type: none"> • Rubank method • Buzzing activities • Arban's method
Playing Technique: Percussion	AKAS: PR NCAS: PR	<p><u>Snare Drum</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop the ability to execute the 26 standard rudiments from fast to slow. • Play single stroke and double stroke rolls from fast to slow. • Play on the rim and rim-shots. <p><u>Auxiliary Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate ability to play bass drum, cymbals, and auxiliary percussion with the proper technique. 	<ul style="list-style-type: none"> • Counting • Single stroke • Double stroke • Bounce stroke • Roll • Paradiddle • Flam • Flam tap • Rudiments • High stroke • Low stroke • Accent 	<ul style="list-style-type: none"> • Teacher demonstrations • Rubank method • Percussion ensemble/drumline activities. • Play the rudiments at various tempos.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Technique: Percussion continued...		<ul style="list-style-type: none"> • Play rolls on timpani, suspended cymbal, and triangle with increased speed. <p><u>Mallet Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Introduce rolls and chords using four mallet technique. • Memorize and play indicated scales. 	<ul style="list-style-type: none"> • Attack • Sustain • Mute • Dampen • Choke 	
Tone Quality	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> • Produce sounds demonstrating the characteristic tone quality of the instrument. • Demonstrate increased awareness of ways to improve tone production. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to develop ability to use proper .breathing techniques. • Produce evenly sustained straight tones using a good embouchure. • Produce a controlled and sustained vibrato. <p><u>Percussion</u></p> <p>Students will continue to develop the ability to:</p> <ul style="list-style-type: none"> • Produce characteristic single stroke, double stroke, and multiple bounce strokes. • Produce an even sound with both hands while playing appropriate level rudiments. • Demonstrate awareness of variations in sound which result in using different beaters, mallets, 	<ul style="list-style-type: none"> • Breath support • Embouchure • Aperture • Body position • Resonance • Tone versus breathiness 	<ul style="list-style-type: none"> • Long tones • Long note championship. • Invite instrument specialists into the classroom to demonstrate proper tone.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality continued...		<p>and sticks in their placement on the appropriate instrument.</p> <ul style="list-style-type: none"> • Play bass drum, cymbals, mallet instruments., and auxiliary percussion with proper technique. • Make appropriate mallet choice according to the needs of the specific instrument and piece. 		
Ear Training	AKAS: RE, CO NCAS: RE, CN	<p>Students will continue to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to tune to a given pitch. • Play and tune instrument to a given pitch from an electronic tuner or another instrument. • Sing given pitch. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Continue to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument. <p><u>Brass</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Introduce ability to tune properly while using various mutes. <p><u>Percussion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate ability to adjust tension on all types of drum heads, and to tune timpani using a pitch pipe or by singing the tuning pitch. • Continue to develop the ability to: <ul style="list-style-type: none"> ○ identify, define, and use correct phrasing techniques; and 	<ul style="list-style-type: none"> • Active listening • Differentiate • Tune • Blend • Ascending and descending lines • Interval • Unison • Octave • Score study • Harmonic progression 	<ul style="list-style-type: none"> • Use of a tuner. • Internalization of the pitch (listen, sing, play). • Play scales in a round. • Rearranging band members around the room to foster listening and intonation skills. • Sing an entire piece. • Sound Pyramid

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training continued...		<ul style="list-style-type: none"> ○ play familiar, simple tunes by ear. • demonstrate ability to balance within the section and within the total ensemble. • define and play all indicated dynamics, both as a soloist and related to the ensemble. • Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances. • Further develop the ability to identify the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature of appropriate level music. 		
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Identify all notes in the appropriate clef. • Identify and play sharp, double sharp, flat, double flat, and natural signs. • Memorize all major key signatures and play scales in the keys of concert C, F, B_b, E_b, G, A_b, D, A, G_b, D_b, B, and E major. • Memorize and play a one-octave scale in the keys of e, a, d, g, c, f, b_b, and e_b natural minor scales. • Identify the difference between natural, harmonic, and melodic minor. • Continue to develop an understanding of instrument transpositions and the difference between concert and written pitch. 	<ul style="list-style-type: none"> • Tracking • Fingering chart • Scale • Flat, sharp, natural sign • Major and minor • Pitch range 	<ul style="list-style-type: none"> • Scale exercises • Students sing their part. • Two octave scales (range permitting). • Write the indicated scales in both concert and transposed key signatures. • Post terms around the room. • Quarterly music theory exam. • Memorize relative minor key signatures. • Write out rhythms. • Have students compose a short chamber music piece, such as a

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued...		<ul style="list-style-type: none"> • Memorize and play a chromatic scale over the indicated range of the instrument in quarter notes. • Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level band literature. • Define and play all indicated tempo markings as they occur in the repertoire. • Draw the notes, rests, and musical symbols previously introduced. • Write the key signatures and related scales in written pitch. • Identify whole steps and half steps and how they relate to major and minor scales. • Identify the difference between relative and parallel minor keys. <p><u>Woodwind and Brass Instruments</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Use alternate fingerings/positions. • Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument. 		<p>percussion ensemble piece.</p> <ul style="list-style-type: none"> • Recommended instrument ranges: <ul style="list-style-type: none"> ○Piccolo: D4 to C7 (c' - c''') ○Flute: C4 to C7 (c' - c''') ○Oboe: D4 to D6 (d' - d''') ○Bassoon: B_b1 to B_b4 (Eb - bb) ○Soprano Clarinet: E3 to G6 (E - g''') ○Bass Clarinet: F3 to G5 (F - g'') ○Saxophones: B_b3 to F6 (bb - F''') ○Cornet or Trumpet: F#3 to C6 (f# - c''') ○French Horn: F3 to A5 (f - a'') ○Trombone or Baritone/Euphonium: F2 to B_b4 (F - bb') ○Tuba: F1 to G3 (F - g)

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Further develop ability to count and perform rhythm patterns combining various notes and rests, including: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, triplets, and other beat/note divisions. • Define and perform in all indicated meters. • Identify polymetric and polyrhythmic idioms. • Perform rhythm patterns incorporating fermatas, ties, and pickup notes. • Replicate the conducting patterns used in common time, cut time, 4/4, 3/4, 2/4, and 6/8. 	<ul style="list-style-type: none"> • Steady beat • Accuracy • Beat division • Beat subdivision • Time signature • Meter • Beam • Notehead • Stem 	<ul style="list-style-type: none"> • Daily rhythm activity. • Syncopation activities • Allow students to conduct. • Incorporate mixed meter and compound meter pieces.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Further develop the ability to sight read music literature at the appropriate level. 	<ul style="list-style-type: none"> • Score study 	<ul style="list-style-type: none"> • Weekly sight-reading.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Continue to: <ul style="list-style-type: none"> ○ understand and follow the conductor's right and left hand conducting patterns and gestures, ○ stop playing, watch, and listen when the conductor stops the ensemble, ○ understand appropriate concert etiquette as an audience member and performer, ○ develop appropriate practice techniques, and ○ develop and utilize appropriate warm-up techniques. • Reinforce appropriate playing and resting position. • Reinforce active listening skills. • Experience playing repertoire in a wide variety of styles. 	<ul style="list-style-type: none"> • Rest position • Playing position • Audience behavior • Performer behavior • Ensemble awareness 	<ul style="list-style-type: none"> • Practice sheets • Periodically refrain from verbal cues. • Silent rehearsals • Sectionals • Small solo/ensemble experience. • Demonstrate dynamics, articulations, and tempo through conducting. • Programming a variety of musical styles, including marches, orchestral transcriptions, popular compositions, and contemporary literature at high school level. • Rearrange ensemble set up.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Increase and refine knowledge and appreciation of various styles of music, other than current popular trends, through listening in the classroom and attending live performances. • Further develop the ability to identify the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature of appropriate level music. • Investigate careers in music. • Discuss ways to help achieve career goals. 	<ul style="list-style-type: none"> • Context • Repertoire • Music literature 	<ul style="list-style-type: none"> • Concert reports • Play recordings of standard concert repertoire. • Melodic contouring exercises • Form mapping exercises • Invite local musicians to speak in the classroom. • Invite local music education professors to speak in the classroom. • Create a resume. • Google search music careers. • Investigate public school teaching, private studio teaching, instrument repair, instrument design and production, store owner, professional musician, studio musician, part-time performer, composer, arranger, conductor, music therapist, critic, ethnomusicologist, sound technician, disc jockey, recording engineer, armed services musician, and others. • Portfolios, recordings, videos, internships, scholarship information, and mentors.

High School Choir

A Capella Choir

Grade(s): 9-12 Length: One semester (may be repeated) Credit: 0.5 Prerequisite(s): Audition or teacher recommendation	Course Overview: <p><i>A Cappella Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of basic vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus.</p> Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Perform alone or with others a varied repertoire of music. • Read and notate music and utilize music concepts. • Evaluate music and music performance. • Use acquired knowledge to listen, analyze, and describe music. • Display proper self-discipline in various music settings.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles (see Appendix). • Practice the <i>Ladder</i>, and <i>Relaxation</i> exercises, (see Appendix).
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • When sitting down: <ul style="list-style-type: none"> ○ sit on the edge of their chair, ○ keep their back straight, ○ rest their feet flat on the floor, and ○ keep their hands in the lap. • When standing: <ul style="list-style-type: none"> ○ keep their feet about shoulder width apart, ○ keep their back straight, ○ let their knees remain loose and not locked, and ○ keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate the ability to sing in tune. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice <i>Breathing</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Sing question and answer improvisations. • Improvise: <ul style="list-style-type: none"> ○ utilizing scat singing technique, ○ melodies over a harmonic structure, and ○ add ornamentation to melodic lines. • Develop ability to match pitch. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing; ○ major, minor, and chromatic tonalities; and ○ major and minor intervals. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Give students the opportunity to utilize improvisation in a performance setting. • Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Sing: <ul style="list-style-type: none"> ○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderately difficult; ○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music; and ○ perform standard rhythm notation using syllables. • Recognize: <ul style="list-style-type: none"> ○ meter signatures; ○ major key signatures including key changes; and ○ sight read, accurately and expressively, easy to moderately easy music. • Read notes in treble or bass clefs <ul style="list-style-type: none"> ○ identify accidentals not in key signatures, and ○ understand and interpret form and expressive markings. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • The choral literature for <i>A Cappella Choir</i> should be at a semi-advanced level of SAB and SATB octavos, (compared to <i>Mixed Choir</i>). • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language. • Memorize order of sharps and flats, and rules to key signatures. • Perform standard rhythm notation through echo clapping, aurally, and note reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally, and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called])
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing: <ul style="list-style-type: none"> ○ songs from memory, ○ with balance in an ensemble, and ○ own part a cappella as a solo or independently in the entire group. • Demonstrate: <ul style="list-style-type: none"> ○ an awareness of the melody line within an ensemble, ○ an awareness of inner voices, ○ ability to adjust to performance environment, ○ appropriate rehearsal behavior, ○ proper concert etiquette, ○ proper microphone technique, and ○ show correct stage presence to reflect the style of the music. • Follow cues for entrances releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers when appropriate. • Perform without a conductor with expression and accuracy. • Perform: <ul style="list-style-type: none"> ○ movement sequences; ○ and create choreography appropriate for various styles of music; and ○ apply appropriate posture while singing and both sitting and standing. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Watch video of performance; discuss and write an evaluation of skills. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Classify by genre and style a varied body of exemplary musical works. • Understand historical and cultural context of literature. • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors. 		<ul style="list-style-type: none"> • Interview individuals working in music careers and present to group. • Conduct a group in rehearsal or performance. • Use internet to research careers in music.

Chamber Choir

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): Audition or teacher recommendation	Course Overview: <i>Chamber Choir</i> is a select group of advanced singers and represents the school at public functions and concerts. Students are required to be enrolled in another school music ensemble. Concert participation is required as outlined in the syllabus. Students will develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards

The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Understand and follow conducting patterns and nuances. • Be able to follow the instructor's directions. • Sing vocal part independently. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform more advanced music fundamentals: quality, posture, diction, and breathing.
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Ongoing Learner Goals

The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.
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Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Practice the <i>Tank</i>, the <i>Snake</i>, and <i>Relaxation</i> exercises (see Appendix).
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • When sitting down: <ul style="list-style-type: none"> ○ sit on the edge of their chair, ○ keep their back straight, ○ rest their feet flat on the floor, and ○ keep their hands in the lap. • When standing: <ul style="list-style-type: none"> ○ keep their feet about shoulder width apart, ○ keep their back straight, ○ let their knees remain loose and not locked, and ○ keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.
Vocal Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate the ability to sing in tune. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing 	<ul style="list-style-type: none"> • Practice <i>Breathing</i>, and the <i>Siren</i> exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques continued...		<ul style="list-style-type: none"> • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass. 	<ul style="list-style-type: none"> • Major • Minor • Chromatic 	
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop ability to match pitch. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing; ○ major, minor, and chromatic tonalities; and ○ major and minor intervals. • Write rhythmic, melodic, and harmonic dictation. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed. • Give students the opportunity to utilize improvisation in a performance setting.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Recognize time signatures. • Recognize major key signatures. • Sight read, accurately and expressively, easy to difficult music. • Read notes in treble or bass clefs. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings. • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult. • Sing a cappella, unison with accompaniment, descants, and four-to-eight-part music. • Demonstrate an awareness of the melody line within an ensemble. • Demonstrate an awareness of inner voices. • Demonstrate an ability to adjust to performance environment. • Demonstrate an appropriate rehearsal behavior. • Demonstrate proper concert etiquette. • Demonstrate proper microphone technique. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • The choral literature for chamber choir should be at an advanced level of SAB and SATB octavos (compared to Mixed and concert choir). • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally, and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing songs from memory. • Sing with balance in an ensemble. • Sing own part a cappella as a solo or independently in the entire group. • Show correct stage presence to reflect the style of the music. • Perform without a conductor with expression and accuracy. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Practice the <i>Ladder</i> exercise (see Appendix). • Watch video of performance-discuss and •

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
		<ul style="list-style-type: none"> • Perform movement sequences and create. • Perform choreography appropriate for various styles of music. • Follow cues for entrances releases, dynamics, phrasing, and tempo. • Follow use large motor skills in space limited by risers when appropriate. • Apply appropriate posture while singing, both sitting and standing. 	<ul style="list-style-type: none"> • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<p>write an evaluation of skills.</p> <ul style="list-style-type: none"> • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.
Connecting	AKAS: CO NCAS: CN, RE	<p>Students will:</p> <ul style="list-style-type: none"> • Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary. • Understand historical and cultural context of literature. • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music. • Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models. • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors. 		<ul style="list-style-type: none"> • Observe concert performances by various groups and discuss skills. Critique sheets can be used for the students to evaluate the performance. • Listen to recorded ensemble performances, have the students engage in a class critique. • Interview individuals working in music careers and present to group. • Conduct and/or prepare a large or small ensemble. • Use internet to research music careers.

Concert Choir

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): Audition or teacher recommendation	Course Overview: <i>Concert Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. A limited amount of time is spent on study of vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the course syllabus. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Develop the cycle of inhalation/exhalation through exercises involving active use of the major breathing muscles. • Practice <i>Relaxation</i> and the <i>Ladder</i> exercises (see Appendix).
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • When sitting down: <ul style="list-style-type: none"> ○ sit on the edge of their chair, ○ keep their back straight, ○ rest their feet flat on the floor, and ○ keep their hands in the lap. • When standing: <ul style="list-style-type: none"> ○ keep their feet about shoulder width apart, ○ keep their back straight, ○ let their knees remain loose and not locked, and ○ keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop techniques of enhancement of vocal resonance, including special awareness, and projection of the voice. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass. 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice <i>Breathing</i>, and the <i>Tank</i> exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases.
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Sing question and answer improvisations. • Develop ability to match pitch. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing; ○ major, minor, and chromatic tonalities; and ○ major and minor intervals. • Write rhythmic and melodic dictation. • Improvise: <ul style="list-style-type: none"> ○ utilizing scat singing technique, ○ melodies over a harmonic structure, and ○ by adding ornamentation to melodic lines. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Give students the opportunity to utilize improvisation in a performance setting.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Classify by genre and style a varied body of exemplary musical works. • Understand historical and cultural context of literature. • Perform standard rhythm notation using syllables. • Recognize meter signatures. • Recognize major key signatures including key changes. • Sight read, accurately and expressively, easy to moderately easy music. • Read notes in treble and bass clefs. • Respond to accidentals not in key signatures. • Understand and interpret form and expressive markings. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • The choral literature for concert choir should be at a semi-advanced level of SAB and SATB octavos, (compared to <i>Mixed Choir</i>). • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language. • Memorize order of sharps and flats and rules to key signatures. • Perform standard rhythm notation through echo clapping, aurally and note reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing: <ul style="list-style-type: none"> ○ songs from memory with balance in an ensemble, and ○ own part a cappella as a solo or independently in the entire group. • Demonstrate: <ul style="list-style-type: none"> ○ an awareness of the melody line within an ensemble, ○ an awareness of inner voices, ○ an ability to adjust to performance environment, ○ proper microphone technique, ○ appropriate rehearsal behavior, and ○ proper concert etiquette. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Use SmartMusic computer program to reinforce basic rhythms. • Watch video of performance-discuss and write an evaluation of skill. • Perform in concert. • Submit a recording for solo and ensemble. • Submit a recording for all-state.
Connecting	AKAS: CO NCAS: CN, RE	Students will sing: <ul style="list-style-type: none"> • folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium to difficult. • a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music. 		

Mixed Choir

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): None	Course Overview: <i>Mixed Choir</i> offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals (preferred but not required). • Experience western and world music.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Identify the human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Describe the anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. • Demonstrate proper warm-up techniques. • Understand voice care and how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Instrument demonstrations • Model appropriate use and care of instrument. • Practice <i>Breathing</i>, <i>Relaxation</i>, the <i>Snake</i>, and the <i>Ladder</i> exercises (see Appendix).
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • When sitting down: <ul style="list-style-type: none"> ○ sit on the edge of their chair, ○ keep their back straight, ○ rest their feet flat on the floor, and ○ keep their hands in the lap. • When standing: <ul style="list-style-type: none"> ○ keep their feet about shoulder width apart, ○ keep their back straight, ○ let their knees remain loose and not locked, and ○ keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Sing in tune using proper tone quality, posture, diction, breathing, voice classification, appropriate tempo, dynamics, style, articulation, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune, and with proper projection techniques. • Develop techniques for the enhancement of vocal resonance and projection of the voice. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass. 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice <i>Breathing</i>, <i>Relaxation</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (pg. A-104). • Major and minor scales using sol-fa or numbers • Chromatic phrases
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Develop ability to match pitch alone and with others. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing, and ○ major and minor intervals. • Listen to vocal recording. • Identify vocal ranges as soprano, alto, tenor and bass and use this terminology when discussing choral music. • Sing question and answer improvisations. • Improvise utilizing scat singing technique. • Add ornamentation to melodic lines. • Improvise melodies over a harmonic structure. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Have students listen to minor and chromatic tonalities on the keyboard. • Play recordings of songs in major and minor keys. • Discuss the differences in the tone, feel, timbre, etc. • Minimize the use of the keyboard in the choir rehearsal. • Give students the opportunity to utilize improvisation in a performance setting.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Write rhythmic and melodic dictation. • Read notes in treble or bass clefs. • Recognize and identify major key signatures including key changes. • Correctly read accidentals. • Read musical road map signs in music, including d.c al fine, repeat signs, d.s coda, first and second endings, and fermata. • Follow one or more lines of music within a score. • Recognize the following forms: ab, aba, use dc al fine and fine, rounds and canon. • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines. • Sing a cappella, in unison with accompaniment, partner songs, two part, three and four-part rounds, and three-part music. • Sing a song using sign language. • Sing songs from a variety of cultures, languages, periods, and styles. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize order of sharps and flats and rules to key signatures. • Use SmartMusic computer program to reinforce basic rhythms. • Reinforce the grand staff and read treble and bass clef, (e.g. floor <i>Staff Game</i> - five lines and spaces on floor, jump to correct note when called). • Compare and contrast the same music performed by various artists. • Write original lyrics to a familiar tune. • Create movement using various dance forms where appropriate to the choral repertoire.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate: <ul style="list-style-type: none"> ○ an awareness of the melody line within an ensemble; ○ correct posture while performing; ○ correct stage presence to reflect the style of the music; ○ understanding a varied repertoire of songs through singing, music reading, and listening; ○ proper performance etiquette and techniques; and ○ how to select a repertoire of songs to reflect a selected theme or subject of the music to be performed. • Follow the conductor's cues for entrances, releases, dynamics, phrasing, and tempo. • Perform: <ul style="list-style-type: none"> ○ songs from memory with balance in an ensemble, ○ vocal part a cappella as a solo or independently in the entire group ○ movement sequences, ○ choreography appropriate for various styles of music, ○ appropriate dynamic markings in music text, and ○ appropriate breath control. • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. • Distinguish between a variety of songs and styles. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Prepare and polish music for concerts. • Watch video/DVD of concert performance; discuss and write an evaluation of skills. • Practice the <i>Ladder</i> exercise (pg. A-104). • Use SmartMusic computer program to reinforce basic rhythms. • Match patterns and phrases with rhythmic and tonal accuracy recognize and respond to various dynamic levels. • Have students attend performances of various types of music. Prior to the performance, hand out critique sheets and discuss specific areas to pay close attention. After the performance, read and discuss the student's critique sheets. • Listen to recorded ensemble performances; have the students engage in a class critique. • Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing Vols. I & II</i>, etc. • Participate in a music festival. • Sing folk, popular, art, spirituals, novelty, patriotic, jazz, sacred literature, and chorales.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss personal interest in, knowledge about, and purpose of varied musical selections. • Listen and discuss music of various cultures and genres. • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Investigate careers in music. • Articulate feedback using descriptive language and musical vocabulary. • Listen, Discuss and Sing: <ul style="list-style-type: none"> ○ folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to moderate; and ○ a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music. • Describe how period, composer, and/or culture relate to a given work. • Classify by genre and style a varied body of exemplary musical works. • Understand historical and cultural context of literature. • Develop criteria for evaluating the quality and effectiveness of music performances and compositions, and apply the criteria in their personal listening and performing. 		<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of choral literature. • Develop a repertoire of sacred and secular, music from around the world with understanding of their origins and purpose. • Provide opportunities for listening to a broad repertoire of choral literature. • Develop a repertoire of sacred and secular, music from around the world with understanding of their origins and purpose. • Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing, Vols. I & II</i>, etc. • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language.

Show/ Jazz Choir

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite(s): By audition or teacher recommendation</p>	<p>Course Overview:</p> <p><i>Show/ Jazz Choir</i> is a performance ensemble elective designed for the advanced choir student. This class gives students the opportunity to experience jazz and pop style music: their different styles and unique creative process. Daily class time is spent on literature with a focus on technique, ensemble skills, and performance etiquette. Movement and dance are an integral part of this course. Students will be required to be in a <i>Concert, Tenor/Bass, Treble Choir</i>, or another performing ensemble with instructor's permission. There will be many opportunities to perform in concerts, at public functions, and to travel to regional and statewide music festivals.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Practice Breathing: the Snake, Relaxation, and the Ladder exercises (see Appendix)
Posture	AKAS: PR NCAS: PR	<p><u>When Sitting Down</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Sit on the edge of their chair. • Keep their back straight. • Rest their feet flat on the floor. • Keep their hands in the lap. <p><u>When Standing</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Keep their feet about shoulder width apart. • Keep their back straight. • Let their knees remain loose and not locked. • Keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	AKAS: PR NCAS: PR	Students will demonstrate: <ul style="list-style-type: none"> • The ability to sing in tune. • Singing with uniform vowel and consonant production. • The ability to sing through register changes fluently. • Appropriate use of vibrato. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing • Develop proper projection techniques • Appropriate vowel and consonant formation, tone quality, and intonation • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass • Identify pitch and melodic patterns as they appear in the treble and bass clef; review contour of melodic lines (upward, downward, steps, skips, and repeated tones) sing and read melodic patterns using solfeggio syllables • Produce vocal/choral sound using proper posture, breathing and open throat techniques; perform repertoire using appropriate diction; appropriate proper choral techniques using 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice the Tank and the Siren exercises (see Appendix) • Major and minor scales using sol-fa or numbers • Chromatic phrases
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Sing question and answer improvisations. • Improvise: <ul style="list-style-type: none"> ○ utilizing scat singing technique, ○ melodies over a harmonic structure, and ○ by adding ornamentation to melodic lines • Develop ability to match pitch. • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing; ○ major, minor, and chromatic tonalities; ○ major and minor intervals; ○ jazz harmonies; and ○ blues scales. <p>Write rhythmic, melodic, and harmonic dictation.</p>	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Give students the opportunity to utilize improvisation in a performance setting. • Minimize the use of the keyboard in the choir rehearsal so that students can hear the voices and better assess where improvement is needed.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from moderate to very difficult. • Sing a cappella, unison with accompaniment, descants, and four-to-eight-part music. • Sing three and four-part music using correct diction, tone production and accurate intonation. • Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary. • Understand historical and cultural context of literature. • Perform standard rhythm notation using syllables. • Recognize: 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ canon • Melodic contour • A capella • Unison • Partner song • Two part 	<ul style="list-style-type: none"> • The choral literature for Show Choir should be a representation of Broadway, musical theater, pop culture (etc.), ranging from a moderate to advanced level. • The choral literature for Jazz Choir should be a representation of its American roots and its progression through history. • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
		<ul style="list-style-type: none"> ○ time signatures; ○ major key signatures; and ○ sight read, accurately and expressively, easy to difficult music. ● Read notes in treble or bass clefs. ● Identify accidentals not in key signatures. ● Understand and interpret form and expressive markings. 	<ul style="list-style-type: none"> ● Three part ● Four part ● Style ● Music periods ● Genre 	<ul style="list-style-type: none"> ● Perform standard rhythm notation through echo clapping, aurally and note reading.
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> ● Perform standard rhythm notation using syllables. ● Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, 16th notes, and corresponding rests notes, and corresponding rests. ● Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, 16th notes, and corresponding rests. ● Improvise rhythmic and melodic patterns to create original musical ideas. ● Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> ● Rhythm ● Notation ● Meter ● Time signature ● Note/ Rest type ● Whole/ Half/ Quarter/ Eighth/ Sixteenth ● Dotted notes 	<ul style="list-style-type: none"> ● Perform standard rhythm notation through echo clapping, aurally, and note reading. ● Memorize the order of sharps and flats, and rules to key signatures. ● Play games to reinforce the treble clef (e.g., Floor Staff Game [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> ● Sight sing one part of a three-part piece. ● Follow one or more lines of music within a score. ● Demonstrate the ability to sight read music literature at an appropriate level. ● Explore improvisation as appropriate. 	<ul style="list-style-type: none"> ● Improvisation ● Voice independence 	<ul style="list-style-type: none"> ● Improvise call and responses. ● Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing songs from memory. • Sing with balance in an ensemble. • Sing their own part a cappella as a solo or independently in the entire group. • Demonstrate an awareness of the melody line within an ensemble. • Demonstrate an awareness of inner voices. • Demonstrate an ability to adjust to performance environment. • Demonstrate proper microphone technique. • Demonstrate appropriate rehearsal behavior. • Demonstrate proper concert etiquette. • Show correct stage presence to reflect the style of the music. • Follow cues for entrances releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers when appropriate. • Perform without a conductor with expression and accuracy. • Perform movement sequences. • Create choreography appropriate for various styles of music. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Invite professional choreographer to work with group. • Watch video of performance. Discuss and write an evaluation of skills. • Use SmartMusic computer program to reinforce basic rhythms. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply the criteria in their personal participation in music. • Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models. • Distinguish between a variety of songs and styles; develop a repertoire of seasonal and ethnic songs from various countries of origin; perform critical analysis of given musical compositions of various styles using appropriate musical terminology. • Develop repertoire of sacred and secular, music from around the world with understanding of their origins and purpose. • Perform standard rhythm notation through echo clapping, aurally, and note reading. • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors. 		<ul style="list-style-type: none"> • Student conductor • Interview individuals working in music careers and present to group. • Use internet to research music careers. • Critique a recorded performance of the group. • Observe concert performances by various Show Choir/ Jazz groups and discuss skills; critique sheets can be used for the students to evaluate the performance. • Listen to recorded ensemble performances; have the students engage in a class critique.

Tenor/ Bass Choir

<p>Grade(s): 9-12</p> <p>Length: Two semesters</p> <p>Credit: 1</p> <p>Prerequisite(s): Audition or teacher recommendation</p>	<p>Course Overview:</p> <p><i>Tenor/Bass Choir</i> is a performing vocal ensemble of tenor and bass voices that represents the school at public functions and concerts. A limited amount of time is spent on studying vocal technique; the majority of time is spent on concert literature. Concert participation is required as outlined in the syllabus.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group • Be able to follow the instructor's directions • Understand basic music fundamentals • Show awareness of inner voices • Read own voice part of vocal score • Understand vocal instrument; sing in tune with proper tone • Perform basic music fundamentals: quality, posture, diction, and breathing of the music performed
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing. • Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Practice the <i>Snake</i>, <i>Relaxation</i>, and the <i>Ladder</i> exercises (see Appendix).
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • When sitting down: <ul style="list-style-type: none"> ○ sit on the edge of their chair, ○ keep their back straight, ○ rest their feet flat on the floor, and ○ keep their hands in the lap. • When standing: <ul style="list-style-type: none"> ○ keep their feet about shoulder width apart, ○ keep their back straight, ○ let their knees remain loose and not locked, and ○ keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate the ability to sing in tune. • Demonstrate singing with uniform vowel and consonant production. • Demonstrate the ability to sing through register changes. • Demonstrate appropriate use of vibrato. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Develop proper projection techniques. • perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass. 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice <i>Breathing</i>, <i>Relaxation</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (pg. A-104). • Major and minor scales using sol-fa or numbers. • Chromatic phrases
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Sing question and answer improvisations. • Improvise: <ul style="list-style-type: none"> ○ utilizing scat singing technique, ○ melodies over a harmonic structure, and ○ by adding ornamentation to melodic lines. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Give students the opportunity to utilize improvisation in a performance setting.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Recognize time signatures. • Recognize major key signatures. • Sight read, accurately and expressively, easy to difficult music. • Read notes in treble or bass clefs. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings. • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from easy to difficult. • Sing a cappella, unison with accompaniment, descants, and two-to six-part music. • Classify by genre and style a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • Use additional materials such as: <i>K-8 Music Magazine, Music Alive!, Music Express, Activate</i>, etc. • Appropriate TB and TTBB choral literature should be utilized for this group. • Sing songs in languages such as: Spanish, Latin, French, or German. • Sing a song using sign language. • Perform standard rhythm notation through echo clapping, aurally and note reading.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing songs from memory. • Sing with balance in an ensemble. • Sing own part a cappella as a solo or independently in the entire group. • Demonstrate an awareness of the melody line within an ensemble. • Demonstrate an awareness of inner voices. • Demonstrate an ability to adjust to performance environment. • Demonstrate proper microphone technique. • Demonstrate appropriate rehearsal behavior. • Demonstrate proper concert etiquette. • Show correct stage presence to reflect the style of the music. • Follow cues for entrances, releases, dynamics, phrasing, and tempo. • Use large motor skills in space limited by risers when appropriate. • Perform without a conductor with expression and accuracy. • Perform movement sequences. • Perform and create choreography appropriate for various styles of music. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Watch video of performance-discuss and write an evaluation of skills. • Use SmartMusic computer program to reinforce basic rhythms. • Perform in concert. • Submit a recording for Solo and Ensemble. • Submit a recording for all-state.
Connecting	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Understand historical and cultural context of literature. 		

Treble Choir

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): Bu audition or teacher recommendation	Course Overview: <i>Treble Choir</i> is a performing vocal ensemble and represents the school at public functions and concerts. The development of correct posture and technique is stressed, and there are opportunities for ensemble singing as students become ready. Concert participation is required as outlined in the course syllabus. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards

The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Understand basic music fundamentals. • Show awareness of inner voices. • Read own voice part of vocal score. • Understand vocal instrument; sing in tune with proper tone. • Perform basic music fundamentals: quality, posture, diction, and breathing.
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Ongoing Learner Goals

The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Work cooperatively with others. • Improve vocal skills. • Improve ensemble singing Increase awareness of music fundamentals. • Develop awareness of music history and cultural differences in music. • Develop skills needed to perform outside the classroom. • Enjoy a variety of musical activities through participating in or attending performances. • Refine ability to make aesthetic judgments of music.
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Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Recognize human voice as an instrument. • Demonstrate proper posture, vocal placement, staggered breathing, and diaphragm function. • Describe anatomy of vocal mechanism and how it works. • Sing with open throat, relaxed jaw, and correct voice placement. • Understand how nutrition, climate, and health-related choices affect vocal production. • Understand the function of the diaphragm. 	<ul style="list-style-type: none"> • Voice care • Diaphragm • Soprano • Alto • Tenor • Baritone 	<ul style="list-style-type: none"> • Practice <i>Breathing</i>, the <i>Ladder</i>, and the <i>Snake</i> exercises (see Appendix).
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • When sitting down: <ul style="list-style-type: none"> ○ sit on the edge of their chair, ○ keep their back straight, ○ rest their feet flat on the floor, and ○ keep their hands in the lap. • When standing: <ul style="list-style-type: none"> ○ keep their feet about shoulder width apart, ○ keep their back straight, ○ let their knees remain loose and not locked, and ○ keep their hands down at their sides. 	<ul style="list-style-type: none"> • Posture placement 	<ul style="list-style-type: none"> • Use a posture checklist. • Compare good and bad posture. • Use movement and exercise to practice posture and instrument position without using the instrument.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Vocal Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Demonstrate: <ul style="list-style-type: none"> ○ ability to sing in tune, ○ singing with uniform vowel and consonant production, ○ ability to sing through register changes, and ○ appropriate use of vibrato. • Develop proper projection techniques. • Sing using proper tone quality, posture, diction, voice classification, appropriate tempo, dynamics, and phrasing. • Demonstrate appropriate use of vibrato, register changes, uniform vowels, singing in tune in-tune, and proper projection techniques. • Perform in vocal classification which is best suited for voice: changing/non-changing, soprano, alto, tenor, and bass. 	<ul style="list-style-type: none"> • Tone • Posture • Breath support • Tempo • Dynamics • Style • Articulation • Phrasing • Major • Minor • Chromatic 	<ul style="list-style-type: none"> • Practice the <i>Tank</i>, and the <i>Siren</i> exercises (see Appendix). • Major and minor scales using sol-fa or numbers. • Chromatic phrases
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will sing: <ul style="list-style-type: none"> • With uniform vowel and consonant production. • With clear diction. • With diaphragmatically supported air. 	<ul style="list-style-type: none"> • Diction • Vowels • Consonant (voiced and unvoiced) • Diaphragm • Breath support 	

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> • Aurally recognize: <ul style="list-style-type: none"> ○ in tune singing, and ○ major, minor, and chromatic tonalities and intervals. • Classify by genre and style a varied body of exemplary musical works. • Understand historical and cultural context of literature. • Sing folk, popular, art, spirituals, patriotic, jazz, novelty, sacred and contest literature, madrigals, and chorales ranging from medium-easy to moderately difficult. • Sing a cappella, unison with accompaniment, partner songs, three and four-part rounds, descants, and three and four-part music. • Sing question and answer improvisations. • Improvise: <ul style="list-style-type: none"> ○ utilizing scat singing technique, ○ melodies over a harmonic structure, and ○ by adding ornamentation to melodic lines. 	<ul style="list-style-type: none"> • Pitch • Tuning • Major • Minor • Interval • Tone • Timbre • Chromatic • Voice Range 	<ul style="list-style-type: none"> • Memorize intervals from known songs. • Minimize the use of the keyboard in the choir rehearsal so that the students can hear the voices and better assess where improvement is needed.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Recognize all meter signatures. • Sight read, accurately and expressively, medium-easy to moderately difficult music. • Read notes in treble or bass clefs. • Recognize key signatures. • Identify accidentals not in key signatures. • Understand and interpret form and expressive markings. • Write rhythmic and melodic dictation. • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music. 	<ul style="list-style-type: none"> • Treble clef • Bass clef • Major key signatures • Key changes • Accidentals (sharp, flat, natural) • D.C./D.S. al Coda • D.C./D.S. al Fine • First and Second Endings • Fermata • Form • Rounds/ Canon • Melodic Contour • A capella • Unison • Partner song • Two part • Three part • Four part • Rounds • Style • Music periods • Genre 	<ul style="list-style-type: none"> • Memorize order of sharps and flats and rules to key signatures. • Student lead reading of all music symbols, from beginning to end, in a written composition.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Perform standard rhythm notation using syllables. • Perform standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests notes, and corresponding rests. • Recognize standard rhythm notation in complex meters, 5/4 and 7/8 with whole, half, dotted half, quarter, dotted quarter, eighth, and 16th notes and corresponding rests. • Improvise rhythmic and melodic patterns to create original musical ideas. • Write rhythmic and melodic dictation. 	<ul style="list-style-type: none"> • Rhythm • Notation • Meter • Time signature • Note/ Rest type • Whole/ Half/ Quarter/ Eighth/ Sixteenth • Dotted notes 	<ul style="list-style-type: none"> • Perform standard rhythm notation through echo clapping, aurally and note reading. • Memorize the order of sharps and flats and rules to key signatures. • Play games to reinforce the treble clef (e.g. <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]).
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sight sing one part of a three-part piece. • Follow one or more lines of music within a score. • Demonstrate the ability to sight read music literature at an appropriate level. • Explore improvisation as appropriate. 	<ul style="list-style-type: none"> • Improvisation • Voice independence 	<ul style="list-style-type: none"> • Improvise call and responses. • Trading twos or fours.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Sing own part independently from memory and with balance in an ensemble. • Demonstrate an awareness of melody line and inner voices. • Demonstrate proper concert etiquette, behavior, and stage presence. • Perform and create movement sequences. • Follow conductor cues and written musical markings. 	<ul style="list-style-type: none"> • Ensemble • Posture • Stage presence • Style • Conducting pattern • Cue • Entrances and Releases • Phrasing • Tempo • Evaluate • Reflect • Choreography • Performance etiquette • Evaluation • Critique 	<ul style="list-style-type: none"> • Watch video of performance; with a checklist, write evaluation of skills. • Observe concert performances by various groups and discuss skills. • Use SmartMusic computer program to reinforce basic rhythms. • Perform a musical theatre production. • Perform in concerts. • Submit a recording for solo and ensemble. • Submit an all-state recording.
Connecting	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Investigate careers in music. • Discuss ways to help achieve career goals: portfolios, recordings, videos, internships, scholarship information, and mentors. • Evaluate a performance or musical work in terms of its aesthetic qualities or by comparing it to exemplary models. 		<ul style="list-style-type: none"> • Student conductor: conduct and/or prepare a large or small group. • Interview individuals working in music careers and present to group. • Use the Internet to research music careers. • Listen to recorded ensemble performances, and have the students engage in a class critique. • Observe concert performances by various treble groups and discuss skills. Critique sheets can be used for the students to evaluate the performance.

High School Orchestra

Beginning Orchestra

<p>Grade(s): 9-12</p> <p>Length: Two semesters</p> <p>Credit: 1</p> <p>Prerequisite(s): None</p>	<p>Course Overview:</p> <p><i>Beginning Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student with no previous training on these instruments. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences as described in the syllabus. Recommended contact time for high school orchestra is at least four times each week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed.
Ongoing Learner Goals	
<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Extend knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Identify parts of the instrument. • Identify parts of the bow. • Identify names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. 	<ul style="list-style-type: none"> • Bridge • Bow • String replacement • Chin rest 	<ul style="list-style-type: none"> • Use diagram worksheets displaying instruments and parts.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Arrange chair, stand, and body to be able to watch the conductor at all times. • Develop correct posture without excess tension. • Develop proper left arm position. • Develop proper right arm position for arco and pizzicato. • Develop proper bow grip. 	<ul style="list-style-type: none"> • Arco position • Pizzicato position 	<ul style="list-style-type: none"> • Violinist and violist should use shoulder rest or pad. • Use of rubrics and checklists. • Model correct playing posture. • Demonstrate with pictures.
Playing Techniques	AKAS: PR NCAS: PR	Students will develop: <ul style="list-style-type: none"> • Left hand finger placement for open string. • Major and minor tetrachord. • Finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start. • Minor tetrachord. • Use of fourth finger for violin and viola. 	<ul style="list-style-type: none"> • Bow grip • Finger Pattern • Shifting • String Position • Vibrato • Embellishments • Bowing Techniques 	<ul style="list-style-type: none"> • Model correct bowing and pizzicato techniques. • Minor Mary Had A Little Lamb, Hot Cross Buns, Twinkle, Yankee Doodle in major and minor.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Develop the ability to be aware of correct intonation within an ensemble. • Develop the ability to understand the concept of melody and harmony. • Continue to develop active listening skills. • Have the opportunity to play repertoire of various styles. • Concert & Rehearsal Expectations: <ul style="list-style-type: none"> ○ To feel and produce a steady beat. ○ To watch and understand the conductor's beat patterns. ○ To play an independent line within and without an ensemble. ○ To be aware of all voices in an ensemble. 	<ul style="list-style-type: none"> • Beat Pattern • Ensemble • Active Listening Skills • Repertoire 	<ul style="list-style-type: none"> • Chorales • Chamber music • Work with metronome. • Sectionals • Introduce conducting patterns.
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will develop: <ul style="list-style-type: none"> • Recognize the characteristic tone quality of the instrument. • Awareness of ways to improve tone. • Production by developing control of bow. • Speed, bow weight, and bow placement. 	<ul style="list-style-type: none"> • Control • Bow Speed • Bow Weight • Bow Placement 	<ul style="list-style-type: none"> • Listen to live performances. • Model good tone quality.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will develop the ability to: <ul style="list-style-type: none"> • Recognize characteristic sound of a major scale. • Play simple tunes by rote. • Match a pitch. • Adjust left hand finger placement in order to manipulate a pitch. • Tune instrument to A440 from an electric tuner or another instrument. 	<ul style="list-style-type: none"> • Scales • Major and Minor • Harmonies • Intervals • A440 Tuning 	<ul style="list-style-type: none"> • Scales and thirds • Scales in harmonies of 3rd. • Match pitch with stand partner. • Sing scale in solfege. • Echo playing

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify and play: <ul style="list-style-type: none"> the notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef; the tempo markings as indicated in the repertoire; dynamic symbols as indicated in the repertoire; various signs as they occur in music as indicated in the repertoire; multiple-measure rest; in the keys of D, G, C, and A major; and itches necessitated by appropriate grade level repertoire and/or method book and continue to expand range of instrument. Develop and utilize an understanding of musical notation: identify and play key signatures for D, G, C, and A major. 	<ul style="list-style-type: none"> Clef Key Signatures Scales slurs Dynamics Accidentals (Sharp, Flat, Accidental, Double sharp, Double Flat) 	<ul style="list-style-type: none"> Identify key signatures. Play scales and chorales with dynamics. F major E minor Reinforce with worksheets. Mad minutes Reverse mad minutes Suggested instrument ranges: <ul style="list-style-type: none"> Violin and viola: notes in 1st and 3rd position. Cellos: notes in 1st and 4th positions. Basses: E2 - G4. Draw the notes, rests, and musical symbols previously introduced. Write the key signatures and scales in the keys of D, G, C, and A major. Complete a given melody by filling in the missing notes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Develop ability to read, count, clap, and play rhythm patterns combining various notes and rests, including: whole, half, dotted half, quarter, eighth, triplets, dotted quarter, sixteenth, and dotted eighth in the following meters - 4/4, 3/4, and 2/4. • Rhythm patterns incorporating ties, up-beats, and fermatas. • Develop and utilize an understanding of musical notation: identify and play rhythms in time signatures 4/4, 3/4, 2/4, and 6/8. 	<ul style="list-style-type: none"> • Meter • Time Signature • Dotted notes • Eighth-sixteenth patterns, triplets, syncopation • Ties • up-beats/ down-beats • fermatas 	<ul style="list-style-type: none"> • Use of a graded rhythm method. • Write in counting. • Rhythm dictation • Be able to identify whole steps and half steps and how they relate to a major scale. • Complete a given rhythmic pattern by filling in the missing notes.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Refine sight reading skills including awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ accidentals, and ○ signs (e.g. bowing, repeats, D.S. & D.C. al fine/al coda). 	<ul style="list-style-type: none"> • Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs 	<ul style="list-style-type: none"> • STARS: <ul style="list-style-type: none"> ○ S- signatures, time, and key; ○ T- tempo; ○ A- accidentals; ○ R- rhythm; and ○ S- signs. • Routine sight reading.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class. 	<ul style="list-style-type: none"> • Style • Genre 	<ul style="list-style-type: none"> • Listen to a variety of musical styles. • Compare and contrast different selections.

Chamber Orchestra

<p>Grade(s): 9-12</p> <p>Length: Two semesters</p> <p>Credit: 1</p> <p>Prerequisite(s): Audition or teacher recommendation</p>	<p>Course Overview:</p> <p><i>Chamber Orchestra</i> is a performing group of string players and represents the school at public functions and concerts. Concert participation is required as outlined in the grading criteria. A limited amount of time is spent on study material; the bulk of the time is spent on concert orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards

<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior for the context and style of music performed. • Demonstrate knowledge of proper care and assembly of instrument. • Demonstrate ability to play with appropriate position and posture. • Perform basic music fundamentals taught in Varsity or Concert Orchestra.
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Ongoing Learner Goals

<p>The following are skills that are continuously being built upon.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument. • Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.
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Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will demonstrate: <ul style="list-style-type: none"> • Knowledge of proper care and maintenance of instrument and bow. • Ability to perform simple repairs to own instrument as needed: <ul style="list-style-type: none"> ○ replacing strings; ○ tightening chin rest cleaning and polishing instrument; ○ checking for open seams, cracks, warped or cracked bridge; ○ using diagram worksheets displaying instruments and parts; and ○ straightening the bridge. 	<ul style="list-style-type: none"> • Bridge • Bow • String replacement • Chin rest 	<ul style="list-style-type: none"> • Use diagram worksheets displaying instruments and parts.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue to refine and develop: <ul style="list-style-type: none"> ○ correct posture without excess tension; ○ proper left arm position; ○ proper right arm position for arco and pizzicato; and ○ arrange chair, stand, and body to be able to watch conductor at all times. 	<ul style="list-style-type: none"> • Arco position • Pizzicato position 	<ul style="list-style-type: none"> • Violinist and violist should use shoulder rest or pad. • Use of rubrics and checklists. • Model correct playing posture. • Demonstrate with pictures.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques	AKAS: PR NCAS: PR	Students will continue to refine and exhibit: <ul style="list-style-type: none"> • Proper bow grip. • Left hand finger placement. • Finger patterns for whole steps, half steps, double stops, and chromatic alterations. • Shifting techniques and position study: upper strings 2nd, 3rd 4th, and 5th position, and lower strings 2nd, 3rd, 4th, 5th, and 7th positions. • Vibrato techniques. • Ability to play embellishments including mordents, turns, trills, and grace notes as needed in standard graded orchestral literature. • Right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, upbow to start, hooked bowing, repeated up-bow, spiccato bowing, loure bowing, sul ponticello bowing, Martelé bowing, chords, sul tasto, and Sautillé. 	<ul style="list-style-type: none"> • Bow grip • Finger Pattern • Shifting • String Position • Vibrato • Embellishments • Bowing Techniques 	<ul style="list-style-type: none"> • Use shoulder rest or pad. • Model correct shifting technique. • Model correct vibrato technique. • Model correct bowing and pizzicato techniques. • String Skills
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will refine the ability to: <ul style="list-style-type: none"> • To differentiate melody and harmony. • To feel and produce a steady beat. • To watch and understand the conductor's beat patterns. • To play independent line within and without an ensemble. • Be aware of all voices within an ensemble. • Continue to develop active listening skills. • Have the opportunity to play repertoire of various styles. • Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy. 	<ul style="list-style-type: none"> • Beat Pattern • Ensemble • Active Listening Skills • Repertoire 	<ul style="list-style-type: none"> • Chorales • Chamber music • Work with metronome. • Student conductors • Sectionals • Observe recorded and live solo and ensemble performances. • Etudes. • Auditions for all-state. • Auditions for solo/ensemble.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will reinforce and expand: <ul style="list-style-type: none"> Producing tone quality that demonstrates the characteristic sound of the instrument. Awareness of ways to improve tone production by increasing control of bow speed, bow weight, and bow placement, how much bow hair to use, and which part of the bow to use. 	<ul style="list-style-type: none"> Control Bow Speed Bow Weight Bow Placement 	<ul style="list-style-type: none"> Listen to live performances. Model good tone quality.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will refine the ability to: <ul style="list-style-type: none"> Recognize characteristic sound of a major and minor scale. Play increasingly complex tunes and rhythmic patterns by rote. Match a pitch. Adjust left hand finger placement in order to manipulate a pitch. Tune instrument to A440 from an electric tuner or another instrument. Sing individual parts within the ensemble as written in standard graded orchestra literature. 	<ul style="list-style-type: none"> Scales Major and Minor Harmonies Intervals A440 Tuning 	<ul style="list-style-type: none"> Scales in harmonies of 3rd. Match pitch with stand partner. Sing scales. Sing other parts within the orchestra.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will identify and play: <ul style="list-style-type: none"> Notes in the appropriate clef and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire. The tempo markings as they occur in the repertoire. Sharp, flat, and natural signs. Dynamic symbols as they occur in the repertoire. Various signs as they occur in the music. In the keys of d, g, c, f, a, e, and b_b. Pitches necessitated by appropriate grade repertoire and/or method book, and continue to expand range or instrument. 	<ul style="list-style-type: none"> Clef Key Signatures Scales Dynamics Accidentals (Sharp, Flat, Accidental, Double sharp, Double Flat) 	<ul style="list-style-type: none"> Identify key signatures. Play scales and chorales with dynamics. Reinforce double sharps and double flats.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Refine the ability to read, count, and play: <ul style="list-style-type: none"> ○ all rhythms and meters as found in the graded orchestral literature; ○ in the following meters: 4/4, 3/4, 6/8, common time, and cut time; ○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations; and ○ rhythm patterns incorporating ties, up-beats, and fermatas. 	<ul style="list-style-type: none"> • Meter • Time Signature • Dotted notes • Eighth-sixteenth patterns, triplets, syncopation • Ties • up-beats/ down-beats • fermatas 	<ul style="list-style-type: none"> • Use of a graded rhythm method.
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Refine sight reading skills including • awareness of: <ul style="list-style-type: none"> ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ Accidentals, and ○ signs (e.g., bowing, repeats, D.S. & D.C. al fine/al coda). 	<ul style="list-style-type: none"> • Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs 	<ul style="list-style-type: none"> • STARS: <ul style="list-style-type: none"> ○ S-signatures, time and key; ○ T- tempo; ○ A-accidentals; ○ R-rhythm; and ○ S-signs. • Routine sight reading.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class. 	<ul style="list-style-type: none"> • Style • Genre 	<ul style="list-style-type: none"> • Listen to a variety of musical styles. • Compare and contrast different selections.

Concert Orchestra

Grade(s): 9-12 Length: Two semesters Credit: 1 Prerequisite(s): Audition or teacher recommendation	Course Overview: <i>Concert Orchestra</i> is designed for those students who are not ready for the advanced courses, but are past the beginning stage. The course will spend time on technical exercises, as well as some orchestral literature in preparing the students for Chamber Orchestra. Recommended contact time for high school orchestra is at least four times each week during the school day. Adopted Textbook: <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
The following are expected indicators of student readiness for entering each grade.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Be able to follow the instructor's directions. • Demonstrate audience/performance behavior appropriate for the context and style of music performed. • Demonstrate knowledge of proper care and assembly of instrument. • Demonstrate ability to play with appropriate instrument position and posture. • Perform basic music fundamentals taught in Beginning Orchestra.
Ongoing Learner Goals	
The following are skills that are continuously being built upon.	Students should be able to: <ul style="list-style-type: none"> • Participate cooperatively in a group. • Use musical instruments with proper care. • Improve technical skills on instrument Increase knowledge of music fundamentals. • Expand knowledge of music history and cultural differences in music. • Learn to enjoy a variety of music activities through participating in or attending performances. • Be able to follow the instructor's directions. • Develop skills needed to perform on instrument outside the classroom.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Identify parts of the instrument. • Identify parts of the bow. • Identify names of the strings. • Demonstrate understanding of proper care and maintenance of instrument and bow. • Demonstrate the ability to perform simple repairs to own instrument as needed: <ul style="list-style-type: none"> ▪ replacing strings; ▪ tightening chin rest; ▪ cleaning and polishing instrument; ▪ checking for open seams, cracks, warped cracked bridge; and ▪ straightening the bridge. 	<ul style="list-style-type: none"> • Instrument anatomy terms • Rosin • Cloth • Bridge • Bow • String replacement • Chin rest 	<ul style="list-style-type: none"> • Use diagram worksheets displaying instruments and parts.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Refine and exhibit: <ul style="list-style-type: none"> ○ correct posture without excess tension, ○ proper left arm position, and ○ proper right arm position for arco and pizzicato. • Arrange chair, stand, and body to be able to watch conductor at all times. 	<ul style="list-style-type: none"> • Position • posture • Arco position • Pizzicato position 	<ul style="list-style-type: none"> • Violinist and violist should use shoulder rest or pad. • Use of rubrics and checklists. • Model correct playing posture. • Demonstrate with pictures.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> Reinforce and refine: <ul style="list-style-type: none"> proper bow grip; left hand finger placement for open string; major and minor tetrachord; finger patterns for whole steps, half steps, double stops, and chromatic alterations; and right arm technique for detache bowing, slurred bowing, bow lift, and up-bow to start. Develop: <ul style="list-style-type: none"> shifting techniques; open string harmonics; vibrato techniques; ability to define and play grace notes, trills, and turns; and expanding playing range. 	<ul style="list-style-type: none"> Scales Etudes Bow grip Finger Pattern Shifting String Position Vibrato Embellishments Bowing Techniques 	<ul style="list-style-type: none"> Use shoulder rest or pad. Model correct shifting technique. Model correct vibrato technique. Model correct bowing and pizzicato techniques. String Skills
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> Refine the ability to: <ul style="list-style-type: none"> be aware of correct intonation within an Ensemble, to differentiate melody and harmony, to feel and produce a steady beat, to watch and understand the conductor's beat patterns, to play an independent line within and without an ensemble, be aware of all voices within an ensemble, and compare and contrast a variety of ensembles. Continue to develop active listening skills. Have the opportunity to play repertoire of various styles. Perform or participate in a small ensemble and/or as a soloist, without a conductor and with expression and accuracy. 	<ul style="list-style-type: none"> Intonation Conductor Downbeat Ictus Concertmaster Count off Cutoff Upbeat Pickup Beat Pattern Ensemble Active Listening Skills Repertoire 	<ul style="list-style-type: none"> Chorales Chamber music Work with a metronome. Student conductors Sectionals Observe recorded and live solo and ensemble performances. Etudes Audition for all-state. Audition for solo/ensemble. Listen to a variety of musical styles. Compare and contrast different selections.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Recognize and produce the characteristic tone of the instrument. Develop awareness of ways to improve tone production by control of bow speed, bow weigh bow placement, amount of bow hair to use, and which part of the bow to use. 	<ul style="list-style-type: none"> Resonance Vibrato Control Bow Speed Bow Weight Bow Placement 	<ul style="list-style-type: none"> Listen to live performances. Model good tone quality. Compare the sound for different techniques.
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will: <ul style="list-style-type: none"> Refine the ability to: <ul style="list-style-type: none"> recognize characteristic sound of a major and minor scale, play increasingly complex tunes and rhythmic patterns by rote, match a pitch, adjust left hand finger placement in order to manipulate a pitch, and play and tune instrument to A440 from an electric tuner or another instrument. Use active listening skills. 	<ul style="list-style-type: none"> Pitch Scale Matching pitch Tuning Intervals Adjust Scales Major and Minor Harmonies Intervals A440 Tuning 	<ul style="list-style-type: none"> Major and minor scales. Introduce all types of minor. Play Two to three octave scales. Scales in harmonies of 3rd. Match pitch with stand partner.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Identify and play: <ul style="list-style-type: none"> the notes in the appropriate clef; and demonstrate knowledge of various bowing, dynamic and tempo markings as they occur in the repertoire; the tempo markings as they occur in the repertoire; sharp, flat, and natural signs; dynamic symbols as they occur in the repertoire; various signs as they occur in the music; in the keys of D, G, C, F, A, E, and B_b; and 	<ul style="list-style-type: none"> Staff Lines and spaces Ledger lines Time signature Accidentals Clef Key Signatures Scales Dynamics slurs Accidentals (Sharp, Flat, Accidental, 	<ul style="list-style-type: none"> Identify key signatures. Play scales and chorales with dynamics. Introduce the concept of double sharps and double flats. Violin: G3 to E6 Viola: C3 to A5 Cello: C2 to A4 Bass: E2 to G4 Repeat sign, solo/ soli/ tutti/ divisi/ unison,

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued...		<ul style="list-style-type: none"> ○ pitches in the ranges indicated by appropriate grade level repertoire and/or method book and continue to expand range on instrument. ● Develop and refine knowledge of: <ul style="list-style-type: none"> ○ musical notation, ○ key signatures, ○ time signature, and improvisatory techniques. 	Double sharp, Double Flat)	<p>accent, staccato, marcato, first and second endings, long rest, D.C. al fine, fermata, D.S. al coda.</p> <ul style="list-style-type: none"> ● Draw the notes, rests, and musical symbols previously introduced. ● Write the key signatures and scales in the keys of D, G, C, A, F, B_b, and E_b major. ● Be able to identify whole steps and half steps and how they relate to a major scale. ● Identify the names of the keys of the piano keyboard.
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop ability to read, count, and play: <ul style="list-style-type: none"> ○ whole, half, dotted half, quarter, eighth, triplets, dotted quarter, dotted sixteenth, and dotted eighth notes and rests; ○ in the following meters: 4/4, 3/4, 2/4, 6/8, common time, and cut time; and ○ rhythm patterns incorporating ties, up-beats, and fermatas. 	<ul style="list-style-type: none"> ● Steady beat ● Count ● Beat division ● Beat subdivision ● Compound ● Sixteenth notes ● Meter ● Time Signature ● Dotted notes ● Eighth-sixteenth patterns, triplets, syncopation ● Ties ● up-beats/ down-beats ● fermatas 	<ul style="list-style-type: none"> ● Use of a graded rhythm method. ● String Skills

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Refine sight reading skills including <ul style="list-style-type: none"> ○ awareness of: ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ Accidentals, and ○ signs (e.g., bowing, repeats, D.S. & D.C. al fine/al coda). 	<ul style="list-style-type: none"> • Preview • Score study • Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs 	<ul style="list-style-type: none"> • STARS: <ul style="list-style-type: none"> ○ S-signatures, time and key; ○ T- tempo; ○ A-accidentals; ○ R-rhythm; and ○ S-signs. • Routine sight reading • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Compose a variation on a given melody. • Compose original melody and/ or counter melody with or without harmony. • Improvise answers in the same style to given rhythmic and melodic phrase. • Improvise simple rhythmic and melodic ostinato accompaniments.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop the ability to play a variety of musical styles including baroque, classical, romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class. 	<ul style="list-style-type: none"> • Baroque • Classical • Romantic • Contemporary • Form • Style • Genre 	<ul style="list-style-type: none"> • Provide opportunities for listening to a broad repertoire of orchestra literature. • Develop knowledge and appreciation of: <ul style="list-style-type: none"> ○ various styles of music other than current, ○ popular trends through listening in the, and ○ classroom and attending performances.

Symphonic Orchestra

<p>Grade(s): 9-12</p> <p>Length: Two semesters</p> <p>Credit: 1</p> <p>Prerequisite(s): Audition or teacher recommendation</p>	<p>Course Overview:</p> <p><i>Symphonic Orchestra</i> is the top performing group of musicians and represents the school at public functions and concerts. Concert participation is required as outlined in the course syllabus. The group will consist of full string sections with the addition an appropriate number of wind, brass, and percussion players to create a full symphonic orchestra. The wind, brass, and percussion players must be concurrently enrolled in their band program. A limited amount of time is spent on study material; the bulk of the time is spent on symphonic orchestral literature. Recommended contact time for high school orchestra is at least four times each week during the school day.</p> <p>Adopted Textbook:</p> <ul style="list-style-type: none"> • <i>Sight Reading Factory</i>. Gracenotes • <i>Breezin' Thru Theory</i>. Breezin' Thru
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Readiness Standards	
<p>The following are expected indicators of student readiness for entering each grade.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Participate cooperatively in a group • Be able to follow the instructor's directions • Demonstrate audience/performance behavior for the context and style of music performed • Demonstrate knowledge of proper care and assembly of instrument • Demonstrate ability to play with appropriate position and posture • Perform basic music fundamentals taught in Varsity or Concert Orchestra • Perform basic music fundamentals taught in Concert Band

Ongoing Learner Goals

The following are skills that are continuously being built upon.

Students should be able to:

- Participate cooperatively in a group
- Use musical instruments with proper care
- Improve technical skills on instrument
- Increase knowledge of music fundamentals
- Expand knowledge of music history and cultural differences in music
- Be able to follow the instructor's directions
- Be exposed to a variety of musical activities through participating in or attending performances
- Refine skills needed to perform instrument outside the classroom
- Develop and refine ability to make aesthetic judgments of music
- Develop and refine ability to make critical and constructive criticisms of one's own performance and the performances of others in music

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
The Instrument	AKAS: CR, PR NCAS: CR, PR	Students will demonstrate: <ul style="list-style-type: none"> • Knowledge of proper care and maintenance of instrument. • Ability to perform simple repairs to own instrument as needed. 	<ul style="list-style-type: none"> • Instrument anatomy terms • Rosin • Cloth • Bridge • Bow • String replacement • Chin rest 	<ul style="list-style-type: none"> • Keep extra strings, reed, oil, etc. as required by instrument.
Posture	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> • Continue to refine and develop correct playing posture without excess tension. 	<ul style="list-style-type: none"> • Position • Posture • Arco position • Pizzicato position 	<ul style="list-style-type: none"> • Modeling what not to do. • Record them playing with good body format and then without for comparison. • Clinicians

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Playing Techniques	AKAS: PR NCAS: PR	Students will: <ul style="list-style-type: none"> Continue to refine and develop proper playing technique of specific instruments. 	<ul style="list-style-type: none"> Scales Etudes Bow grip Finger Pattern Shifting String Position Vibrato Embellishments Bowing Techniques 	<ul style="list-style-type: none"> Bring in professional players to assess and correct issues. Clinics and clinicians.
Concert & Rehearsal Expectations	AKAS: PR, RE NCAS: PR, RE	Students will refine the ability to: <ul style="list-style-type: none"> Be aware of correct intonation within an ensemble. Differentiate melody and harmony. Feel and produce a steady beat. Watch and understand the conductor's beat patterns. Play independent line within an ensemble. Be aware of all voices within an ensemble. 	<ul style="list-style-type: none"> Intonation Conductor Downbeat Ictus Concert Master Count off Cutoff Upbeat Pickup Beat Pattern Ensemble Active Listening Skills Repertoire 	<ul style="list-style-type: none"> Chorales Chamber music Work with metronome. Student conductors Sectionals Sit in different sections to play repertoire.
Tone Quality	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> Reinforce and expand sound representing the characteristic tone quality of a symphonic orchestra. 	<ul style="list-style-type: none"> Resonance Vibrato Control Bow Speed Bow Weight Bow Placement 	<ul style="list-style-type: none"> Listen to and attend live performances.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Ear Training	AKAS: RE, CO NCAS: RE, CN	Students will refine the ability to: <ul style="list-style-type: none"> Recognize characteristic sound of a major and minor scale. Match a pitch. Tune one's instrument within the symphonic ensemble setting. Tune instrument to A440 from an electric tuner or another instrument. 	<ul style="list-style-type: none"> Pitch Scale Matching pitch Tuning Intervals Adjust Scales Major and Minor Harmonies Intervals A440 Tuning 	<ul style="list-style-type: none"> Scales Scales in harmonies of a 3rd. Match pitch with stand partner. Play increasingly complex tunes and rhythmic patterns by rote. Sing individual parts within the ensemble as written in standard graded orchestral literature. Introduce three forms of minor scales.
Musical Literacy	AKAS: CR, PR, RE NCAS: CR, PR	Students will identify and play: <ul style="list-style-type: none"> The notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, tenor, or bass clef. Considerable range of tempo markings. Sharp, flat, and natural signs, and double sharps, and double flats. Indicated dynamic symbols: pp, p, mp, mf, f, ff, crescendo, and decrescendo. Musical symbols and terms as they occur in the appropriate level of graded. Orchestral literature including bowings and articulations. Embellishments such as trills and mordents. Multiple measures rests in the keys of d, g, c, a, e, b, f, b_b, e_b, and a_b. 	<ul style="list-style-type: none"> Staff Lines and spaces Ledger lines Clef Time signature Accidentals slurs Key Signatures Scales Dynamics Accidentals (Sharp, Flat, Accidental, Double sharp, Double Flat) 	<ul style="list-style-type: none"> Identify key signatures. Play scales and chorales with dynamics.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Musical Literacy continued...		<ul style="list-style-type: none"> • Pitches in the following ranges: <ul style="list-style-type: none"> ○ Violin: g3 to a7 ○ Viola: c3 to d6 ○ Cello: c2 to e5 ○ Bass: e2 to g4 		
Rhythmic Literacy	AKAS: CR, PR NCAS: CR, PR	Students will: <ul style="list-style-type: none"> • Refine the ability to read, count and play: <ul style="list-style-type: none"> ○ all rhythms and meters as found in the; ○ graded orchestral literature; ○ in the following meters: 4/4, 3/4, 6/8, common, and cut; ○ complex rhythmic patterns including dotted eighth-sixteenth patterns, triplets, and syncopations; and ○ rhythm patterns incorporating ties, up-beats, multiple measure rests, and fermatas. 	<ul style="list-style-type: none"> • Steady beat • Count • Beat division • Beat subdivision • Compound • Sixteenth notes • Meter • Time Signature • Dotted notes • Eighth-sixteenth patterns, triplets, syncopation • Ties • up-beats/ down-beats • fermatas 	<ul style="list-style-type: none"> • Rhythm exercises in SmartMusic. • Use of a graded rhythm method. • Rhythm dictation • Echo playing in increasing difficulty. • Counting
Sight Reading	AKAS: PR, RE NCAS: PR, RE	Students will: <ul style="list-style-type: none"> • Refine sight reading skills including <ul style="list-style-type: none"> ○ awareness of: ○ key signature, ○ time signature, ○ rhythm, ○ tempo markings, ○ Accidentals, and ○ signs (e.g., bowing, repeats, D.S. & D.C. al fine/al coda). 	<ul style="list-style-type: none"> • Preview • Score study • Time signatures • Key signatures • Tempo • Accidentals • Rhythm • signs 	<ul style="list-style-type: none"> • STARS: <ul style="list-style-type: none"> ○ S-signatures, time and key; ○ T- tempo; ○ A-accidentals; ○ R-rhythm; and ○ S-signs • Routine sight reading. • Complete a given melody by filling in the missing notes.

Topic	Standard	Objective	Key Vocabulary	Resources & Materials
Sight Reading continued...				<ul style="list-style-type: none"> • Compose an ending to a given melody. • Compose a variation on a given melody. • Compose original melody and/ or counter melody with or without harmony. • Improvise answers in the same style to given rhythmic and melodic phrase. • Improvise simple rhythmic and melodic ostinato accompaniments.
Connecting	AKAS: CO NCAS: CN, RE	Students will: <ul style="list-style-type: none"> • Develop the ability to play a variety of musical styles including Baroque, Classical, Romantic, and contemporary literature. • Demonstrate knowledge of the different musical periods, composers, styles, and musical form as found in the standard literature used in class. 	<ul style="list-style-type: none"> • Baroque • Classical • Romantic • Contemporary • Form • Style • Genre 	<ul style="list-style-type: none"> • Listening to a variety of musical styles. • Compare and contrast different styles.



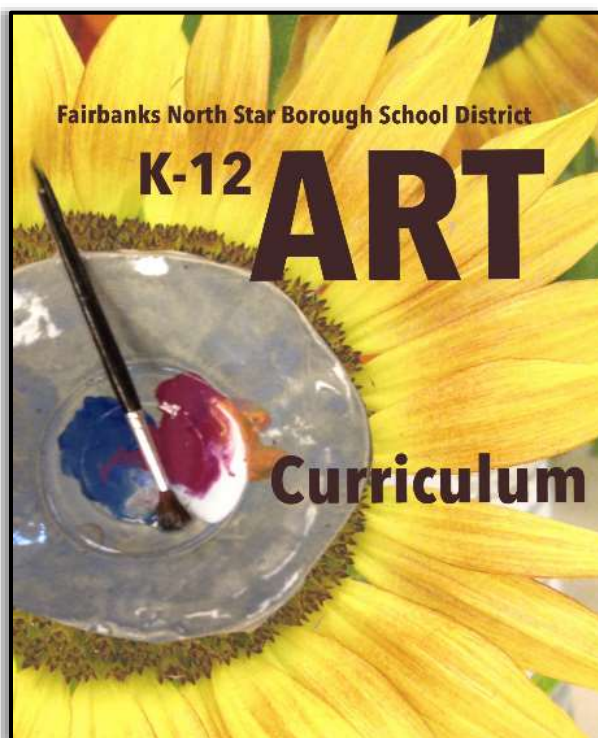
The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701



Fairbanks North Star Borough School District

Art Curriculum



Grades K – 12
2024 – 2025 Revision – Draft 2

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Curriculum Writers

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Curriculum Researchers

Art teachers met during professional development in September 2023 to begin the research stage for Art curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statements

Philosophy:

Art is a universal language bridging time, culture, and national barriers. It continually reflects and preserves society. Art education is a discipline in which a student actively participates intellectually, emotionally, socially, and aesthetically. It is an integral part of the core curriculum and has a fundamental presence in all curricular areas.

The growth and development of each individual is enriched through art education since it celebrates uniqueness, self-expression, and diversity. Art education and production encourage critical thinking and creative problem-solving skills. It provides a means for appreciating and respecting ourselves and others.

Art instruction helps children with the development of motor and language skills, social-emotional learning (SEL), decision-making, risk-taking, and inventiveness. Teaching through the arts can present difficult concepts visually, making them easier to understand. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork. Art experiences enhance student concentration and observation. The arts provide challenges for learners at all levels. Art education connects students with their own culture, as well as with the broader global community.

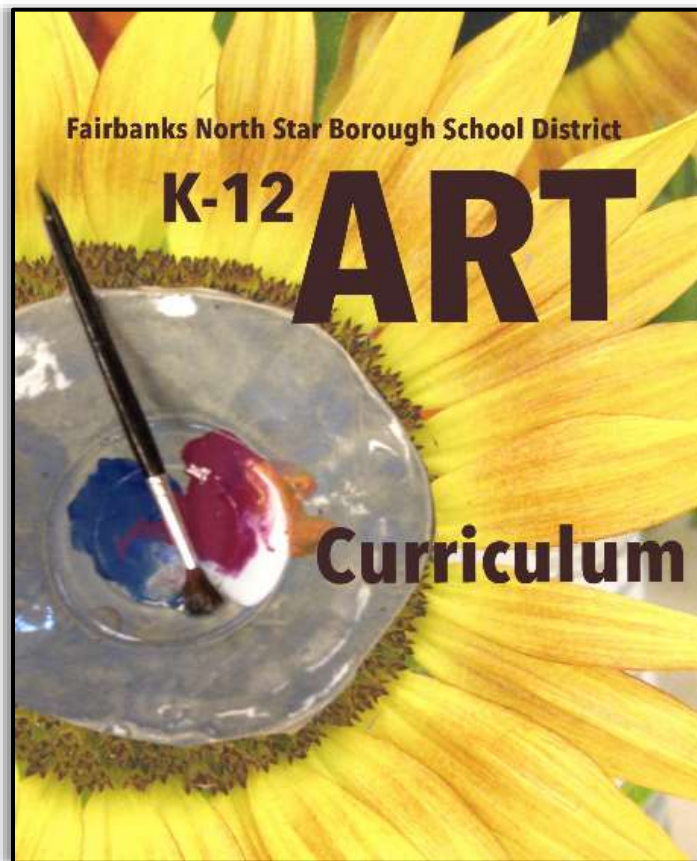
Mission Statement:

The Fairbanks North Star Borough School District will support, develop, and expand quality art instruction at all levels. To maximize student success, the district will support art educators and classroom teachers in ongoing professional development.

The FNSBSD Art Curriculum will include:

- Classroom opportunities appropriate to students' intellectual and physical levels.
- Art lessons that reflect historical, multicultural, and community respect.
- A positive climate to encourage exploration and reflection.
- Opportunities to promote and recognize students' intellectual and artistic development.
- Transferable knowledge and skills that provide for future growth and development.
- Links from visual arts to other disciplines.
- Technological resources and support.
- Opportunities to share student work at local, state, and national levels.
- Support for student instruction with ongoing professional development for teachers.

Elementary



Grades K-5

Elementary Art Program

The elementary art program is a system of instruction and support that has evolved since the program began in 1981. At the heart of all the components is this document, the curriculum, which represents a comprehensive approach to art education and reflects the Alaska Content Standards in the Arts. Aspects of this program are changing to adapt with current trends in education. FNSBSD continues to offer a selection of art kits and digital lessons as well as suggested resources to support our general education teachers in high quality arts education. This is an ongoing process. Our goal is to create a rich evolving body of material for art instruction, encouraging teachers to add to the basket.

The Fairbanks North Star Borough School District Art Curriculum is comprised of:

1. Written Curriculum

This document outlines what teachers at each grade level should strive to teach their students. The elementary written curriculum is divided into three sections according to student actions: Producing Art; Reflecting on Art Critically; and Perceiving Art from a Contemporary, Historic, and Aesthetic Perspective. These, in turn, directly reflect the Alaska State Standards expectation that all students will have some instruction in art production, historical/contemporary studies, art criticism, and the consideration of the beauty and meaning of art.

2. Art Kits

There are a limited number of art kits available for check out through Library Media Services. Some art lessons include a kit of materials as well as a lesson plan, and some lesson plans are a digital download without provided materials.

3. Grade-Level Artists and Biographies

Every grade level has been assigned artists. These selections were made in the early 1990s and then reviewed in 2021. They were selected considering student age and interests, social studies themes, and a historical, multicultural, and gender-based overview. Artists' names and their biographies are listed in the curriculum. They are organized by grade level.

The above components combine to make the Fairbanks North Star Borough School District Art Curriculum. Through this approach, we have been successful in training teachers and assuring a quality art program for our students.

Thank you for the wonderful time you had with us.

~ Young Student to Art Teacher

Elements of Art by Grade Level

Building Blocks of Visual Art

Line

Line is the path of a point moving through space. Types of line can include actual, implied, vertical, horizontal, diagonal, and contour lines.

- K** Find a variety of lines and name them.
- 1** Recognize different lines and name them.
- 2** Name lines found in the classroom and in art.
- 3** Find the lines at the edge of shapes.
- 4** Recognize contour lines in drawings.
- 5** Distinguish between contour line, outline, and sketching.

Shape

When lines meet, shapes are formed. Shapes are flat. Some shapes are geometric such as squares, circles, triangles, rectangles, and ovals. Other shapes are organic or irregular.

- K** Recognize a circle, square, triangle, rectangle, and oval.
- 1** Find basic geometric shapes and name them.
- 2** Recognize the difference between geometric and organic shapes.
- 3** Distinguish between shape, (2-dimensional) and form (3-dimensional).
- 4** Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder.
- 5** Differentiate between a variety of shapes and forms in art.

Form

Form has three dimensions: length, width, depth; and resides in space. Form may be an actual object having volume or implied on a 2D surface with the use of light and shading techniques.

- K** Begin to recognize the difference between flat and not flat.
- 1** Recognize the difference between flat and not flat.
- 2** Recognize the difference between geometric and organic forms.
- 3** Distinguish between shape (2-dimensional) and form (3-dimensional).
- 4** Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder.
- 5** Distinguish between a variety of forms in art.

Color

Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:

1. hue, the name of the color (determined by the dominant wave length);
2. intensity, or the purity and strength of the color defined as brightness or dullness; and
3. value, the lightness or darkness of the color.

K Recognize primary colors.

1 Recognize primary and secondary colors.

2 Recognize primary and secondary colors.

3 Distinguish between and recognize warm, cool, and neutral colors.

4 Recognize intensity changes through use of complementary colors.

5 Identify primary, secondary, complementary, warm, cool, and neutral colors; begin to recognize monochromatic color schemes including value, tint, and tone.

Value

Value refers to lightness or darkness. Value depends on how much light a surface reflects and is one of the three properties of color.

K Discern between light and dark in the same colors.

1 Begin to recognize neutral tones.

2 Find colors in a piece of art that shows light and dark values.

3 Recognize that a painting may use many values (light/dark) of one color.

4 Understand how values change through use of black and white; recognize different values of light/dark.

5 Identify examples of monochromatic color schemes.

Texture

Texture appeals to sense of touch, either actual or implied.

K Find actual or visual texture in art and invent descriptive words.

1 Find actual or visual texture in art and invent descriptive words.

2 Use texture words when discussing art.

3 Differentiate between pieces of art that use actual and visual (implied) texture.

4 Experience an actual texture and differentiate from visual (implied) examples of that texture.

5 Experience an actual texture and differentiate from visual (implied) examples of that texture.

Space

Space refers to 1) the area in which art is organized, and 2) an area showing depth or perspective. Space can be two-dimensional (2-D), three-dimensional (3-D), negative, and/or positive.

- K** Look at art reproductions and discuss what looks closer; be aware of near and far.
- 1** Find overlapping objects and discuss what looks closer and why.
- 2** Recognize that objects appear closer when placed lower on a page (placement); recognize that closer objects can appear larger (relative size); begin to recognize the concept of foreground and background.
- 3** Recognize that large spaces can be created within small confines; recognize concepts of overlapping, relative size (scale), page placement, and foreground/background as means to show perspective.
- 4** Begin to recognize positive and negative space; distinguish the degree of detail in the foreground is a way of showing perspective (detail); recognize foreground/ background, overlapping, intersecting, size, and placement as perspective tools.
- 5** Identify positive and negative space; use perspective terms including placement, overlapping, intersecting, size/scale, foreground/background, and detail when discussing art; begin to recognize that color intensity implies depth.

An educated mind without an educated heart is no education at all.

I think the arts are for educating the heart.

~ Celeste Hart

Principles of Art by Grade Level

Use or arrangement of the building blocks of visual art

Balance

Balance is a sense of stability in an artwork. There are three kinds of balance: symmetrical (formal), asymmetrical (informal), and radial.

- K** Discuss if an artwork looks or feels balanced.
- 1** Discuss if an artwork looks or feels balanced.
- 2** Relate geometry and bilateral symmetry in a work of art.
- 3** Recognize radial symmetry and find it in nature and in art.
- 4** Continue to recognize symmetry and radial design in works of art; consider if a work of art is (feels) balanced.
- 5** Identify examples of visual balance in art.

Contrast

Contrast emphasizes the differences in the elements of art used in a work of art (refers to distinctive compositional areas created by the arrangement of the elements of art).

- K** Identify different areas in a piece of art.
- 1** Identify and discuss different areas in a piece of art.
- 2** Discuss different areas in a piece of art and identify how they are different.
- 3** Identify different areas in art using the words dark, light, smooth, and textured.
- 4** Identify different areas in art using the words dark, light, smooth, textured, color variations, and types of lines and shapes.
- 5** Identify different areas in art using the words dark, light, smooth, textured, color variations, types of lines and shapes, and mood changes.

Emphasis

Emphasis refers to developing points of interest that pull the viewer's eye to important parts of the artwork.

- K** Discuss the most important area is in an artwork.
- 1** Discuss where the most important area is in an artwork.
- 2** Identify the focal point or center of interest in a work of art.
- 3** Identify the focal point or center of interest in a work of art.
- 4** Identify the focal point or center of interest in a work of art.
- 5** Find and identify examples of focal point (i.e., visual accent or stress) in a work of art.

Rhythm/ Pattern

Rhythm/pattern refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.

- K** Look for repetition in art and use the word “pattern.”
- 1** Find rhythmic patterns in art and invent descriptive words to describe them.
- 2** Look for expanding and contracting patterns.
- 3** Recognize that repetition creates the visual illusion of rhythm.
- 4** Look for patterns and patterns created through negative space.
- 5** Recognize how rhythm and patterns can be created through color, line, shape, and form.

Proportion/ Scale

Proportion is the size relationship of parts to a whole and is within an object. Scale is the size/weight relationships between shapes/forms and compares different objects.

- K** Compare size of objects in an artwork as an introduction to scale.
- 1** Compare size of forms and objects within art as an introduction to scale.
- 2** Compare the relative sizes of objects or people as an introduction to scale.
- 3** Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion.
- 4** Begin to learn body proportions and vocabulary.
- 5** Continue to learn body proportions and vocabulary.

Movement

Movement refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer’s eye through the artwork.

- K** Look for the suggestion of motion in art.
- 1** Look for the suggestion of motion in art.
- 2** Describe how movement is shown in a work of art.
- 3** Find examples of movement in art and compare and contrast the artists’ techniques.
- 4** Find examples of movement in art and compare and contrast the artists’ techniques.
- 5** Find examples of movement in art and compare and contrast the artists’ techniques.

Unity

Unity is the appearance of oneness.

- K** Discuss whether an artwork seems complete.
- 1** Discuss whether an artwork seems complete.
- 2** Discuss whether an artwork seems complete.
- 3** Discuss whether a work of art seems complete or unified.
- 4** Discuss whether a work of art seems complete or unified.
- 5** Discuss whether a work of art seems complete or unified.

*The idea that you can educate young people in a meaningful way
without music and art is simply absurd.*

~ James D. Wolfensohn

Kindergarten

Course Overview:

Kindergarten students will continue to be introduced to beginning art concepts and vocabulary, and use a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and they will be encouraged to maintain that confidence while they enjoy the diverse, exciting, and fulfilling art processes. They will be encouraged to express themselves through various art lessons and to creatively tell their own stories through art.

Kindergarteners will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as “an artist.”
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
 - [Digital lesson plans](#)
 - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or teachingandlearning@k12northstar.org.

Vocabulary:

Artist	Horizontal	Overlap	Rhythm	Shape	Subject
Circle	Line	Primary Colors	Sculpture	Space	Texture
Color	Movement	Rectangle	Secondary Colors	Square	Triangle

Drawing	Oval	Reproduction	Self-portrait	Style	Vertical
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Section I: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Dixie Alexander			<ul style="list-style-type: none"> Alaska Native artist Athabascan bead worker 	Dixie is an educator, artist, bead worker and a cultural bearer of her Gwich'in Athabascan traditions. She was raised in Ft. Yukon in a traditional lifestyle. Her works of art can be seen at the Museum of the North in Fairbanks, Alaska, and in Washington, D.C. at the Smithsonian. Dixie was hired in 2011 as the Director of Cultural Programs at the Morris Thompson Cultural and Visitors Center, "teaching (others) an appreciation for our way of life."
Bill Berry	1926-1979		<ul style="list-style-type: none"> Alaskan illustrator and painter 	Berry was born in California, but spent most of his life in Alaska. He is most known for his realistic wildlife sketches and fanciful art. He illustrated children's books and painted wall murals. An example of his mural painting is An Alaskan Fairy Tale installed at the Noel Wien Library in Fairbanks.
Henry Moore	1898-1986	Royal College of Art	<ul style="list-style-type: none"> British sculptor 	Moore was born and spent most of his working life in England. He is most known for his large stylized sculptures of human figures in relaxed or reclining poses. His work resides in public spaces around the world and sculpture gardens at prominent international museums.

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Hannah Solomon	1908-2011		<ul style="list-style-type: none"> Alaska Native Artist Gwich'in Athabascan bead worker 	<p>Hannah was born near the border of Canada in the village of Old Rampart, and died only three weeks short of her 103rd birthday. As a child, she learned to bead from her mother, Eliza, and became a master bead worker into adulthood. She was willing to teach her craftsmanship of sewing beads and sewing skins and furs to anyone who was interested in learning.</p> <p>Hannah was an artist known for her bead work in the style of the Gwich'in Athabascan tradition. Samples of her artwork can be found in museums and private collections throughout the state and the country. Her beadwork and baby belts can be found in many places such as the UA Museum of the North, the Doyon Limited office, Alaska Native Medical Center in Anchorage, the Rasmuson Museum in Anchorage, and the Smithsonian Institution in Washington, D.C.</p>
Delores Sloan	1938-2023		<ul style="list-style-type: none"> Alaska Native artist Gwich'in Athabascan beadworker 	<p>Delores Sloan is a Gwich'in Athabascan Bead Worker. She was born and raised in Fort Yukon, Alaska, the fifteenth of sixteen children. Her mother, Fanny Carroll, taught her bead work and skin sewing when she was a little girl. Her father was a trapper and an owner of Fort Yukon's trading post. As an adult, Delores' handiwork skills were so revered that she was asked to share her knowledge of beadwork and Athabascan tradition. She worked for the Fairbanks North Star Borough School District for ten years teaching in the Alaska Indian Education Program, and also traveled to schools in the Bering Straits region. She worked in the schools teaching children how to sew beads onto leather in the traditional Gwich'in style.</p>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Delores Sloan continued...				<p>Delores’ beaded artwork can be viewed in venues such as the University of Alaska Fairbanks, the Smithsonian in Washington, D.C., the Anchorage Heritage Center, Ted Stevens Anchorage International Airport, and at the Elmendorf Air Force Base. In 1984, she beaded a stole for Pope John Paul II when he visited Alaska and it is now displayed in the Vatican Museum in Rome, Italy.</p> <p>Delores is known for beading beautiful baby belts, also known as baby straps. She has made 32 in her lifetime, and began making them in 1979. They are five-foot long straps originally made of moose hide with traditional beaded designs. They are traditional Athabascan baby carriers worn over the back and shoulders with the baby snugly swaddled on its mother’s back. According to Gwich’in culture, baby belts were made by the grandmothers as a way of saying “welcome into our rich culture,” to give a baby beadwork.</p>
Vincent Van Gogh	1853-1890		<ul style="list-style-type: none"> Dutch Impressionist painter 	<p>Van Gogh was born in Holland, but spent most of his working life in France. He is most known for vibrant, bold-colored paintings of flowers (especially sunflowers) and his many self-portraits. Van Gogh’s work is displayed in virtually every notable modern museum in the world.</p>

Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Practice drawing using a variety of tools. • Explore many different lines when drawing. • Draw using simple shapes and name them. • Show near and far in drawings. • Explore texture in drawings through rubbings, patterning, shading, etc. • Work on horizontal and vertical formats. • Draw story pictures and share them, telling about the details. 	<ul style="list-style-type: none"> • Pencil, pen, eraser • Markers • Crayons • Oil pastels • Colored pencils • Charcoal, chalk 	<ul style="list-style-type: none"> • M.C. Escher • Jaime Smith (local cartoonist) • Chad Carpenter (local cartoonist) • Bridget Riley • Claire Fejes • Florence Nupok Malewotkuk (Siberian Yupik) 	<ul style="list-style-type: none"> • Introduction to the Art Element Line, Part 1 (<i>Art Tango</i>) • The Art Element Line, Part 2 (<i>Art Tango</i>) • The Art Element Shape, Part 3 – Using Shapes and Lines to Create no-Objective Art (<i>Art Tango</i>) • Looking at Trees and Finding Lines (<i>Art Tango</i>) • A Parade of Thankful Turkeys (<i>Art Tango</i>) • Self Portrait, Part 1 – Children in Art (<i>Art Tango</i>) • Self Portrait, Part 2 – Completing Our Self Portrait (<i>Art Tango</i>) • Cool Curvy Lines and Warm Angular Lines, Part 1 (<i>Art Tango</i>) • Cool Curvy Lines & Warm Angular Lines, Part 2 (<i>Art Tango</i>)

Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Be introduced to different types of paint (e.g., fingerpaint, tempera, tempera blocks, watercolor, painting crayons). • Paint with a variety of tools (e.g., brushes, fingers, sponges, pieces of board). • Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes. • Explore color mixing, learn words primary and secondary, and try mixing primary colors to make secondary. • Distinguish between light and dark in the same color family. • Identify colors by name and tell if they seem to be happy, sad, quiet, angry, hot, cold, etc. 	<ul style="list-style-type: none"> • Watercolors • Fingerpaint • Tempera paint • Painting crayons • Washable tempera cakes • Variety of tools 	<ul style="list-style-type: none"> • Bill Berry • Vincent Van Gogh • Janet Fish • Crystal Kaakeeyaa Worl • Sonia Delaunay • Edvard Munch • Roy Lichtenstein • Alma Thomas • Jean-Michel Basquiat • Frida Kahlo • Jill Richie (local) • Claire Fejes 	<ul style="list-style-type: none"> • Color Critters (<i>Project ARTiculate</i>) • Landscapes with David Mollett (<i>Project ARTiculate</i>) • Love Those Anemones (<i>Project ARTiculate</i>) • Sunflowers (<i>Project ARTiculate</i>) • Vincent Van Gogh Self-Portraits (<i>Project ARTiculate</i>) • A Snowman, Part 1 (<i>Art Tango</i>) • Texture Painting, Part 1 (<i>Art Tango</i>)

Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Create patterns by stamping with objects. • Make a monoprint by making a print from a wet painting. • Make rubbings of different textures. • Make a dried glue line print. • Make three or more identical prints. 	<ul style="list-style-type: none"> • Found objects • Sponges • Stamps • Ink • Paint • Stamp pad • Brayers and rollers • Glue 	<ul style="list-style-type: none"> • Elizabeth Catlett • Kathe Kollwitz • Samella Lewis • Delita Martin • Caledonia Curry • Benjie Torrado Cabrera • Favianna Rodriguez 	<ul style="list-style-type: none"> • Shape-Ka-Bobs (<i>Project ARTiculate</i>) • Printing a Piece of Useful Art (<i>Art Tango</i>) • Printed Fall Trees (<i>Kinder Art</i>) • Texture and the World Around You (<i>Kinder Art</i>) • Styrofoam Prints (<i>Kinder Art</i>) • Fruit and Vegetable Prints (<i>Kinder Art</i>)

Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> Combine two or more materials (e.g., paper, string). Make a collage that has different textures. Plan a picture about themselves or their families using two or more materials. Make a symmetrical mask using two or more materials. Use basic drawing program to create and overlap shapes adding texture. Use scraps of fabric to create a picture. 	<ul style="list-style-type: none"> Magazines Calendars Fabric, felt, yarn Craft materials (e.g., beads, feathers) Variety of paper 	<ul style="list-style-type: none"> Dixie Alexander Hannah Solomon Delores Sloan Ellen Gallagher Amanda Phingbodhipakkiya Marilyn Nance Edmonia Lewis Meta Vaux Warrick Fuller Njideka Akunyili Crosby Tammy Holland (local & Native) Teri Rofkar (Tlingit) 	<ul style="list-style-type: none"> Athabascan Mittens (<i>Project ARTiculate</i>) Introduction to the Art Element Shape, Part 1 (<i>Art Tango</i>) The Art Element Shape, Part 2 (<i>Art Tango</i>) A Snowman, Part 2 (<i>Art Tango</i>) Texture Paining, Part 2 (<i>Art Tango</i>)

Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> Explore various materials to create forms in space. Be able to differentiate between flat and not flat. Use word sculpture when talking about 3D art. Manipulate clay or dough. Texture patterns to the soft forms. Use found objects to create a sculpture. Make a self-portrait using combinations of materials. 	<ul style="list-style-type: none"> Clay Modeling dough Paper Wire pipe cleaners Clay tools Wood Fabric and yarn Found objects 	<ul style="list-style-type: none"> Henry Moore Christo and Jeanne Claude Valerie Maynard Yayoi Kusama Tyree Guyton Juan Quezada Loiuse Nevelson Lawrence James Beck Diane Didi Rojas Cheryl Eve Acosta 	<ul style="list-style-type: none"> Henry Moore Sculpture (<i>Project ARTiculate</i>) Creating Paper Mask (<i>Art Tango</i>) Working with Form, Making Play Dough Pinch Pots (<i>Art Tango</i>) Coil Pots (<i>Kinder Art</i>) Bean Mosaics (<i>Kinder Art</i>) Paper Amusement Parks (<i>Kinder Art</i>)

Kits Available Through Destiny (See instructions here.)	
Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> • Anemones Art Kit • Busy Bee Helpers Art Kit • Color Critters Art Kit • Moore, Henry: Figure Sculptures Art Kit • Athabascan Regalia : [kit]. Dentalia Headbands (Lesson 1 of 3), Patterned Necklaces (Lesson 2 of 3), and Baby Belts (Lesson 3 of 3) 	<ul style="list-style-type: none"> • Children’s Day Koi Streamers Art Kit • Gogh to Bed! Art Kit • Piggy Backed Shapes Art Kit • Postcards From Van Gogh Art Kit • Shape-Ka-Bobs Art Kit • Toy Boxes in Perspective Art Kit • Van Gogh’s Swirly Feathers Art Kit • Whale Migrations Art Kit

Section III: Reflecting on Art Critically

This means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/ cultural objects, etc.

1. Kindergarteners describe art using these design elements:		
Elements (Building blocks of art.)	Line	• Find a variety of lines and name them.
	Shape	• Recognize a circle, square, triangle, rectangle, and oval.
	Form	• Recognize difference between flat and round.
	Color	• Recognize primary colors.
	Value	• Discern between light and dark in same colors.
	Texture	• Find actual or visual texture in art and invent descriptive words.
	Space	• Look at art reproductions and discuss what looks closer; be aware of near and far.

2. Kindergarteners **analyze** art using these design principles:

Principles (Ways to use the building blocks.)	Balance	• Discuss whether an artwork looks or feels balanced.
	Contrast	• Recognize differences with a piece of art.
	Emphasis	• Discuss where the most important area in an artwork.
	Rhythm/ Pattern	• Look for repetition in art. • Begin to recognize patterns.
	Proportion/ Scale	• Compare size of objects within art as an introduction to scale.
	Movement	• Begin to describe art as “still” or with “movement.”
	Unity	• Discuss whether an artwork seems complete.

3. Kindergarteners **interpret** art using an art vocabulary and personal perspective.

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Learn about self-portraits in painting and sculpture.
- Talk about self-portraits using simple art vocabulary.
- View paintings and sculptures and discuss what type of artist made this art (e.g., painter, sculptor).
- Discuss what an artist might communicate in a portrait.
- Consider and discuss how the art makes them feel (what is the mood?); discuss why they think they have those feelings.
- Share their reasons for making certain artworks.
- Discuss how artists have their own meaning in their artwork.
- Consider that people are ‘inspired’ to make art.

4. Kindergarteners **judge** art (after the steps above) by discussing one or more works of art using their developing art vocabulary.

Students will:

- Learn to express preferences in a respectful and knowledgeable way.
- Compare two similar artworks, discuss how they are alike and different, and express a preference.
- Look at and discuss artworks from different world cultures.
- Use simple vocabulary to talk about art.

Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

This consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

Kindergarteners will:	
Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none"> • Vincent Van Gogh • Delores Sloan • Henry Moore • Hannah Solomon • Dixie Alexander • Bill Berry 	<ul style="list-style-type: none"> • Distinguish between drawing, painting, and sculpture. • View a variety of styles from different times and places. • Distinguish between original art and reproductions. • Look at different styles from cultures represented in their classroom. • Focus on the art and culture of indigenous interior Alaska Athabascan people. • Begin to understand that styles change over time. • Talk about personal art using simple vocabulary as preparation for writing. • Look at the design of art products in the classroom and discuss whether they like it. • Discuss that advertising has one intent – to sell.
Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> • Look for universal themes in art (e.g., self, family, animals). • Recognize and understand that art is a form of communication. • Begin to understand that their art is unique. • Be aware that art is found in many places (e.g., library, school, museum, home). • Recognize that museums house and display works of art. • Look at art in the classroom and talk about it using simple vocabulary. 	<ul style="list-style-type: none"> • Focus on artists that make art.

Grade 1

Course Overview:

First grade students will continue to be introduced to beginning art concepts and vocabulary through the use of a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and will be encouraged to maintain that confidence while they enjoy diverse, exciting, and fulfilling art processes. They will be encouraged to express themselves through various art lessons and to creatively tell their own stories through art.

First Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as “an artist.”
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
 - [Digital lesson plans](#)
 - [Additional resources](#)

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Vocabulary:

<ul style="list-style-type: none"> • Clay • Collage • Drawing • Horizontal/vertical 	<ul style="list-style-type: none"> • Line • Monoprint • Movement • Original art 	<ul style="list-style-type: none"> • Overlapping • Painting • Pattern/repetition • Perspective 	<ul style="list-style-type: none"> • Primary colors • Printing • Reproduction • Scale 	<ul style="list-style-type: none"> • sculpture • Secondary colors • Self-portrait • Shape 	<ul style="list-style-type: none"> • Symmetry • Texture • Three-dimensional • Two-dimensional
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Section I: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Alexander S. Calder	1898-1976	<ul style="list-style-type: none"> • Engineering 	<ul style="list-style-type: none"> • American sculptor • Inventor of mobiles 	Calder was born in Pennsylvania. With the exception of some pivotal years living in Paris early in his career, he spent most of his working life in New York City and upstate Connecticut. He is most known for being the inventor of mobiles. Additionally, he developed a new aesthetic for non-kinetic sculpture called stables. He created rugs, illustrations, and paintings, as well as designs for several full-size jetliners. Calder's color pallet revolved around white, black, and the primary colors. For more biographic information and images of Alexander Calder's artwork: www.calder.org .
Sonya Kelliher-Combs	1969-	<ul style="list-style-type: none"> • BFA from the University of Alaska Fairbanks (1992) • MFA from Arizona State University in Tempe, AZ (1998) 	<ul style="list-style-type: none"> • Alaska Native artist 	Contemporary artist Sonya Kelliher-Combs is an Inupiaq/Athabascan (German/Irish) visual and jewelry artist. She was born in Bethel, Alaska, was raised in Nome, and presently resides and works in Anchorage. Her family hails from the interior Alaska village of Nulato and the coastal communities of Nome and Barrow. Her cultural background includes Inupiaq Eskimo, Athabascan Indian, Irish and German. Kelliher-Combs was born and raised in the state of Alaska, only leaving to attend graduate school. High school was completed in Nome and she continued education at the University of Alaska

				Fairbanks where she received a Bachelor of Fine Arts in 1992. Upon completion of her graduate work she earned a Master of Fine Arts degree from Arizona State University in 1998.
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Piet Mondrian	1872-1940		<ul style="list-style-type: none"> Dutch painter 	<p>Mondrian was born in Holland and spent most of his working life in France, though at the onset of WWII he moved to New York City. He started out working in the traditional Dutch style of landscape painting, but soon departed to a more pure and expressionistic style. He is most known for simple, abstract paintings consisting of blocks of primary colors and horizontal and vertical black lines. The impact of Mondrian's work is evident in contemporary art as well as architecture and commercial design. For more images of Piet Mondrian's artwork: www.ibiblio.org/wm/paint/auth/Mondrian</p>
Anna Mary Robertson Moses	1860-1961	<ul style="list-style-type: none"> Self-taught artist 	<ul style="list-style-type: none"> Late-blooming American painter 	<p>Grandma Moses was born in rural New York and spent her early adulthood in Virginia. Moses began painting when she was about seventy years old. She painted countryside and people busy doing things during the different seasons. Moses, a self-taught painter, is most known for direct, simple, paintings filled with feelings for the subject. When she was eighty, a New York City gallery owner gave Moses her first one-woman exhibition. Subsequently, Moses's work gained notoriety and she continued painting until she died at 101.</p>

Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Practice drawing using a variety of tools. • Continue to use and name many different lines. • Draw using simple shapes and name them. • Use overlapping and size to show near and far; talk about fore- and background. • Explore texture in drawings through rubbings, patterning, shading, etc. • Work on horizontal and vertical formats and name them. • Draw story pictures and share them telling about the details. 	<ul style="list-style-type: none"> • Pencil, pen, eraser • Markers • Crayons • Oil pastels • Colored pencils • Charcoal, chalk 	<ul style="list-style-type: none"> • M.C. Escher • Jaime Smith (local cartoonist) • Chad Carpenter (local cartoonist) • Bridget Riley • Claire Fejes • Florence Nupok Malewotkuk (Siberian Yupik) 	<ul style="list-style-type: none"> • Alaska Bear Dreams (<i>Project ARTiculate</i>) • Base Line Self Portraits (<i>Art Tango</i>) • Decorative Lettering, Part 1 (<i>Art Tango</i>) • Decorative Lettering, Part 2 (<i>Art Tango</i>) • Midterm Portrait, Looking at Michelangelo (<i>Art Tango</i>) • Expressions on my Face (<i>Art Tango</i>) • Looking at “The Scream,” by Munch, Painting Our Final Portrait Background (<i>Art Tango</i>) • Drawing Our Own Expressions with Oil Pastels (<i>Art Tango</i>)

Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Be introduced to different types of paint (e.g., fingerpaint, tempera, tempera blocks, watercolor, painting crayons). • Paint with a variety of tools (e.g., brushes, fingers, sponges, pieces of board). • Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes. • Explore color mixing; learn words primary and secondary; try mixing primary colors to make secondary. • Distinguish between light and dark in the same color family; paint with three values (light, medium, dark) in one color family. • Identify colors by name and tell if they seem to be happy, sad, quiet, angry, hot, cold, etc. 	<ul style="list-style-type: none"> • Watercolors • Fingerpaint • Tempera paint • Painting crayons • Washable tempera cakes • Variety of tools 	<ul style="list-style-type: none"> • Anna MaryRobertson Moses • Piet Mondrian • Janet Fish • Crystal Kaaakeeyaa Worl • Sonia Delaunay • Edvard Munch • Roy Lichtenstein • Alma Thomas • Jean-Michel Basquiat • Frida Kahlo • Jill Richie (local) • Claire Fejes 	<ul style="list-style-type: none"> • A Color of Our Own (<i>Project ARTiculate</i>) • African Painted Rhythms (<i>Project ARTiculate</i>) • Animal Portraits with Todd Sherman (<i>Project ARTiculate</i>) • Mondrian Trees (<i>Project ARTiculate</i>) • Mouse Colors (<i>Project ARTiculate</i>) • Working with Value, Part 1 (<i>Art Tango</i>)

Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Create patterns by stamping with objects. • Make a monoprint by making a print from a wet painting. • Make rubbings of different textures, lines and overlap some images. • Make two or more simple stencils to use in a picture or sponge painting. • Experiment with different relief-printing techniques using glue. • Make three or more identical prints and neatly sign. 	<ul style="list-style-type: none"> • Found objects • Sponges • Stamps • Ink • Paint • Stamp pad • Brayers and rollers • Glue 	<ul style="list-style-type: none"> • Elizabeth Catlett • Kathe Kollwitz • Samella Lewis • Delita Martin • Caledonia Curry • Benjie Torrado Cabrera • Favianna Rodriguez 	<ul style="list-style-type: none"> • Eric Carle Mural (<i>Project ARTiculate</i>) • Geometric Shape Collage, Part 2 (<i>Art Tango</i>) • Printmaking, Part 1 (<i>Art Tango</i>) • Printmaking, Part 2 (<i>Art Tango</i>) • Working with Texture, Heart Collage (<i>Art Tango</i>)

Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine two or more materials (e.g., paper, string). • Make a collage that has different textures. • Plan a picture about themselves or their families using a variety of materials. • Make a symmetrical mask using two or more materials. • Use basic drawing program to create and overlap shapes adding texture. • Use fabric crayons to design on fabric. 	<ul style="list-style-type: none"> • Magazines • Calendars • Fabric, felt, yarn • Craft materials: e.g., beads, feathers • Variety of paper 	<ul style="list-style-type: none"> • Sonya Kelliher-Combs • Ellen Gallagher • Amanda Phingbodhipakkiya • Marilyn Nance • Edmonia Lewis • Meta Vaux Warrick Fuller • Njideka Akunyili Crosby • Tammy Holland (local & Native) • Teri Rofkar (Tlingit) 	<ul style="list-style-type: none"> • On Mother's Lap (<i>Project ARTiculate</i>) • Cutting Lines, Creating a Collage (<i>Art Tango</i>) • Fall Leaves, Part 1 (<i>Art Tango</i>) • Fall Leaves, Part 2 (<i>Art Tango</i>) • Geometric Shape Collage, Part 1 (<i>Art Tango</i>) • Texture, Bean Wiggles (<i>Art Tango</i>) • Flower Design, Part 1 (<i>Art Tango</i>) • Flower Design, Part 2 (<i>Art Tango</i>)

Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Explore various materials to create forms in space. • Be able to differentiate between 2D and 3D. • Use word sculpture when talking about 3D art. • Model simple forms in clay using rolling and pinching techniques. • Add textured patterns to the forms while soft. • Use found objects to create a sculpture. • Bring recycled materials from home to use in the classroom. • Use gluing skills or paper joining techniques to build a found object sculpture. • Make an animal sculpture using combinations of materials. 	<ul style="list-style-type: none"> • Clay • Modeling dough • Paper • Wire pipe cleaners • Clay tools • Wood • Fabric and yarn • Found objects 	<ul style="list-style-type: none"> • Alexander S. Calder • Christo and Jeanne Claude • Valerie Maynard • Yayoi Kusama • Tyree Guyton • Juan Quezada • Loiuise Nevelson • Lawrence James Beck • Diane Didi Rojas • Cheryl Eve Acosta 	<ul style="list-style-type: none"> • Folded Lines (<i>Project ARTiculate</i>) • Clay Pinch Pot Animals (<i>Kinder Art</i>) • Clay Birds (<i>Kinder Art</i>) • Pipe Cleaner Flowers (<i>Kinder Art</i>) • Salt Dough Ladybug (<i>Kinder Art</i>)

Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> • Antler Art : Seasonal Symmetry Art Kit • Arctic Terns : Chasing the Sun Art Kit • Drawing with shapes Art Kit (2 parts) • Folded Lines Art Kit • Grandma Moses - Kid Cards Art Kit • Sonya's shapes : Art Kit [kit] : Circle "Pore" (Lesson 1), Oblong "Secret" (Lesson 2), Spiral "Eddy" (Lesson 3) 	<ul style="list-style-type: none"> • Delicious Fruit Art Kit • Grandma Moses - Feather Weather Art Kit • Grandma Moses - Window Landscape Art Kit • On Mother's Lap Art Kit • Picasso's Collages Art Kit

Section III: Reflecting on Art Critically

This means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/ cultural objects, etc.

1. First graders describe art using these design elements:		
Elements (Building blocks of art.)	Line	• Recognize different lines and name them.
	Shape	• Find basic geometric shapes and name them.
	Form	• Recognize difference between flat and round.
	Color	• Recognize primary and secondary colors.
	Value	• Begin to recognize neutral tones.
	Texture	• Find actual or visual texture in art and invent descriptive words.
	Space	• Find overlapping objects and discuss what looks closer and why.

2. First graders analyze art using these design principles:		
Principles (Ways to use the building blocks.)	Balance	• Discuss whether an artwork looks or feels balanced.
	Contrast	• Recognize differences with a piece of art.
	Emphasis	• Discuss where the most important area in an artwork.
	Rhythm/ Pattern	• Look for repetition in art. • Find patterns in art and invent descriptive words to name them.
	Proportion/ Scale	• Compare size of forms and objects within art as an introduction to scale.
	Movement	• Begin to describe art as “still” or with “movement.”
	Unity	• Discuss whether an artwork seems complete.

3. First graders *interpret* art using an art vocabulary and personal perspective.

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Learn about still life, landscape, and portrait art forms in painting and sculpture.
- Talk about still life, landscapes, and portraits using simple art vocabulary.
- View paintings and sculptures and discuss what type of artist made this art (e.g., painter, sculptor).
- Discuss what an artist might communicate in a portrait.
- Consider and discuss how the art makes them feel (what is the mood?); discuss why they think they have those feelings.
- Share their reasons for making certain artworks.
- Discuss how artists have their own meaning in their artwork.
- Consider that people are ‘inspired’ to make art.

4. First graders *judge* art (after the steps above) by discussing one or more works of art using their developing art vocabulary.

Students will:

- Learn to express preferences in a respectful and knowledgeable way.
- Compare two similar artworks, discuss how they are alike and different, and express a preference.
- Look at and discuss artworks from different world cultures.
- Use simple vocabulary to talk about art.

Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

This consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

First graders will:

Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none"> • Alexander Calder • Piet Mondrian • Grandma Moses • Sonya Kelliher-Combs 	<ul style="list-style-type: none"> • Distinguish between drawing, painting, and sculpture. • View a variety of styles from different times and places. • Distinguish between original art and reproductions. • Begin to understand that style is influenced by history and culture. • Focus on the art and culture of indigenous interior Alaska Athabascan people. • Begin to understand that styles change over time. • Talk about personal art using simple vocabulary as preparation for writing. • Look at the design of art products in the classroom and discuss whether they like it. • Discuss that advertising has one intent – to sell.
Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> • Look for universal themes in art (e.g., self, family, animals). • Recognize and understand that art is a form of communication. • Understand that art is unique to individuals. • Recognize that everyone makes artistic choices in everyday living. • Be aware that art is found in many places (e.g., library, school, museum, home). • Recognize that museums house and display works of art. • Look at art in the classroom and talk about it using simple vocabulary. 	<ul style="list-style-type: none"> • Look for different jobs that artists do. • Focus on ice sculptors, mural painters, Alaska Native artists, and art teachers.

Grade 2

Course Overview:

Second grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and will be taught with care in order to maintain that confidence while they enjoy the process of art. They will be encouraged to express themselves through various art lessons, and to creatively tell their own stories through art.

Second Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as “an artist.”
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
 - [Digital lesson plans](#)
 - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or teachingandlearning@k12northstar.org.

Vocabulary:

Collage	Focal point	Historic	Potter	Sculpture	Still life
Color	Landscape	Contemporary	Objective	Shape	Stitchery
Cool/warm	Light/dark values	Museum	Nonobjective	Primary colors	Weaving
Detail	Line	Perspective	Proportion	Secondary colors	Style
	Monoprint	Portrait	Realistic abstract	Stencil	Symmetrical

Foreground Background					
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Section I: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Maria Martinez	1887-1980		American Potter	Martinez was born and spent most of her working life in the pueblo village of San Ildefonso, New Mexico. She is most known for reviving her craft. Her success, commitment to her work, and willingness to share knowledge led to similar revivals in other native communities. Early in her career, Martinez visited her husband at his work excavating prehistoric Pueblo sites. During her visit, she noticed the decorated pieces of pottery (shards) lying on the ground. She was very interested in them and was asked if she could recreate this polychrome pottery. This was the start of a long life of pottery making.
Henri Matisse	1868-1954	Law School	French Impressionist Painter	Matisse was born and spent most of his working life in France. He is most known for his colorful Fauvist oil paintings and later in his career, he successfully worked with stained glass and colorful cut paper shapes. As a young man, Matisse was bedridden due to appendicitis and his mother gave him a set of paints to keep him occupied while convalescing. When he got better, he decided to go to Paris to study art. He traveled around Europe, where he met and was influenced by many

				artists. He was soon labeled an expressionist painter because of his bright colors, patterns, and radical style.
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Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Grant Wood	1891-1942		American Regionalist Painter	Wood was born and spent most of his working life in Iowa. He is most known for being a regionalist painter of Iowa farmers, farm scenes, and the local scenery. Wood had a humble upbringing and he developed his skills by drawing on scraps of cardboard from cracker boxes that this mother saved for him. Later in life, he worked and studied in Europe where he was very taken with the work of the Flemish masters. This influence can be seen in his most recognized painting, American Gothic.
Denise Wallace	1957-		Chugach/Sugpiaq artist	Denise Wallace is a Chugach/Sugpiaq artist. She was born in Seattle, Washington and raised in Cordova, Alaska. She is a contemporary artist inspired by a timeless connection between her people and the northwest coast of North America. Thousands of years have passed since humans found a home in this region, yet the link between animals, plants, and the environment continues. The themes of Denise Wallace's jewelry are as rooted in history as they are inspirational for the future.

Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Continue drawing and experimenting with a wide variety of tools. • Draw quick sketches and extended drawings. • Produce a drawing using both geometric and amorphous (organic) shapes. • Use overlapping and size to show near and far; talk about fore- and background. • Explore texture in drawings through rubbings, patterning, shading, etc. • Draw on a variety of surfaces (e.g., types, shapes, sizes). • Continue to draw from stories, nature, imagination, memory, observation; begin to use music for inspiration. 	<ul style="list-style-type: none"> • Pencil, pen, eraser • Markers • Crayons • Oil pastels • Colored pencils • Charcoal, chalk • Variety of tools 	<ul style="list-style-type: none"> • Henri Matisse • Grant Wood • Leonardo da Vinci • Kesler Woodward (local) • M.C. Escher • Jaime Smith (local cartoonist) • Chad Carpenter (local cartoonist) • Bridget Riley • Claire Fejes • Florence Nupek Malewetkuk 	<ul style="list-style-type: none"> • Textured Landscapes (<i>Project ARTiculate</i>) • Grant Wood Art Lesson (<i>Meet the Masters</i>) • Looking at Totem Poles, Part 1 (<i>Art Tango</i>) • Looking at Totem Poles, Part 2 (<i>Art Tango</i>)

Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Be introduced to different types of paint (e.g., fingerpaint, tempera, tempera blocks, watercolor, painting crayons). • Paint with a variety of tools (e.g., brushes, fingers, sponges, pieces of board). • Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes. • Explore color mixing; learn words primary and secondary; try mixing primary colors to make secondary. • Distinguish between light and dark in the same color family; paint with three values (light, medium, dark) in one color family. • Use warm or cool colors to paint a simple landscape that has a mood. 	<ul style="list-style-type: none"> • Watercolors • Fingerpaint • Tempera paint • Painting crayons • Washable tempera cakes • Variety of tools 	<ul style="list-style-type: none"> • Henri Matisse • Grant Wood • Denise Wallace • Pablo Picasso • Georgia O’Keeffe • Byron Birdsall (local) • Janet Fish • Crystal Kaakeeyaa Worl • Sonia Delaunay • Edvard Munch • Roy Lichtenstein • Alma Thomas • Jean-Michel Basquiat • Frida Kahlo • Claire Fejes • Jill Richie (local) 	<ul style="list-style-type: none"> • Trees and Beyond (<i>Project ARTiculate</i>) • How to Create Easy Watercolor Resist Flowers (<i>Deep Space Sparkle</i>) • Principles of Art: EMPHASIS (Check out in Destiny) • Coloring Fall Trees, Part 2 (<i>Art Tango</i>)

Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Create a two-color pattern by stamping with objects. • Continue experimenting with monoprints using at least two primary colors. • Continue to use rubbings of different textures. • Make a simple stencil and overlap when printing. • Create a foam plate relief print. • Learn the concept of a single print versus an edition; make an edition of three or more prints, sign, and number. 	<ul style="list-style-type: none"> • Found objects • Sponges • Stamps • Ink • Paint • Stamp pad • Brayers and rollers • Glue 	<ul style="list-style-type: none"> • Henri Matisse • Andy Warhol • Sangmi Yoo • Steve A. Prince • Evon Zerbetz (local) • Elizabeth Catlett • Kathe Kollwitz • Samella Lewis • Delita Martin • Caledonia Curry • Benjie Torrado Cabrera • Favianna Rodriguez 	<ul style="list-style-type: none"> • In the Art Room: Andy Warhol Inspired Flower Prints (<i>Cassie Stephens Blog</i>) • Printmaking: Self-Portraits (<i>Young Art Love</i>) • Quilts: Capture the Feeling (FNBSD Art Kit Lesson) • In the Art Room: Second Grade Kindness Prints (<i>Cassie Stephens Blog</i>)

Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine three or more materials to make a collage. • Consider texture, pattern, and focal point when designing a collage using many materials. • Create a self-portrait using various materials including some that tell about themselves. • Create a geometric design reinforcing the concept of bilateral symmetry. • Produce computer art with shapes, textures, and fills. • Explore fabric arts (e.g., stitchery, weaving, found objects). 	<ul style="list-style-type: none"> • Magazines • Calendars • Fabric, felt, yarn • Craft materials: beads, feathers • Variety of paper 	<ul style="list-style-type: none"> • Maria Martinez • Denise Wallace • Susan Goethel Campbell • Ellen Gallagher • Amanda Phingbodhipakkiya • Marilyn Nance • Edmonia Lewis • Meta Vaux Warrick Fuller • Njideka Akunyili Crosby 	<ul style="list-style-type: none"> • Masks and Symmetry (<i>Project ARTiculate</i>) • Abstract Self-Portrait Paintings (<i>Art with Mrs. Filmore</i>) • Shaveroonies (<i>Project ARTiculate</i>) • Hip-Hip-Array-Ray (FNSBSD Art Kit Lesson)

Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Explore various materials to create forms in space. • Be able to differentiate between 2D and 3D. • Use word sculpture when talking about 3D art. • Make a simple pot using pinch and coil techniques. • Complete clay work with some type of finish. • Use found objects to create a sculpture. • Bring recycled materials from home to use in the classroom. • Use gluing skills or paper joining techniques to build a found object sculpture. • Use wire as a sculptural material to create a line design in space. • Make a simple sculpture using plastic clay and then draw it. 	<ul style="list-style-type: none"> • Clay • Modeling dough • Paper • Wire pipe cleaners • Clay tools • Wood • Fabric and yarn • Found objects 	<ul style="list-style-type: none"> • Maria Martinez • Antony Gormley • Jeff Koons • Christo and Jeanne Claude • Valerie Maynard • Yayoi Kusama • Tyree Guyton • Juan Quezada • Loius Nevelson • Lawrence James Beck • Tammy Holland (local) • Diane Rejas 	<ul style="list-style-type: none"> • Story Sculptures (<i>Project ARTiculate</i>) • In the Art Room: Getting to Know Paper Sculptures (<i>Cassie Stephens Blog</i>) • Alien Life in Abstract (FNSBSD Art Kit Lesson) • How to Make a Sculpture (<i>Education.com</i>)

Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> • Benny Benson & My Personal Flag Art Kit. [kit] • Collaborative "Peace" Art Kit [kit]. • Contemporary Cats Art Kit. [kit] • Fantastic Fish Collage • Leaves, Line and Color • Maria's Pueblo Portrait Art Kit • Martinez Maria: Shards of Clay Art Kit • Masks and Symmetry Art Kit. • Matisse: Jazz Art Kit • Melody Makers Art Kit • Noggin Nesters Art Kit • Quilts: Capture the Feeling • Texture Town : Fairbanks • Textured Landscapes with Grant Wood Art Kit • Chimpanzees and Jane Goodall • Matisse Windows Art Kit • Story Sculpture • Trees and Beyond Art Kit 	<ul style="list-style-type: none"> • Cut-Shape PicturesArt • Dinosaur Texture • Friends : Hand-n-Hand • Henri Rousseau: An Alaskan Dino Rainforest Art Kit • Hip - Hip - Array - Ray!!! Art Kit • Martinez Avanyu Art • Martinez Feather Design Art • Martinez, Maria: Potter Art Kit • Principles of Art • Shape Stations Art • Finding Forms Art

Section III: Reflecting on Art Critically

This means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/ cultural objects, etc.

1. Second graders describe art using these design elements:		
Elements (Building blocks of art.)	Line	<ul style="list-style-type: none"> • Name lines found in the classroom and in art.
	Shape	<ul style="list-style-type: none"> • Recognize the difference between geometric and organic shapes.
	Form	<ul style="list-style-type: none"> • Recognize and discuss flat or round.
	Color	<ul style="list-style-type: none"> • Recognize primary and secondary colors.
	Value	<ul style="list-style-type: none"> • Find colors in a piece of art that shows light and dark values.
	Texture	<ul style="list-style-type: none"> • Use texture words when discussing art.
	Space	<ul style="list-style-type: none"> • Recognize that objects appear closer when placed lower on a page (placement). • Recognize that closer objects can appear larger (relative size). • Begin to recognize the concept of foreground/background.

2. Second graders analyze art using these design principles:		
Principles (Ways to use the building blocks.)	Balance	<ul style="list-style-type: none"> • Relate geometry and bilateral symmetry in a work of art.
	Contrast	<ul style="list-style-type: none"> • Recognize and describe differences in a piece of art.
	Emphasis	<ul style="list-style-type: none"> • Identify the focal point or center of interest in an artwork.
	Rhythm/ Pattern	<ul style="list-style-type: none"> • Look for repetition in art. • Recognize patterns in the environment and in artworks.
	Proportion/ Scale	<ul style="list-style-type: none"> • Compare size of forms and objects within art as an introduction to scale.
	Movement	<ul style="list-style-type: none"> • Recognize “still” or “movement” and identify in art.
	Unity	<ul style="list-style-type: none"> • Discuss whether an artwork seems complete.

3. Second graders *interpret* art using an art vocabulary and personal perspective.

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Learn about still life, landscape, and portrait art forms in painting and sculpture.
- Talk about still life, landscapes, and portraits using simple art vocabulary.
- View paintings and sculptures and discuss what type of artist made this art (e.g., painter, sculptor).
- Discuss what an artist might communicate in a portrait.
- Consider and discuss how the art makes them feel (what is the mood?); discuss why they think they have those feelings.
- Share their reasons for making certain artworks.
- Discuss how artists have their own meaning in their artwork.
- Consider that people are ‘inspired’ to make art.

4. Second graders *judge* art (after the steps above) by discussing one or more works of art using their developing art vocabulary.

Students will:

- Learn to express preferences in a respectful and knowledgeable way.
- Recognize similarities and differences between two artworks and support a preference using appropriate vocabulary.
- Look at and discuss artworks from different world cultures.
- Use simple vocabulary to discuss subject matter and elements of art in an artwork.

Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

This consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

Second graders will:	
Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none"> • Maria Martinez • Henri Matisse • Grant Wood • Denise Wallace 	<ul style="list-style-type: none"> • Continue to distinguish between drawing, painting, and sculpture. • View a variety of styles from different times and places. • Distinguish between original art and reproductions. • Begin to understand that style is influenced by history and culture. • Focus on the art and culture of indigenous interior Alaska Athabaskan people. • Recognize that art has been made in all times and places; distinguish between historic and contemporary. • Begin to write simple descriptions of art and artifacts using art vocabulary. • Look at the design of art products in the classroom and discuss whether they like it. • Discuss that advertising has one intent – to sell.
Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> • Look for universal themes in art (e.g., self, family, animals). • Recognize and understand that art is a form of communication. • Understand that each artwork is an original and personal statement. • Be aware that art is found in many places (e.g., library, school, museum, home). • Understand that art enriches their environment through beauty and meaning by focusing on the role of museums. • Look at art in the classroom and talk about it using simple vocabulary. 	<ul style="list-style-type: none"> • Look for different jobs that artists do. • Be introduced to the role of a painter, potter, sculptor, and designer.

Grade 3

Course Overview:

Third grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Third graders are just beginning to develop real skills in handling materials and applying developed ideas to their work. They will be expected to build on these skills. Some students may also begin to ‘fear failure’ and shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Lastly, verbal fluency will be encouraged when discussing art.

Third Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials during and after work.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as an artist.
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
 - [Digital lesson plans](#)
 - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or teachingandlearning@k12northstar.org.

Vocabulary:

architect	monoprint	original art	primary/secondary colors	self-portrait	two-dimensional
collage	horizontal/vertical	overlapping	radial symmetry	shape/form	three-dimensional
drawing	illustration	painting	reproduction	space	
emphasis	objective/non-objective	pattern/repetition	scale	symmetry	

line		perspective	sculpture	texture	
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Section I: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Claude Monet	1840-1926	Le Havre Secondary School of the Arts.	French Impressionist Painter	Monet was born in Paris and was raised in the port town of Le Havre, France. He spent most of his working life in and around Paris. Monet was one of the original French Impressionist painters, and it was his painting called <i>Impression-Sunrise</i> that gave the Impressionist art movement its name. He painted outdoors and was interested in the changing effect of light and air on subject matter. Consequently, he painted the same motif many times to capture the changing light. He is most known for his water lily, haystack, and Rouen cathedral paintings.
Pablo Ruiz Picasso	1881-1973	Royal Academy in Madrid	Spanish Master of Modern Art	Picasso was born in southern Spain and spent his working life in northern France in the winter and southern France in the summer. Picasso went through several artistic periods and he individually developed numerous artist styles, notably analytic and synthetic cubism. Additionally, Picasso is thought to be the inventor of collage and assemblage. During his career, he produced paintings and sculptures influenced by African masks to highly academic renderings for medical textbooks to gentle renderings of his son. Picasso's art was often controversial and always highly inventive.

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Faith Ringgold	1930-2024	Earned a bachelor's and master's degrees from the City College of New York	African-American Artist, Painter, Mixed Media Sculptor.	Ringgold was born and spent most of her working life in New York City with short stints in Cape Cod, Massachusetts and Paris, France. She is most known for politically charged paintings done in the 1960s and her story quilts that combined her affinity for painting with a written narrative. Ringgold also wrote and illustrated children's literature. Ringgold studied in New York, earning a B.S. and a M.A., both in fine art. She taught in New York City public schools while making and exhibiting her art. Ringgold learned on her own about African-American artists like Romare Bearden and Jacob Lawrence. She began to seek out other African-American artists, eventually joining groups of African-American artists and African-American women artists to exchange ideas. For more information and images of Faith Ringgold's artwork: www.faithringgold.com .
Robert James "Jim" Schoppert	1947-1992	Anchorage Community College Instituto de Allende, Mexico BFA Univ. of Alaska Anchorage MFA Univ. of Washing	Tlingit artist	James "Jim" Schoppert was a Tlingit artist, carver, poet, and educator. Schoppert was known for challenging cultural stereotypes. He believed it was okay for Native American artists to recognize and respect their traditions. He expressed how it was equally important for artists to reach beyond those traditions. Schoppert argued "it is a spiritual reawakening, not political or economic, it's purely intuitive rebirth," when discussing his interest in the revitalization and abstractions of traditional Native American art. He is represented in private and corporate collections worldwide.

Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Use an assortment of tools to explore a variety of lines. • Continue to draw using quick sketches and extended drawings. • Continue producing drawings using geometric and amorphous (organic) shapes. • Compare foregrounds/background. • Use drawn patterns as textures in drawing. • Explore unconventional formats. • Continue to draw from stories, nature, imagination, memory, observation; begin to use music for inspiration. 	<ul style="list-style-type: none"> • Pencil, pen, eraser • Markers • Crayons • Oil pastels • Colored pencils • Charcoal, chalk • Variety of tools 	<ul style="list-style-type: none"> • Pablo Picasso • Emily Britton • Linda Lomahaftewa • M.C. Escher • Jaime Smith (local cartoonist) • Chad Carpenter (local cartoonist) • Bridget Riley • Claire Fejes • Florence Nupok Malewotkuk (Siberian Yupik) 	<ul style="list-style-type: none"> • Picasso Portraits (<i>Project ARTiculate</i>) • Caribou on the Tundra (<i>Project ARTiculate</i>) • Murals of Our Towns and Villages (<i>Project ARTiculate</i>) • Symbolism and Place: Linda Lomahaftewa (<i>National Gallery of Art</i>)

Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Use an assortment of tools to explore a variety of lines. • Continue to draw using quick sketches and extended drawings. • Continue producing drawings using geometric and amorphous (organic) shapes. • Compare foregrounds/background. • Use drawn patterns as textures in drawing. • Explore unconventional formats. • Continue to draw from stories, nature, imagination, memory, observation; begin to use music for inspiration. 	<ul style="list-style-type: none"> • Watercolors • Fingerpaint • Tempera paint • Painting crayons • Washable tempera cakes • Variety of tools 	<ul style="list-style-type: none"> • Claude Monet • Franz Marc • Muir • Carl Saxild (Local Artist) • Janet Fish • Crystal Kaaakeeyaa Worl (Local Artist) • Sonia Delaunay • Edvard Munch • Alma Thomas • Jean-Michel Basquiat • Frida Kahlo • Jill Richie (local) • Claire Fejes 	<ul style="list-style-type: none"> • Frog in Monet's Pond (<i>Project ARTiculate</i>) • Natural Landforms (UAF School of Education) • Celebrating the Art Elements (<i>Project ARTiculate</i>) • Alaska Animals and Franz Marc (<i>Project ARTiculate</i>) • Grandfather Hemlock, Grades K-6 (Anchorage Museum) • Exploring Weather: How Does Weather Influence Our culture, Daily Life, and Mood? (<i>The Kennedy Center</i>)

Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Create a stamped print showing a complex pattern. • Make a monoprint by printing from a printing plate, blue line, and/or string print. • Create a composition by rubbing and overlapping with a variety of textures. • Use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting. • Construct a relief plate using cardboard and produce a print. • Review the concept of a single print versus an edition; make an edition of three or more prints, sign, and number. 	<ul style="list-style-type: none"> • Found objects • Sponges • Stamps • Ink • Paint • Stamp pad • Brayers and rollers • Glue 	<ul style="list-style-type: none"> • Andy Warhol • Marx Ernst • Elizabeth Catlett • Kathe Kollwitz • Samella Lewis • Delita Martin • Caledonia Curry • Benjie Torrado Cabrera • Favianna Rodriguez 	<ul style="list-style-type: none"> • Print + Repeat Print, Inspired by Andy Warhol's <i>National Velvet</i> (<i>San Francisco Museum of Modern Art</i>) • Recycled Cardboard – Tropical Fish Earth Day Project (<i>Deep Space Sparkle</i>) • Mondays with MoMA (<i>Museum of Modern Art</i>) • Complementary Creature Prints (<i>Art with Mrs. Filmore</i>)

Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art. • Consider texture, pattern, and focal point when designing a collage using many materials. • Create a self-portrait using various materials including some that tell about themselves. • Create a geometric design reinforcing the concept of radial symmetry. • Explore computer art with images. • Explore fabric arts (e.g., stitchery, weaving, found objects). 	<ul style="list-style-type: none"> • Magazines • Calendars • Fabric • Yarn • Variety of paper • Computer programs 	<ul style="list-style-type: none"> • Faith Ringgold • Roy Lichtenstein • Ellen Gallagher • Amanda Phingbodhipakkiya • Marilyn Nance • Edmonia Lewis • Meta Vaux Warrick Fuller • Njideka Akunyili Crosby 	<ul style="list-style-type: none"> • Faith Ringgold: Our Own Story Quilts (<i>Project ARTiculate</i>) • Quilting with Fractions and Symmetry (<i>Project ARTiculate</i>) • Overlapping Shapes, Working with Texture and Pattern (<i>Art Tango</i>) • Tissue Paper Collage, Part 1 (<i>Art Tango</i>) • Tissue Paper Collage, Part 2 (<i>Art Tango</i>) • Tissue Paper Collage, Part 3 (<i>Art Tango</i>)

Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Explore various materials to create forms in space. • Be able to differentiate between 2D and 3D. • Use word sculpture when talking about 3D art. • Use a clay cube to create a subtractive sculpture by carving it. • Hand-build with clay learning slab construction techniques. • Create free-standing sculptures using found objects. • After making a simple sculpture, draw it. • Continue to draw with wire, adding other materials to create an assemblage or additive sculpture. • Work with a partner to make a free-standing sculpture using a variety of materials. 	<ul style="list-style-type: none"> • Clay • Modeling dough • Paper • Wire pipe cleaners • Clay tools • Wood • Fabric and yarn • Found objects 	<ul style="list-style-type: none"> • John Hoover • Alexander Calder • Christo and Jeanne Claude • Valerie Maynard • Yayoi Kusama • Tyree Guyton • Juan Quezada • Loius Nevelson • Lawrence James Beck • Diane Didi Rojas • Cheryl Eve Acosta 	<ul style="list-style-type: none"> • Raven Sculptures: John Hoover (<i>Project ARTiculate</i>) • Expressionist Environments (<i>Project ARTiculate</i>) • The Elements of Art: Form (<i>National Gallery of Art</i>)

Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> • Birch Poetree Art Kit • Caribou on the Tundra • Fairbanks River Travel During the gold Rush Days • Faith Ringgold's Bridges Art Kit • Frog in Monet's Pond Art Kit\ • James Schoppert-Modern Faces (2 parts) art Kit • Magic Machines Art Kiit • Monet's Underwater World Art Kit • Quilting with Fractions and Symmetry Art Kit • Ringgold: I can fly Art Kit • Alaskan Animals and Franz Art Kit • Celebrating the Art Elements Art Kit • Dog mushing: Sprinting and Printing • Flower Parts Art Kit • Haring's Action Figures Art Kit • Murals of Our Towns and Villages Art Kit • Picasso's Musicians (2 parts) Art Kit • Picasso's Portraits Art Kit • Ringgold's Memory Quilt Art Kit 	<ul style="list-style-type: none"> • Line and Shape Messages Art Kit • Blue Dog: A Pop Art Icon Art Kit • Ringgold's Rhombus City Srt Kit • Trying out Triangles Art Kit • Watercolor Monotype Art Kit • Expressionist Environment

Section III: Reflecting on Art Critically

This means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/ cultural objects, etc.

1. Third graders **describe** art using these design elements:

Elements (Building blocks of art.)	Line	<ul style="list-style-type: none"> Find the lines at the edge of shapes.
	Shape	<ul style="list-style-type: none"> Recognize shape as 2D.
	Form	<ul style="list-style-type: none"> Discuss form as 3D and distinguish from 2D shape.
	Color	<ul style="list-style-type: none"> Distinguish between and recognize warm, cool, and neutral colors.
	Value	<ul style="list-style-type: none"> Recognize that a painting may use many values (light/dark) of one color.
	Texture	<ul style="list-style-type: none"> Differentiate between pieces of art that use actual or visual (implied) texture.
	Space	<ul style="list-style-type: none"> Recognize that large spaces can be created within small confines. Recognize concepts of overlapping, relative size (scale), page placement, and foreground/background as a means to show perspective.

2. Third graders **analyze** art using these design principles:

Principles (Ways to use the building blocks.)	Balance	<ul style="list-style-type: none"> Recognize radial symmetry and find it in nature and in art.
	Contrast	<ul style="list-style-type: none"> Begin to recognize and identify differences in art.
	Emphasis	<ul style="list-style-type: none"> Identify focal point or center of interest in an artwork.
	Rhythm/ Pattern	<ul style="list-style-type: none"> Look for repetition that suggests movement. Begin to recognize that repetition of elements in patterns creates the visual illusion of rhythm.
	Proportion/ Scale	<ul style="list-style-type: none"> Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion.
	Movement	<ul style="list-style-type: none"> Recognize “movement” in art.
	Unity	<ul style="list-style-type: none"> Discuss whether an artwork seems complete or unified.

3. Third graders **interpret art using an art vocabulary and personal perspective.**

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Recognize the terms still life, landscape, portrait, self-portrait, objective, and non-objective art.
- Be able to discuss any art using developing art vocabulary.
- Distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make.
- Interpret the artist's meaning when viewing art.
- Consider how artists use symbols (symbolism) in their art to represent ideas.
- Consider and discuss how the art makes them feel; the mood the artist made.
- Consider how artists can intentionally use elements and principles to create mood.
- Identify sources of inspiration in artwork.
- Discuss how personal experience gives meaning to art.

4. Third graders **judge art (after the steps above) by discussing one or more works of art using their developing art vocabulary.**

Students will:

- Continue to express preferences in a respectful and knowledgeable way and support their statements.
- Recognize similarities and differences between two artworks and support a preference using appropriate vocabulary.
- Discuss and evaluate artwork in a man-made environment.
- Compare artworks from different world cultures.
- Use subject matter and elements of design to discuss works of art through verbal and written forms.

Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

This consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

Third graders will:

Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none"> • Claude Monet • Pablo Picasso • Faith Ringgold • Robert James “Jim” Schoppert 	<ul style="list-style-type: none"> • Continue to distinguish between drawing, painting, printmaking, and sculpture. • View a variety of styles from different times and places. • Distinguish between original art and reproductions. • Recognize that different cultures have different art forms, traditions, and rituals. • Focus on the art and culture of indigenous interior Alaska Athabascan people. • Recognize that art has been made in all times and places; distinguish between historic and contemporary. • Write descriptions of art and artifacts using art vocabulary. • Understand that advertising is a form of art that is altered to the audience; find and discuss examples. • Discuss being a ‘smart shopper,’ realizing that products are designed to appeal for financial gain purposes. • Begin to understand how design and media shape public opinion through the use of art.
Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> • Start to identify universal themes in art (e.g., community, culture, nature). • Understand that artists purposefully communicate ideas, emotions, and events using art forms. • Recognize that artworks of the same style share certain characteristics. • Understand that art exists in a variety of public settings (e.g., churches, parks, airports). • Understand that art enriches their environment through beauty and meaning by focusing on the role of museums. • Continue to view and objectively discuss artwork in class, including their own and reproductions of famous work. 	<ul style="list-style-type: none"> • Develop awareness of the role of artists in objects of daily life. • Understand the role of the illustrator in addition to other artist career roles.

Grade 4

Course Overview:

Fourth grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Fourth graders are beginning to develop real skills in handling materials and applying developed ideas to their work, and they will be expected to build on these abilities. Some students are also beginning to fear failure and may shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Lastly, verbal fluency will be encouraged when discussing or writing about art.

Fourth Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials during and after work.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and prepare for display.
- Learn to use tools properly for desired effects.
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
 - [Digital lesson plans](#)
 - [Additional resources](#)

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Vocabulary:

balance	contrast	emphasis	line/contour line	printmaker	square/cube
circle/sphere	culture	foreground	personal style	rectangle/cylinder	symbol
color scheme	detail	gallery/museum	photographer	shape/form	triangle/cone/pyramid
complementary colors	embellish	historic/contemporary	positive/negative space	space	value

Section I: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Katsushika Hokusai	1760-1849	Apprentice	Japanese woodblock painter	Hokusai was born in Japan and spent most of his working life in Tokyo. He is best known for his dynamic woodblock prints and drawings of landscapes. Hokusai started as an artist's apprentice and over time, he became a great draftsman. Subsequently, he developed his own dynamic, distinctive style. Hokusai's most iconic creation is "The Great Wave of Kanagawa." He is known as one of the greatest artists in art history. Notably, his work influenced Vincent Van Gogh and his impressionist peers.
Georgia O'Keeffe	1887-1986		American painter	O'Keeffe was born in rural Wisconsin and divided her working life between New York City, Upstate New York, Texas, Virginia, and New Mexico. She is most known for her strong, personal vision resulting in simplified and sensual paintings showing images of the natural world from unusual perspectives. Her large format painting of flowers, bones, and landscapes are highly recognizable. She painted until age 98.
Melvin Olanna	1941-1991	Institute of American Indian Arts in Sante Fe, New Mexico & University of Alaska	Alaska Native artist	Olanna was born in Shishmaref, Alaska, on the Bering Sea Coast. He spent most of his working life in Shishmaref and on the Suquamish Indian reservation in Washington. Olanna is most known for sculptural and graphic images of people and creatures from the Bering Sea coast where he grew up. A recognizable piece of Olanna's sculpture is his large bronze polar bear in front of the Patty Gymnasium at the University

				of Alaska Fairbanks. Olanna produced sculptures in marble, bronze, bone, wood, and aluminum. His pieces may be found all over Alaska and in collections throughout the Pacific Northwest.
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Ron Senungetuk	1933-2020	AAS & BFA from Rochester Institute of Technology, New York & Statens Handverks & Kunstindustri Skole in Oslo, Norway	Alaska Native artist	<p>Ron Senungetuk is an Inupiaq Eskimo artist. He was raised in Wales, Alaska and later lived in Homer. As a young hunting apprentice in Wales, he learned ivory carving techniques from his uncles. Later, he was introduced to modern European artists at Mt. Edgecumbe High and the basics of Alaska Native art through the collection at the Sheldon Jackson Museum.</p> <p>Senungetuk went to college at the Rochester Institute of Technology, New York, where he studied woodworking and metal smithing with two Danish professors. They encouraged him to learn about Scandinavian arts and crafts. He was awarded a Fulbright Scholarship to study art in Oslo, Norway and subsequently became proficient in the art of the region.</p> <p>Senungetuk was a long-standing professor of art and design at University of Alaska, Fairbanks (UAF). From 1965 to 1986, he was the director of the Native Arts Center at UAF and the head of the art department between 1977 and 1986. Upon his retirement in 1986, he moved to Homer where he continued to work. His work can be found in multiple locations in Fairbanks: Ticasuk Brown Elementary, Noel Wien Library, UAF Museum of The North, Denali Center and at Fairbanks International Airport.</p>

				Senungetuk produced art using the following mediums: sculpture, carved panels, jewelry, metal, and wood. Later in life he based much of his art on Old Bering Sea imagery that dates back 2000 years.
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Ron Senungetuk continued...				Senungetuk was presented the following awards: Fulbright Fellowship, Denali National Park Artist-in-Residence (2008), and Governor's Award for Lifetime Achievement in the Arts and Humanities (2014). His work can be found at the Anchorage Museum and the University of Alaska Museum of the North (Fairbanks). Also, he founded and directed the Native Arts Center at the University of Alaska Fairbanks.

Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Draw using a wide variety of tools (e.g., vine charcoal, eraser, assortment of hard/soft and colored pencils, pastels). • Recognize and practice contour line drawings. • Learn to draw basic 3D forms and add shading according to light sources. • Use a variety of techniques to show perspective; use detail in foreground. • Continue to experience actual textures, then draw them to create implied textures in drawing. • Explore unconventional formats. 	<ul style="list-style-type: none"> • Pencil, pen, eraser • Markers • Crayons • Oil pastels • Colored pencils • Charcoal, chalk • Variety of tools 	<ul style="list-style-type: none"> • Ron Senungetuk • William Berry • Andy Warhol • Georgia O'keefe • Leonardo da Vinci • Michelangelo Buonarroti • Sydney Lawrence • Hokusai • Mirium Shapiro • Bill Berry • Friedrich Hundertwasser 	<ul style="list-style-type: none"> • Centennial Bridge • Ron Senungetuk: Interpretive Shape • Shells with Georgia O'Keeffe • Hokusai's Manga: Animal Drawing • Rachel Carson: Silent Spring • Portraits with Mood/Texture • Bird Drawing with Bill Berry • Can's with Andy Warhol

<ul style="list-style-type: none"> • Continue to draw from stories, nature, imagination, memory, observation, still-life, and curriculum themes; continue to use music, movement, and mood for inspiration. 		<ul style="list-style-type: none"> • Frank Lloyd Wright • Florence Nupok Malewotkuk • Doug Lindstrand 	<ul style="list-style-type: none"> • Salmon Summer in Kodiak • Deep Space • Blue Dog: Pop Art • Plant Drawing
<p style="text-align: center;">Painting is the application of paint to a surface.</p>			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Use a variety of painting medium (e.g., tempera, tempera cakes, watercolor, painting crayons, pencils). • Use a variety of painting tools to create different effects (e.g., stipple, hard- and soft-edged, splatter, fluid). • Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth). • Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes. • Produce a color wheel using primary and secondary colors; identify warm, cool, and neutral color schemes. • Continue using black and white (or a deep color and white) to create a seven-range color scale; use in artwork. • Create a painting that shows a mood; determine mood and colors beforehand. 	<ul style="list-style-type: none"> • Watercolors • Fingerpaint • Tempera paint • Painting crayons • Washable tempera cakes • Variety of tools 	<ul style="list-style-type: none"> • Alvin Amason • AnnaMary Robertson Moses • Franz Marc • Piet Modrian • Henri Matisse • Hokusai • Grant Wood • Claude Monet • Pablo Picasso • Michelangelo • Mary Cassatt • Andy Warhol • Windlow Homer • Sydney Lawrence • Leonardo da Vinci • Claire Fejes • Kes Woodward • Todd Sherman 	<ul style="list-style-type: none"> • Alaska Landscapes with Georgia O’Keeffe • Hokusai’s Waterfall Wonder Art kit • African Painted Walls • Aleut Basket Painting • Rachel Carson Silent Spring • Amason’s 3D Animals • Alaska Animals and Franz Marc • Asian Bamboo Painting • Statue of Liberty

Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine stamping with another style of printing. • Make a monoprint by printing from a printing plate and elaborating with pen. • Be introduced to embossing using a cardboard plate print. • Use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting. • Construct a relief print using string. • Make an edition of five prints, sign, and number properly. 	<ul style="list-style-type: none"> • Found objects • Sponges • Stamps • Ink • Paint • Stamp pad • Brayers and rollers • Glue 	<ul style="list-style-type: none"> • Hokusai • Andy Warhol • Albrecht Durer • Matisse • Pablo Picasso • Salvador Dali • Elizabeth Catlett • Elizabeth Murray • Wangechi Mutu • Karen Lederer • Delita Martin • Swoon (Caledonia Curry) • Barbara Jones-Hogu • Fransisco Souto • Benie Torrado Cabrera • Favianna Rodriguez 	<ul style="list-style-type: none"> • Hokusai Insect Prints • Jellybean Books • Snowflake Prints • Olann's Arctic Animal Prints • Japanese Fish Prints

Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art. • Combine materials to create a landscape showing perspective techniques (e.g., size, placement, overlapping, detail). • Use various materials to create a collage that has a ‘statement’ about a social or environmental issue; with a partner, create a mixed media piece that has humor. • Make ever more complex examples of bilateral and radial design using a mix of materials. • Explore and produce computer art with imported images. • Make a simple loom and do a weaving, understanding warp and weft. 	<ul style="list-style-type: none"> • Magazines • Calendars • Fabric • Yarn • Variety of paper • Computer programs 	<ul style="list-style-type: none"> • Romare Bearden • Denise Wallace • Faith Ringgold • Kathleen Carlo-Kendall • Hokusai • Henri Matisse • Andy Goldsworthy • Miriam Shapiro • Henri Matisse • Kathleen Carol-Kendall • Dixie Alexander • Hannah Solomon • Delores Sloan • Njideka Akunyili Crosby • Teri Rofkar 	<ul style="list-style-type: none"> • Romare Bearden: Mood Collages • Aleut Basket Painting • Ocean Life Diorama • Ringgold’s Memory Quilt • Northern Migrations: Cranes, Caribous and Salmon • Hokusai’s Waterfall Wonder • Matisse Cutouts • Ocean Life Diorama • Spirit Masks

Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Explore various materials to create forms in space. • Use the following words in context: two-dimensional (2D), three-dimensional (3D), additive/subtractive sculpture, and modeling. • Combine two construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling). • Learn how to score and join pieces using slab construction techniques. • Understand the basics of why and how clay is “fired.” • Create an additive sculpture using wire, paper, and other materials in combination with found objects. • Continue to draw with wire, adding other materials to create an assemblage or additive sculpture. • Make a bas relief sculpture using wood scraps and other materials. 	<ul style="list-style-type: none"> • Clay • Modeling dough • Paper • Wire pipe cleaners • Clay tools • Wood • Fabric and yarn • Found objects 	<ul style="list-style-type: none"> • Melvin Olanna • Ron Senungetuk • Henry Moore • Maria Martinez • James Schoppert • Alexander Calder • Victor Vasarely • Henry Rousseau • Deborah Butterfield • Tammy Holland • Diana Rojas • Da-ka-xeen Mehner 	<ul style="list-style-type: none"> • Melvin Olanna Butterfly Paper Sculpture • Olanna’s Paper Sculpture • Cans with Andy Warhol • James Schoppert: Modern Faces Art Kit • Solar Sculpture • Insect Sculptures

Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> • Aleut Basket Weaving • Amason's 3D Animals • Antlers : Observe like O'Keeffe • Bearden: Mood Collages • BEARing Messages • Bird Drawing with Bill Berry. • Butterfly Paper Sculpture • Deep Space • Exploring Perspective • Hokusai - Blooms, Birds and Bugs • Hokusai Insect: Japanese Prints • Hokusai's Manga - Animal Drawings • Hokusai's Waterfall Wonder • O'Keeffe: Alaskan Landscapes Art • Olanna's Arctic Animal Prints Art 	<ul style="list-style-type: none"> • Kandinsky's Secret World Art Kit • Ron Senungetuk : Interpretive Shapes (Lesson 1), Migration Interpretation (Lesson 2), Concentric Circles (Lesson 3) • Ron Senungetuk's Sunscapes • Salmon Summer in Kodiak • Senungetuk's Repeated Shapes • Spirit Masks • Statue of Liberty (2 Parts) • Stomp to the Music • Storyknifing Our Symbols • Tolerance Banners • Andy Goldsworthy: Art from the Earth Art • Bamboo Painting • Maya Designs

Section III: Reflecting on Art Critically

This means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/ cultural objects, etc.

*I found I could say things with color and shapes that I couldn't
Say any other way... things I had no words for.*

~ Georgia O'Keeffe

1. Fourth graders describe art using these design elements:		
Elements (Building blocks of art.)	Line	<ul style="list-style-type: none"> Recognize contour lines in drawings.
	Shape	<ul style="list-style-type: none"> Name geometric shapes as related to forms (e.g., circle/sphere, square/cube, triangle/cone, and rectangle/cylinder). Begin to understand organic shapes (e.g., puddle, leaf).
	Form	<ul style="list-style-type: none"> Continue to identify forms as related to shapes.
	Color	<ul style="list-style-type: none"> Recognize intensity changes through use of complementary colors.
	Value	<ul style="list-style-type: none"> Understand how values change through use of black and white. Recognize different values of light/dark.
	Texture	<ul style="list-style-type: none"> Experience an actual texture and differentiate from visual (implied) examples of that texture.
	Space	<ul style="list-style-type: none"> Begin to recognize positive and negative space. Distinguish the degree of detail in the foreground is a way of showing perspective (detail). Recognize foreground/background, overlapping, intersecting, size, and placement as perspective tools.

2. Fourth graders **analyze** art using these design principles:

Principles (Ways to use the building blocks.)	Balance	<ul style="list-style-type: none"> Continue to recognize symmetry and radial design in works of art. Consider whether a work of art is (feels) balanced.
	Contrast	<ul style="list-style-type: none"> Consider whether a work of art has contrast.
	Emphasis	<ul style="list-style-type: none"> Identify the focal point or center of interest in an artwork.
	Rhythm/ Pattern	<ul style="list-style-type: none"> Recognize that repetition of elements creates the visual illusion of rhythm and movement. Recognize how patterns can create rhythm using color, line, shape, and form.
	Proportion/ Scale	<ul style="list-style-type: none"> Begin to learn body proportions and vocabulary.
	Movement	<ul style="list-style-type: none"> Recognize and identify “movement” in art.
	Unity	<ul style="list-style-type: none"> Discuss whether an artwork seems complete or unified.

3. Fourth graders **interpret** art using an art vocabulary and personal perspective.

Students will:

- Discuss the content of a work of art using maturing art vocabulary.
- View artwork(s) and share opinions in a positive way, supported by personal perspective.
- Begin to recognize the implied content in artwork.
- Recognize the terms still life, landscape, portrait, self-portrait, objective, and non-objective art.
- Be able to discuss any art using developing art vocabulary.
- Distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make.
- Interpret the artist’s meaning when viewing art.
- Consider how artists use symbols (symbolism) in their art to represent ideas.
- Consider and discuss how the art makes them feel; the mood did the artist made.
- Consider how artists can intentionally use elements and principles to create mood.
- Identify sources of inspiration in artwork.
- Discuss how personal experience gives meaning to art.

4. Fourth graders *judge* art (after the steps above) by discussing one or more works of art using their developing art vocabulary.

Students will:

- Continue to express preferences in a respectful and knowledgeable way and support their statements.
- Make and support personal decisions and statements about art preferences.
- Compare and contrast two works of art.
- Discuss and evaluate artwork in a man-made environment.
- Compare artworks from different world cultures.
- Use subject matter and elements of design to discuss works of art through verbal and written forms.

Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

This consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

Fourth graders will:

Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none">• Katsushika Hokusai• Georgia O’Keeffe• Melvin Olanna	<ul style="list-style-type: none">• Continue to distinguish between ways of making art.• Identify photography and printmaking as art forms.• View a variety of styles from different times and places.• Distinguish between original art and reproductions.• Understand that art reflects culture by recording ideas, emotions, and events.• Focus on Alaska’s native indigenous cultures.• Recognize that art has been made in all times and places; distinguish between historic and contemporary.• Continue to write descriptions of art and artifacts using art vocabulary.• Use ‘criticisms’ techniques to talk or write about art (e.g., describe elements, analyze principles, interpret intent and meaning, judge, ask w questions: what, where, why, when, who).• Understand that advertising is a form of art that is altered to the audience; find and discuss examples.• Discuss being a ‘smart shopper,’ realizing that products are designed to appeal for financial gain purposes.• Begin to understand how design and media shape public opinion through the use of art.

Fourth graders will:

Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> • Start to identify universal themes in art (e.g., community, culture, nature). • Understand that artists purposefully communicate ideas, emotions, and events using art forms. • Begin to understand personal style and how it is evident in a classroom. • Identify similarities among artwork made in a specific style. • Understand that art exists in a variety of public settings (e.g., churches, parks, airports). • Begin to understand that museums are vital institutions that collect, preserve, classify, and display important works of art and culture. • Differentiate between the role of a museum versus the various types of galleries that house collections for sale. • Continue to view and objectively discuss artwork in class, including their own and reproductions of famous work. 	<ul style="list-style-type: none"> • Develop awareness of the role of artists in objects of daily life. • Understand the role of the photographer and printmaker in addition to other artist career roles.

*If heaven had only granted me five more years,
I could have become a real painter.*

~ Katsushika Hokusai

Grade 5

Course Overview:

Fifth grade students will learn developing art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Fifth graders are developing lasting skills in handling materials and applying developed ideas to their work, and they will be expected to build on these abilities. Some students are also beginning to “fear failure” and may shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Verbal fluency will be encouraged when discussing or writing about art.

Fifth Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials during and after work.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and prepare for display.
- Learn to use tools properly for desired effects.
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
 - [Digital lesson plans](#)
 - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or teachingandlearning@k12northstar.org.

Vocabulary:

abstract	Computer-generated art	illustration	mosaic	principles of design	sketch
architect	construction	mobile	nonrepresentational	proportion/scale	stable
collograph	graphic art/designer	monochromatic	museum curator	realistic/abstract	style

color intensity	heritage	monoprint	outline	resist	surface texture
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Section I: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Alvin Eli Amason	1948-	MFA from Arizona State University		<p>Amason is an Alutiiq/Sugpiaq painter and sculptor born in Kodiak, Alaska. He received his Master of Fine Arts from Arizona State University and taught at Navajo Community College. He is now retired from the University of Alaska Fairbanks, where he was the head of the Alaska Native Art Studies program. He is also a member of the Alaska Native Arts Foundation Board of Directors.</p> <p>Amason was raised catching fish, digging for clams, and asking questions such as “Papa, why do salmon jump?” He had asked a lot of people, but his grandfather’s answer made the most sense to him - “They jump to see where they’re at.”</p> <p>Amason’s painting , which often incorporates sculptural elements attached or in relief, draws less upon the traditional imagery of his Native culture than on his affection for and understanding of the animals that he grew up hunting and observing with his grandfather, a hunting guide in Kodiak. Titles like <i>My Heart Goes Boom, Boom, Boom, Every Time I Come Here I’m Seeing You</i>, and <i>So Pretty to Me</i> accompany expressionistically painted images that are both good-natured and insightful.</p>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Alvin Eli Amason continued...				Amason has created paintings for Anchorage International Airport and the U.S. Federal Courthouse Building in Anchorage, as well as public schools in Alaska. His work has been in invitational shows in Alaska, Arizona, Michigan, Montana, Oklahoma, and Washington, DC, and his works are in the Nordjyllands Kunstmuseum in Denmark, the University of Alaska Museum of the North, the Alaska State Museum, the Smithsonian American Art Museum, and the Heard Museum.
Michelangelo Buonarroti	1475-1654	Apprentice ages 13 - 17	Italian Renaissance artist	Michelangelo was born and remained in Italy, spending his working life in Florence, Bologna, and Rome. He was a Renaissance era artist and he showed incredible aptitude within a variety of artistic disciplines. Michelangelo is most known for his highly recognizable larger-than-life sculpture of <i>David</i> , fresco paintings on the Sistine Chapel ceiling, and the architectural design of St. Peter's Basilica in Rome.
Mary Cassatt	1844-1926		American Impressionist painter	Cassatt was born into a wealthy banking family in Pennsylvania. She spent most of her working life in France. Cassatt is most known for paintings and prints of women and children. Notably, her colored print work influenced her male Impressionist peers. Mary Cassatt was quite successful at a time when single women were not expected or encouraged to be independent.
Andy Warhol	1925-1987	Carnegie Institute in Pittsburgh	American pop artist	Warhol (originally Warhola) was born in Pennsylvania and his working life was mostly spent in New York City. He is most known for being the father of the American Pop Art Movement. His work incorporated iconography produced through commercial art and pre-existing photographs of celebrities: Campbell's soup cans, Brillo pad boxes, and images of Marilyn Monroe and Jacki Kennedy.

Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Draw using a wide variety of tools (e.g., vine charcoal, eraser, assortment of hard/soft and colored pencils, pastels). • Continue to explore contour line; use and name several types of line (e.g., sketching, outline, contour). • Continue to practice modeling and shaping techniques; learn portrait and human body proportions. • Use placement, overlapping, size scale, and detail when drawing to show perspective; learn that color intensity fades with distance and use in drawing. • Continue to experience actual textures, then draw them to create implied textures in drawing. • Work on unconventional formats; experiment with breaking the edges. • Continue to draw from stories, nature, imagination, memory, observation, still-life, and curriculum themes; continue to use music, movement, and mood for inspiration. 	<ul style="list-style-type: none"> • Pencil, pen, eraser • Markers • Crayons • Oil pastels • Colored pencils • Charcoal, chalk • Variety of tools 	<ul style="list-style-type: none"> • Andy Warhol • Michelangelo Buonarroti • Hokusai • Mirium Shapiro • Matisse • Bill Berry • Leonardo da Vinci • Friedrich Hundertwasser • Frank Lloyd Wright • Florence Nupok • Malewotkuk 	<ul style="list-style-type: none"> • Warhol Space Fruit Art Kit • Michelangelo's Hands • Exploring Perspective • Hokusai: Birds, Bugs and Blooms • Action Figure Collage • Kes Woodward Birch Birch Trees • Friedrich Hundertwasser: Architect Drawing

Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine the use of a variety of painting medium (e.g., tempera, tempera cakes, watercolor, painting crayons, pencils) in one artwork. • Use a variety of painting tools to create different effects (e.g., stipple, hard- and soft-edged, splatter, fluid). • Experiment with a variety of paints on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes. • Explore complementary colors and observe how they affect each other when mixed (brightness, dullness, intensity); use and name color schemes (e.g., warm, cool, neutral, complementary). • Recognize value (lightness/darkness) as a design element and that in a landscape value lightness in the distance (atmospheric interference); paint a monochromatic landscape that shows at least seven ranges and fore-, middle-, and background. • Distinguish between opaque, translucent and transparent, and consider how they relate to lightness/darkness or value. • Create a painting that shows a mood; determine mood and colors beforehand. 	<ul style="list-style-type: none"> • Watercolors • Fingerpaint • Tempera paint • Painting crayons • Washable tempera cakes • Variety of tools 	<ul style="list-style-type: none"> • Alvin Amason • Mary Cassatt • Andy Warhol • Henri Matisse • Grant Wood • Vincent Van Gogh • Frida Kahlo • Anna Mary Robertson Moses • Sydney Lawrence • Claire Fejes • Kes Woodward • Todd Shermnan • Jill Richie 	<ul style="list-style-type: none"> • Amason Animal Portraits Art Kit : Lesson 1 (Eyes on You) • Amazon's Whimsical Animals • Portraits by Mary Cassatt Art Kit • Birch Trees with Kes Woodward • Bamboo Painting Art Kit • Mr. McKinley: Sydney Lawrence

Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine stamping with another style of printing. • Make a monoprint by printing from a printing plate and elaborating with pen. • Combine rubbing with another style of printmaking. • Use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting. • Construct a relief print using two of the following: cardboard, glue lines, found objects, and string. • Make an edition of five prints, sign, and number properly. 	<ul style="list-style-type: none"> • Found objects • Sponges • Stamps • Ink • Paint • Stamp pad • Brayers and rollers • Glue 	<ul style="list-style-type: none"> • Andy Warhol • Hokusai • Albrecht Durer • Matisse • Pablo Picasso • Salvador Dali • Elizabeth Catlett • Elizabeth Murray • Wangechi Mutu • Karen Lederer • Delita Martin • Swoon (Caledonia Curry) • Barbara Jones-Hogu • Fransisco Souto • Benie Torrado Cabrera • Favianna Rodriguez 	<ul style="list-style-type: none"> • Warhol Blotted Line Prints • Warhol Two Shoes, Monotype Printmaking • Hokusai Insect Prints • African Textile Designs

Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art. • Combine materials to create a landscape showing perspective techniques (e.g., size, placement, overlapping, detail). • Use various materials to create a collage that has a ‘statement’ about a social or environmental issue; with a partner, create a mixed media piece that has humor. • Make ever more complex examples of bilateral and radial design using a mix of materials. • Produce computer art that shows ability to manipulate and integrate images into a piece of art. • Combine a number of materials with fabrics to create a composition of color and design. 	<ul style="list-style-type: none"> • Magazines • Calendars • Fabric • Yarn • Variety of paper • Computer programs 	<ul style="list-style-type: none"> • Andy Goldsworthy • Romare Bearden • Miriam Shapiro • Henri Matisse • Kathleen Carol-Kendall • Dixie Alexander • Hannah Solomon • Delores Sloan • Njideka Akunyili Crosby • Teri Rofkar 	<ul style="list-style-type: none"> • Andy Goldsworthy: Art from the Earth • Jazz Collages, Romare Bearden • Action Figure Collage • Landscape Paper Collages • 1-2-3 Henri Matisse

Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> • Explore various materials to create forms in space. • Use the following words in context: two-dimensional (2D), three-dimensional (3D), additive/subtractive sculpture, and modeling. • Combine two construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling). • Learn how to ‘score and join’ pieces using slab construction techniques. • Understand the basics of why and how clay is “fired.” • Create an additive sculpture using wire, paper, and/or found objects put together. • Continue to draw with wire, adding other materials to create an assemblage or additive sculpture. • Design and build a free-standing sculpture using three different materials. 	<ul style="list-style-type: none"> • Clay • Modeling dough • Paper • Wire pipe cleaners • Clay tools • Wood • Fabric and yarn • Found objects 	<ul style="list-style-type: none"> • Michelangelo Buonarroti • Alexander Calder • Henry Moore • Victor Vasarely • Henry Rousseau • Deborah Butterfield • Tammy Holland • Diana Rojas • Da-ka-xeen Mehner 	<ul style="list-style-type: none"> • Michalangelo’s Hands • Flower Paper Sculpture Celebrations • Oaxacan Animalitos • Deborah Butterfield Horse Studies • Geometric Shapes/Forms, Vasarely • Rousseau’s Alaskan Rainforest • Paper Fish Sculptures

Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> • Portraits of Mary Cassatt • Posters of Famous Achievers and Explores (2 Parts) • Words of Wisdom Collage (2 parts) • African Textile Designs • Amazon Animal Portraits (Lesson 1) • Amazon Animal Portraits (Lesson 2) • Amazon's Whimsical Animals • Bamboo Painting • Barn Art Reflections • Brainstorm! • Diatom s: Microscopic Jewels • Grateful Hands Book Art • Henri Rousseau: An Alaskan Rainforest • inFORMative Drawing and Shading • Inside and Outside of Me • Landscapes: Points of View • Michelangelo's Hands 	<ul style="list-style-type: none"> • New Ways of Using Color (Art Appreciation) • Ray Troll Salmon Sketches • Warhol Blotted Line Prints • Warhol Space Fruit • Warhol Wallpaper • Andy Goldsworthy: Art from the Earth • Cans, Cans, Cans- Andy Warhol, Graphic Artist • Cassatt, Mary: American Impressionist • Maya Designs • Monograms • Northern Migrations: Cranes, Caribou and Salmon • Oaxacan Patterned Animalitos • Snowflake Prints • Storyknifing Our Symbols • Tolerance Banners

Section III: Reflecting on Art Critically

This means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/ cultural objects, etc.

If painting is no longer needed, it seems a pity that some of us are born into the world with such a passion for line and color.

~ Mary Cassatt

1. Fifth graders **describe** art using these design elements:

Elements (Building blocks of art.)	Line	<ul style="list-style-type: none">• Distinguish between contour line, outline, and sketching.
	Shape	<ul style="list-style-type: none">• Name 2D shapes that relate to forms.
	Form	<ul style="list-style-type: none">• Name 3D forms and relate to corresponding shapes.
	Color	<ul style="list-style-type: none">• Identify primary, secondary, complementary, warm, cool, and neutral colors.• Begin to recognize monochromatic color schemes (e.g., value, tint, tone).
	Value	<ul style="list-style-type: none">• Identify examples of monochromatic color schemes.
	Texture	<ul style="list-style-type: none">• Experience an actual texture and differentiate from visual (implied) examples of that texture.
	Space	<ul style="list-style-type: none">• Identify positive and negative space.• Use perspective terms (e.g., overlapping, intersecting, size/scale, foreground/background, detail) when discussing art.• Begin to that color intensity implies depth.

2. Fifth graders **analyze** art using these design principles:

Principles (Ways to use the building blocks.)	Balance	<ul style="list-style-type: none"> Identify examples of visual balance in art.
	Contrast	<ul style="list-style-type: none"> Recognize and identify why a work of art has contrast.
	Emphasis	<ul style="list-style-type: none"> Find and identify examples of focal point in an artwork (e.g., visual accent, stress).
	Rhythm/ Pattern	<ul style="list-style-type: none"> Recognize that repetition of elements creates the visual illusion of rhythm and movement. Recognize symmetry and pattern in increasingly complex works of art.
	Proportion/ Scale	<ul style="list-style-type: none"> Continue to learn body proportions and vocabulary.
	Movement	<ul style="list-style-type: none"> Recognize and identify “movement” in art.
	Unity	<ul style="list-style-type: none"> Discuss whether an artwork seems complete or unified.

3. Fifth graders **interpret** art using an art vocabulary and personal perspective.

Students will:

- Discuss the content of a work of art using maturing art vocabulary.
- View artwork(s) and share opinions in a positive way, supported by personal perspective.
- Begin to recognize the implied content in artwork.
- Recognize the terms still life, landscape, portrait, self-portrait, objective, and non-objective art.
- Be able to discuss any art using developing art vocabulary.
- Distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make.
- Interpret the artist’s meaning when viewing art.
- Consider how artists use symbols (symbolism) in their art to represent ideas.
- Consider and discuss how the art makes them feel; the mood did the artist made.
- Consider how artists can intentionally use elements and principles to create mood.
- Identify sources of inspiration in artwork.
- Discuss how personal experience gives meaning to art.

4. Fifth graders *judge* art (after the steps above) by discussing one or more works of art using their developing art vocabulary.

Students will:

- Continue to express preferences in a respectful and knowledgeable way and support their statements.
- Make and support personal decisions and statements about art preferences.
- Compare and contrast two works of art and support their thoughts.
- Discuss and evaluate artwork in a man-made environment.
- Compare artworks from different world cultures.
- Evaluate works of art by considering subject matter, elements of design, and meaning through verbal and written forms.

Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

This consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

Fifth graders will:

Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none">• Michelangelo Buonarroti• Mary Cassatt• Andy Warhol	<ul style="list-style-type: none">• Understand that printmaking and computer graphic art are the sources for generating most written materials.• Realize visual media are art forms (e.g., TV, movies, newspapers, computers).• View a variety of styles from different times and places.• Distinguish between original art and reproductions.• Understand that art is a reflection of culture and its traditions.• Focus on American artists (e.g., Native-American, African-American, immigrant culture).• Study art from past and present through reproductions, films, books, and actual objects.• Continue to write descriptions of art and artifacts using art vocabulary.• Use ‘criticisms’ techniques to talk or write about art (e.g., describe elements, analyze principles, interpret intent and meaning, judge, ask “w” questions: what, where, why, when, who).• Understand that advertising is a form of art that is altered to the audience; find and discuss examples.• Discuss being a ‘smart shopper,’ realizing that products are designed to appeal for financial gain purposes.• Begin to understand how design and media shape public opinion through the use of art.

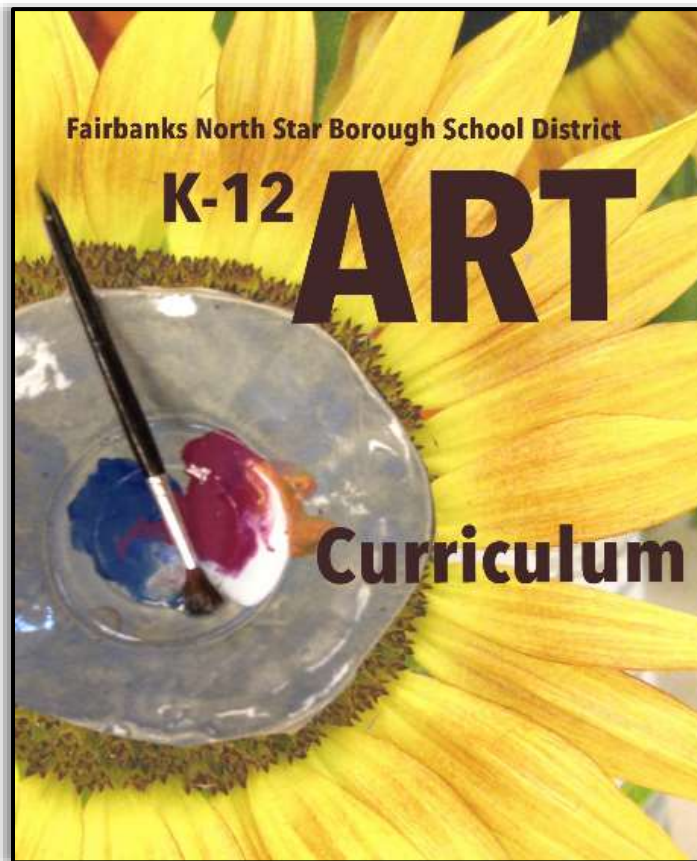
Fifth graders will:

Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> • Start to identify universal themes in art (e.g., community, culture, nature). • Examine how artists use artistic techniques, elements, and principles to communicate ideas, emotions, and events. • View art objectively and respectfully, recognizing personal style. • Recognize and discuss local landmarks as a reflection of local culture. • Find examples of commercial art in commonplaces (e.g., retail stores, libraries). • Begin to understand that museums are vital institutions that collect, preserve, classify, and display important works of art and culture. • Differentiate between the role of a museum versus the various types of galleries that house collections for sale. • Continue to view and objectively discuss famous art as well as their own and their peers' artwork. 	<ul style="list-style-type: none"> • Continue to be aware that art is all around them. • Understand the role of the filmmaker, graphic designer, fashion designer and museum curator.

*Why do people think artists are special?
It's just another job.*

~Andy Warhol

Middle School



Grades 6-8

Art Concepts

<p>Grade: 6</p> <p>Length: One quarter or one semester</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Art Concepts</i> is a survey of art experiences designed for sixth graders. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, pottery, digital photography, videography and portfolio development. They also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.</p> <p>Sixth Grade students will be expected to apply art concepts and use vocabulary, while working with a broad range of both 2D and 3D art materials and techniques. Sixth graders are developing lasting skills in handling materials and applying developed ideas to their work, and will be expected to build on these abilities. Many students at this age ‘fear failure’ and lean toward their strengths. In order to encourage growth, lessons will be diverse, exciting, challenging and draw on personal input. Verbal fluency will be encouraged when discussing or writing about art.</p> <p><u>Essential Learnings</u></p> <p>Four artistic processes will be developed:</p> <ol style="list-style-type: none">1. Creating2. Presenting3. Responding4. Connecting
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Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Kathleen Carlo-Kendall- (Contemporary Athabaskan Artist- See Bio Below) • Egyptian Art (3100-1100 BC)- See Bio Below • Leonard Da Vinci (1452-1519)- See Bio Below • Frank Lloyd Wright (1867-1959)- See Bio Below • Wassily Kandinsky (1866-1954) • Frida Kahlo (1907-1954) • Elizabeth Catlett (1915 to 2012) • Lorien Stern (contemporary ceramics artist) • Gabriel Dawe (contemporary fiber artist) • Jean-Michel Basquiat (1960-1988) 	<ul style="list-style-type: none"> • Drawing – graphite, charcoal, oil pastel, conte, value scales, gesture, perspective • Paper– cutting, tearing, making, folding, sculpture, trading cards • Painting – watercolor, acrylic, pointillism, portraits, canvas, abstract • Printmaking – monoprints, relief, collagraph, silkscreen, stencil • Fiber arts- weaving, fabric painting • Sculpture- clay, wood carving, metal repoussé, mobile, jewelry, beading 	<ul style="list-style-type: none"> • Digital photography • Digital portfolios • Time lapse photography • Digital photo editing • Internet research • Slide presentations • Collaborative shared documents • Slide presentations • Web 2.0 Tools

Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Elements and Principles of Art Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		Color Vocabulary Begin to Understand Color Vocabulary, Theory, and its Application.		
Elements of Art	Principles of Art			
<ul style="list-style-type: none"> • Line • Shape • Form • Color • Value • Texture • Space 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Rhythm/pattern • Proportion/scale • Movement • Unity 	<ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Hue • Value • Intensity • Tint 	<ul style="list-style-type: none"> • Tone • Shade • Neutral • Complementary • Split complementary • Analogous • Monochromatic 	<ul style="list-style-type: none"> • Achromatic • Pigment color wheel • Light color wheel (RGB) • Print colors (CMYK)

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, sculpture, metals, fiber, mixed media, digital arts, and creative technologies.

- Explore basic drawing techniques such as gesture, contour line, and value work. Create art considering: color, composition and use of space.
- Experiment with materials to create 3-d projects.

Produce Original Art

Begin to understand and apply the creative process and produce original art.

- Choose a topic or an idea and brainstorm.
- Identify focus, adapt, reflect, and refine.

Personal Responsibility

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations and following rules for digital citizenship and a standard format for citation.

Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork; add to standard or digital portfolios.

Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

Section V: Connecting with Art

- Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.
- Relate artistic ideas and work with societal, cultural, global, and historical contexts to deepen understanding.

Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

- View, describe, and compare the works of various artists, past and present, including Alaska Native cultures and indigenous people.
- Create art in the style of influential artists.

Beauty & Meaning

Perceiving beauty and meaning through art.

- Recognize that the arts have aesthetic value that is experienced on a personal level.
- Recognize that people tend to devalue what they do not understand.
- Identify artistic choices in everyday living.
- Understand that art education and design skills apply to multiple career fields.

Section VI: Grade Level Artists

Grade Level Artists (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Kathleen Carlo-Kendall		Bachelor of Fine Arts in Metalsmithing from the University of Alaska Fairbanks	Contemporary Athabaskan Artist	<p>Kathleen Carlo was born in Tanana, Alaska, the daughter of Poldine and William "Bill" Carlo. She moved to Fairbanks at the age of five where she lives today. She started making her artwork from the Native Arts Center at the University of Alaska, Fairbanks; her teacher was Ronald Senungetuk. She began her artwork in high school. Kathleen's artwork sometimes symbolizes an event or spirit, other times it is just what comes out of the shape of the wood. Although she received a Bachelor of Fine Arts in Metalsmithing from the University of Alaska Fairbanks, she considers herself a</p> <p>woodworker. She was one of only a few women to carve masks at that time. Besides mask making, Kathleen also enjoys working with panels of wood and metals, ice sculpting, and teaching. Since 1990, she has worked as a Native Arts Carving Instructor for the University of Alaska Summer Fine Arts Camp.</p> <p>Carlo-Kendall considers herself a contemporary native artist as opposed to a traditional artist. As masks (denaanaan' edeetonee in Central Koyukon) were not used extensively by her people, she turned to the sculpture of the Yup'ik masks and other cultures for inspiration.</p>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Kathleen Carlo-Kendall continued...				<p>She has won many awards for her work and twice has been chosen for Percent for Art Commissions. Her works are seen in the collections of:</p> <ul style="list-style-type: none"> • University of Alaska State Museum; • Permanent Solo Exhibition Case; • Alaska State Council on the Arts, Contemporary Art Bank; • U.S. Department of the Interior, Indian Arts and Crafts Board; • Anchorage Museum of History and Art; • Doyon Limited; and • Numerous private collections in and outside Alaska.
Egyptian Art	3100-1100 BC			<p>The development of the Egyptian artistic style was affected by each of Egypt's three Golden Ages:</p> <ul style="list-style-type: none"> • The Old Kingdom (3100-2200 BC) is characterized by pattern-like motifs with flat colors showing figures at work. • During the Middle Kingdom (2100-1800 BC), painters developed an appreciation of art for its own beauty rather than for religious reasons and sculpture began showing faces with features that indicated specific persons. • In the New Kingdom (1580-1100 BC), painted figures were rendered on a thin ground line. Egyptian art did not overlap objects unless all depicted figures were engaged in the same activity. The size of the figure showed its importance and, if something was far away, it was placed higher in the image area. During this time, sculpture tried to capture the most prominent features of its subject.

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Leonardo da Vinci	1844-1926		Italian Renaissance Artist	Da Vinci was born in Italy. He spent his working life in both Italy and France. He is known for being one of the world's greatest draftsmen, artists, inventors, and scientists. Da Vinci was the first of the Renaissance geniuses. He developed inventions and designs ranging from weapons of war to ladies' fashions, as well as musical, navigational, and surgical instruments. His best known paintings are the <i>Mona Lisa</i> and <i>The Last Supper</i> . From his example, people today call someone who can do many things well a "renaissance" person.
Frank Lloyd Wright	1867-1959		American Architect	Wright was born in Wisconsin and he divided his working between the Midwest and West Coast. He is most known for relating architecture to nature. Wright's most famous innovation was his "Prairie Style" which opened the house to nature, reflecting the local surroundings with long, low lines. The Guggenheim, which is a spiral museum in New York City, is a great example of the versatility of his work. Sometimes he incorporated natural features such as a waterfall or a grouping of boulders as part of his overall design. He designed the furnishings and details on the interior at the same time as he planned the exterior of the buildings. Throughout the 30's, 40's and 50's, he continued to experiment with the new forms and materials.

Exploring Art

<p>Grade: 7</p> <p>Length: One quarter or one semester</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Exploring Art</i> is a survey of art experiences designed for seventh graders. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, pottery, digital photography, videography, and portfolio development. They also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.</p> <p><u>Essential Learnings</u></p> <p>Four artistic processes will be developed:</p> <ol style="list-style-type: none">1. Creating2. Presenting3. Responding4. Connecting
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Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • MC Escher • Keith Haring • Wassily Kandinsky • Henri Matisse • Lucy Rie • Vincent Van Gogh • Kes Woodward • Athabascan Art • Prehistoric Cave Art • John Biggers • William Berry • Faith Ringgold • Leonardo Da Vinci • Georgia O'keeffe • Lois Mailou Jones • Ron Senungetuk • Alvin Amason • Margret Hugi-Lewis • Sandy Skoglund • Sonya Kelliher-Combs • Bridget Riley • Salvador Dali 	<ul style="list-style-type: none"> • Drawing – pencil, color pencil, pastels, markers, value scales, contour, and gesture. • Paper – cutting, tearing, making, paper-mâché, tessellations, trading cards, and paper beads. • Painting – watercolor, tempera, landscapes, still life, fabric and painting. • Printmaking – stamps, monotypes, relief, optical art, and logos. • Fiber arts- weaving and fabric painting. • Sculpture- clay, wood carving, metal repoussé, mobiles, jewelry, and beading. 	<ul style="list-style-type: none"> • Digital photography • Digital portfolios • Time lapse photography • Digital photo editing • Internet research • Collaborative shared documents • Produce, publish, and update individual or shared media products.

Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Elements and Principles of Art Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		Color Vocabulary Begin to Understand Color Vocabulary, Theory, and its Application.		
Elements of Art	Principles of Art			
<ul style="list-style-type: none"> • Line • Shape • Form • Color • Value • Texture • Space 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Rhythm/pattern • Proportion/scale • Movement • Unity 	<ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Hue • Value • Intensity • Tint • Tone • Shade • Neutral 	<ul style="list-style-type: none"> • Complementary • Split complementary • Analogous • Monochromatic • Achromatic 	<ul style="list-style-type: none"> • Pigment color wheel • Light color wheel (RGB) • Print colors (CMYK)

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, sculpture, metals, fiber, mixed media, digital arts, and creative technologies.

- Explore basic drawing techniques such as gesture, contour line, and value work.
- Create art considering color, composition and use of space.
- Experiment with materials to create 3D projects.

Produce Original Art

Begin to Understand and apply the creative process and produce original art.

- Choose a topic or an idea and brainstorm.
- Identify focus, adapt, reflect, and refine.

Personal Responsibility

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations, and following rules for digital citizenship and a standard format for citation.

Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork; add to standard or digital portfolios.

Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

Section V: Connecting with Art

- Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.
- Relate artistic ideas and work with societal, cultural, global, and historical contexts to deepen understanding.

Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

- View, describe, and compare the works of various artists, past and present, including Alaska Native cultures and indigenous people.
- Create art in the style of influential artists.

Beauty & Meaning

Perceiving beauty and meaning through art.

- Recognize that the arts have aesthetic value that is experienced on a personal level.
- Recognize that people tend to devalue what they do not understand.
- Identify artistic choices in everyday living.
- Understand that art education and design skills apply to multiple career fields.

Fundamentals of Art

Grade: 8

Length: One
quarter, one semester,
or yearlong

Prerequisite: None

Course Overview:

Fundamentals of Art is an in-depth study of the elements and principles of art learned through experience in a variety of methods and media. These may include drawing, painting, printmaking, sculpture, pottery, digital photography, videography, and portfolio development. Collaborative media components may be explored and artists may be required to move images between different online platforms. Students also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.

Essential Learnings

Four artistic processes will be developed:

1. Creating
2. Presenting
3. Responding
4. Connecting

Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • John Biggers • Bill Brody • Kathleen Carlo • Lewis Hines • Rockwell Kent • Gustav Klimt • Kathe Kollwitz • Maria Martinez • Piet Mondrian • Claude Monet • Louise Nevelson • Frank Lloyd Wright • Yup'ik Masks • Alexandra Nechita • Fran Reed • Tatyana Fazlalizadeh • Banksy 	<ul style="list-style-type: none"> • Drawing – graphite, charcoal, oil pastel, conte, value scales, gesture, and perspective. • Paper– cutting, tearing, making, folding, sculpture, and trading cards. • Painting – watercolor, acrylic, pointillism, portraits, canvas, and abstract. • Printmaking – monoprints, relief, collagraph, silkscreen, and stencil. • Fiber arts- weaving and fabric painting. • Sculpture- clay, wood carving, metal repoussé, mobile, jewelry, and beading. 	<ul style="list-style-type: none"> • Digital photography • Digital portfolios • Time lapse photography • Digital photo editing • Internet research • Slide presentations • Collaborative shared documents • Slide presentations • Web 2.0 Tools

Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Elements and Principles of Art Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		Color Vocabulary Begin to Understand Color Vocabulary, Theory, and its Application.		
Elements of Art	Principles of Art			
<ul style="list-style-type: none"> • Line • Shape • Form • Color • Value • Texture • Space 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Rhythm/pattern • Proportion/scale • Movement • Unity 	<ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Hue • Value • Intensity • Tint • Tone • Shade 	<ul style="list-style-type: none"> • Complementary • Split complementary • Analogous • Monochromatic • Achromatic • Color tetrad • Color diad 	<ul style="list-style-type: none"> • Pigment color wheel • Light color wheel (RGB) • Print colors (CMYK)

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour line.
- Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.

Produce Original Art

Begin to Understand and apply the creative process and produce original art.

- Choose a topic or an idea and brainstorm.
- Identify focus, adapt, reflect, and refine.

Personal Responsibility

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations, and following a standard format for citation.

Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork; add to standard or digital portfolios.

Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

Section V: Connecting with Art

- Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.
- Relate artistic ideas and work with societal, cultural, global, and historical contexts to deepen understanding.

Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

- View, describe, and compare the works of various artists, past and present, including Alaska Native cultures and indigenous people.
- Create art in the style of influential artists.

Beauty & Meaning

Perceiving beauty and meaning through art.

- Recognize that the arts have aesthetic value that is experienced on a personal level.
- Recognize that people tend to devalue what they do not understand.
- Identify artistic choices in everyday living.
- Understand that art education and design skills apply to multiple career fields.

Studio Art/ Special Topics

Grade: 6-8
Length: One quarter, one semester, or yearlong
Prerequisite: *Exploring Art* or *Fundamentals of Art*

Course Overview:

Studio Art/Special Topics is a continuation of *Fundamentals of Art*, wherein the elements and principles of art are applied and emphasized. Topics and media may vary by semester according to the school and the instructor. Special topics may include guest artists, community service projects, installations, special themes, and field trips. Students may also study artists and their work, learn to make aesthetic judgments about art, and consider different theories and purposes of art. Media components may be explored and utilized.

Essential Learnings

Four artistic processes will be developed:

1. Creating
2. Presenting
3. Responding
4. Connecting

Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Melvin Olana • Banksy • Frida Kahlo • Caves of Lascaux • Leonardo da Vinci • Man Ray • Andrew Wyeth • Grant Wood • Ron Senungetuk (<i>Rasmuson Foundation</i>) • Rachelle Dowdy (<i>Rasmuson Foundation</i>) • Faith Ringgold • Katsushika Hokusai • Mary Cassatt • Andy Warhol • Michelangelo Buonarroti • Jasper Johns • Shepard Fairey 		

Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Elements and Principles of Art		Color Vocabulary
Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		
Elements of Art	Principles of Art	

<ul style="list-style-type: none"> • Line • Shape • Form • Color • Value • Texture • Space 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Rhythm/pattern • Proportion/scale • Movement • Unity 	<ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Hue • Value • Intensity • Tint • Tone • Shade 	<ul style="list-style-type: none"> • Complementary • Split complementary • Analogous • Monochromatic • Achromatic 	<ul style="list-style-type: none"> • Pigment color wheel • Light color wheel (RGB) • Print colors (CMYK)
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Projects

Complete a variety of projects successfully.

- Explore basic drawing techniques such as gesture, contour line, and value work.
- Create art considering color, composition and use of space.
- Experiment with materials to create 3D projects.

Produce Original Art

Begin to Understand and apply the creative process and produce original art.

- Choose a topic or an idea and brainstorm.
- Identify focus, adapt, reflect, and refine.

Personal Responsibility

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations, and following a standard format for citation.

Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork.
- Add to standard or digital portfolios.

Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

Section V: Connecting with Art

- Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.
- Relate artistic ideas and work with societal, cultural, global, and historical contexts to deepen understanding.

Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

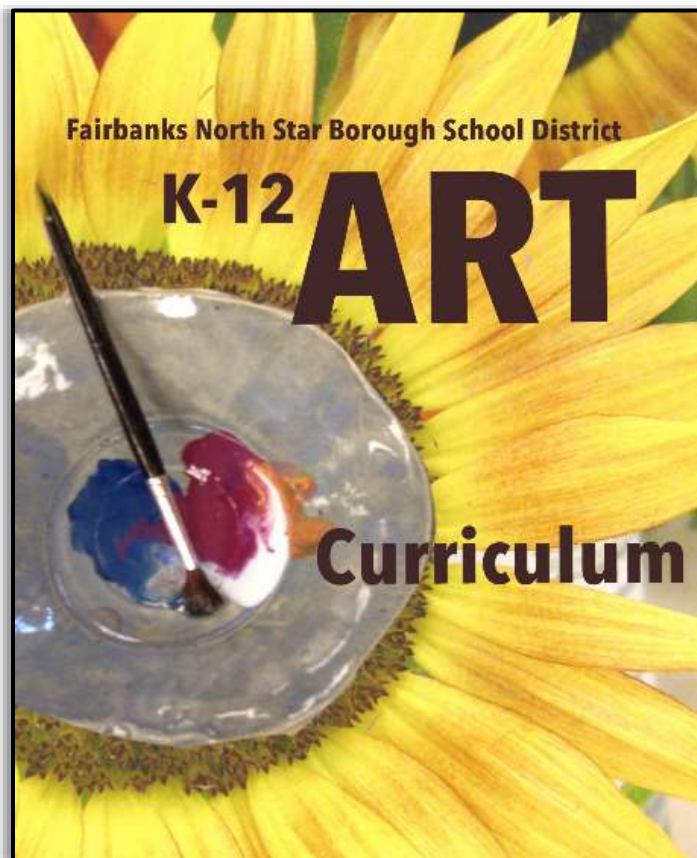
- View, describe, and compare the works of various artists, past and present, including Alaska Native cultures and indigenous people.
- Create art in the style of influential artists.

Beauty & Meaning

Perceiving beauty and meaning through art.

- Recognize that the arts have aesthetic value that is experienced on a personal level.
- Recognize that people tend to devalue what they do not understand.
- Identify artistic choices in everyday living.
- Understand that art education and design skills apply to multiple career fields.

High School



Grades 9-12

Essential Topics Covered in Every High School Art Course

The following essential topics will be covered in every high school course:

The Eight Studio Habits of the Mind:

- Develop Craft (Technique & Studio Practice)
- Engage & Persist (Finding Passion & Sticking with It)
- Envision (Imagining & Planning)
- Express (Finding & Showing Meaning)
- Observe (Looking Closely)
- Reflect (Question & Explain and Evaluate)
- Stretch & Explore (Play, Use Mistakes & Discover)
- Understand Art Worlds (Domain & Communities)

Essential Learnings:

- These four artistic processes will be developed through each Specific Art Class: creating, presenting, responding, and connecting.

Creating:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Presenting:

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Responding:

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

Connecting:

- Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts.
- Relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding.

Each class will further develop these essential learnings through these methods:

Section I: Creating Art

- Develop a visual arts vocabulary using and applying the elements and principles of art to each specific course/media.

Elements and Principles of Art Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		Color Vocabulary Develop an Understanding of Color Vocabulary, Theory, and its Application.		
Elements of Art	Principles of Art			
<ul style="list-style-type: none"> • Line • Shape • Form • Color • Value • Texture • Space 	<ul style="list-style-type: none"> • Balance • Contrast • Emphasis • Rhythm/pattern • Proportion/scale • Movement • Unity 	<ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Hue • Value • Intensity • Tint • Tone • Shade 	<ul style="list-style-type: none"> • Complementary • Split complementary • Analogous • Monochromatic • Achromatic • Color tetrad • Color diad 	<ul style="list-style-type: none"> • Pigment color wheel • Light color wheel (RGB) • Print colors (CMYK)

Creative Process Begin to understand and apply the creative process.
<ul style="list-style-type: none"> • Choose a topic or an idea brainstorm. • Identify focus, adapt, reflect, and refine.

Personal Responsibility
Demonstrate personal responsibility through: <ul style="list-style-type: none"> • Quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment. • Respectful interaction with peers and adults. • Self-motivation and developing the ability to meet personal learning goals. • Efficient use of class time.

Section II: Presenting Art

Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork.
- Add to standard or digital portfolios.

Section III: Responding to Art

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

Section IV: Connecting with Art

Historical & Multicultural Influences

Demonstrate an awareness of historical and multicultural influences in art.

- View, describe, and compare the works of various artists, past and present.
- Identify multicultural art, past and present.
- Identify Native Alaska art, past and present.
- Create art in the style of an influential artist.

Beauty & Meaning

Perceiving beauty and meaning through art.

- Recognize that the arts have aesthetic value that is experienced on a personal level.
- Recognize that people tend to devalue what they do not understand.
- Identify artistic choices in everyday living.

2D Art, Beginning

Grade: 9-12 Length: Two semesters Credit: 0.5 Prerequisite: None	Course Overview: <p><i>Beginning 2D Art</i> is a foundation for all upper level art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. This course will introduce students to a basic understanding of two-dimensional art through an exploration of drawing, painting, printmaking, and mixed media collage. It teaches the use of elements of art, principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Diane Arbus • Romare Bearden • Imogene Cunningham • Edward Curtis • Stuart Davis • Max Ernst • Keith Haring • Hannah Hoch • Katsushika Hokusai • William Johnson • Barbara Krueger • Dorothea Lange • Jacob Lawrence 	<p>Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to: graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.</p> <ul style="list-style-type: none"> • Spatial investigation: introduce color and complex variations to include spatial depth • Color theory: explore the complexity of color using limited palettes • Abstractions: stylize individual objects, interior spaces of the figure 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Sherrie Levine • Piet Mondrian • Robert Motherwell • Gabriele Munter • Robert Rauschenberg • Faith Ringgold • Andres Serrano • Miriam Shapiro • Cindy Sherman • Jaune Quick-to-See Smith • Nancy Spero • Pat Stier • Paul Strand • Masami Teraoka • Edouard Vuillard • Edward Weston • David Wojnarowicz • Andrew Wyeth 	<ul style="list-style-type: none"> • Curved and angled compositions: explore existing forms using curved and angled shapes • Photograms: explore repetitive patterns and other variations • (digital) portraits: combine various (digital) effects and processes • (digital) landscape: experiment with filters and special effects to create metaphysical forms • Still life as design: approach the still life as a study in color manipulation and stylization of the 2d elements • Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern • Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc. 	

Basic Skills

In Beginning 2D Art, students will demonstrate basic skills through various media, including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques, such as gesture, shading, and contour line.
- Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.

2D Art, Intermediate

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (total 1) Prerequisite: <i>Beginning 2D Art</i> or teacher recommendation	Course Overview: <p><i>Intermediate 2D Art</i> is an intermediate level course where students refine their drawing, design, painting, and printmaking skills. A variety of subject matter, materials, and technologies will be used to solve two-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall semester will focus on drawing and design skills. Spring semester will focus on painting and printmaking. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take <i>AP Studio Art: Drawing</i> or <i>2D Design</i> are encouraged to take two semesters of <i>Intermediate 2D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Diane Arbus • Romare Bearden • Imogene Cunningham • Edward Curtis • Stuart Davis • Max Ernst • Keith Haring • Hannah Hoch • Katsushika Hokusai • William Johnson • Barbara Krueger • Dorothea Lange • Jacob Lawrence 	<p>Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.</p> <ul style="list-style-type: none"> • Spatial investigation: introduce color and complex variations to include spatial depth. • Color theory: explore the complexity of color using limited palettes. • Abstractions: stylize individual objects, interior spaces of the figure. 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Sherrie Levine • Piet Mondrian • Robert Motherwell • Gabriele Munter • Robert Rauschenberg • Faith Ringgold • Andres Serrano • Miriam Shapiro • Cindy Sherman • Jaune Quick-to-See Smith • Nancy Spero • Pat Stier • Paul Strand • Masami Teraoka • Edouard Vuillard • Edward Weston • David Wojnarowicz • Andrew Wyeth 	<ul style="list-style-type: none"> • Curved and angled compositions: explore existing forms using curved and angled shapes. • Photograms: explore repetitive patterns and other variations. • (Digital) Portraits: combine various (digital) effects and processes. • (Digital) Landscape: experiment with filters and special effects to create metaphysical forms. • Still life as design: approach the still life as a study in color manipulation and stylization of the 2D elements. • Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern. • Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc. 	

Basic Skills

Demonstrate basic skills through various media, including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour line.
- Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.

2D Art, Advanced

Grade: 9-12 Length: Two semesters Credit: 0.5 each semesters (1 total) Prerequisite: <i>Intermediate 2D Art</i> or teacher recommendation	Course Overview: <p><i>Advanced 2D Art</i> is an advanced level course. Students will build on skills developed in <i>Beginning 2D Art</i> and <i>Intermediate 2D Art</i> by creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and studio thinking. They will continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a voice. Students will learn to work in a series in preparation for an <i>AP</i> or <i>Honors Portfolio</i>. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and Sketchbook development will be required. Media components may be explored and utilized. Students who intend to take <i>AP Studio Art: Drawing</i> or <i>2D</i> should take two semesters of <i>Advanced 2D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Diane Arbus • Romare Bearden • Imogene Cunningham • Edward Curtis • Stuart Davis • Max Ernst • Keith Haring • Hannah Hoch • Katsushika Hokusai • William Johnson 	<p>Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, college, fabric design, weaving, illustration, painting, or printmaking.</p> <ul style="list-style-type: none"> • Spatial investigation: introduce color and complex variations to include spatial depth. • Color theory: explore the complexity of color using limited palettes. 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships

<ul style="list-style-type: none"> • Barbara Krueger • Dorothea Lange 	<ul style="list-style-type: none"> • Abstractions: stylize individual objects, interior spaces of the figure. • 	
Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Jacob Lawrence • Sherrie Levine • Piet Mondrian • Robert Motherwell • Gabriele Munter • Robert Rauschenberg • Faith Ringgold • Andres Serrano • Miriam Shapiro • Cindy Sherman • Jaune Quick-to-See Smith • Nancy Spero • Pat Stier • Paul Strand • Masami Teraoka • Edouard Vuillard • Edward Weston • David Wojnarowicz • Andrew Wyeth 	<ul style="list-style-type: none"> • Curved and angled compositions: explore existing forms using curved and angled shapes. • Photograms: explore repetitive patterns and other variations. • (Digital) Portraits: combine various (digital) effects and processes. • (Digital) Landscape: experiment with filters and special effects to create metaphysical forms. • Still life as design: approach the still life as a study in color manipulation and stylization of the 2D elements. • Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern. • Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc. 	

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour line.
- Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.

3D Art, Beginning

Grade: 9-12 Length: Two semesters Credit: 0.5 Prerequisite: None	Course Overview: <p><i>Beginning 3D Art</i> is a foundation for all upper level 3D art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. This course will introduce students to a basic understanding of three-dimensional art through an exploration of ceramics, sculpture, jewelry, fiber art, and mixed media assemblage. It teaches the use of elements of art, principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • Ron Senungatuk • Michael Cardew • Shoji Hamada • Bernard Leach • Maria Martinez • Michelangelo Buonarroti • Alexander Calder • Amedeo Modigliani • Henry Moore • Louise Nevelson • Lucie Rie • Anasazi Native Pottery • Japanese Traditional “Old Kilns” 	<ul style="list-style-type: none"> • Clay - realistic, modeled figures • Soapstone – Henry Moore simplified, stylized figures • Alabaster – nonobjective sculpture • Altered theme books • Wire sculpture or jewelry • Paper mache’ animals • Ceramic pottery with coil and slab • Basketry techniques • Papermaking and casting • Wood carved culture mask • Nevelson assemblage using wood scraps • Plaster sculpture of hand(s) in action, using gauze or blocks 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Mexican Folk Pottery • Denise & Samuel Wallace • Andy Cooperman • Thomas Mann • Andy Goldsworthy • Auguste Rodin • Alberto Giacometti • Claus Oldenberg • Roberto Lugo • David Cuzick • Amy Sanders • Michael Klapthor • Davina India • Max Steiner Design • Jeffery Lauden Slager • Rom Marinkovich • Michihiro Matsuoka • Andrew Clark • Otobong Nkanga 	<ul style="list-style-type: none"> • Mosaic art • Installation/diorama • Assemblage • Polymer clay jewelry and sculpture • Environmental art 	

Beginning Skills

Demonstrate skills through various media including, but not limited to, ceramics, paper mache, wire, and cardboard sculpture.

- Explore techniques such as additive and subtractive sculpture and relief sculpture.
- Learn compositional skills, experiment with different compositions, and work with a variety of sculptural media.

3D Art, Intermediate

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Beginning 3D Art</i> or teacher recommendation	Course Overview: <i>Intermediate 3D Art</i> is an intermediate level course where students will refine ceramic, sculpture, jewelry, fiber art, book arts, and assemblage skills. A variety of subject matter, materials, and technologies will be used to solve three-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall and spring semester will differ in content. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take <i>AP Studio Art: 3D Design</i> are encouraged to take two semesters of <i>Intermediate 3D Art</i> . Students must complete semester one before taking semester 2.
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • Ron Senungatuk • Michael Cardew • Shoji Hamada • Bernard Leach • Maria Martinez • Michelangelo Buonarroti • Alexander Calder • Amedeo Modigliani • Henry Moore • Louise Nevelson • Lucie Rie • Anasazi Native Pottery • Japanese Traditional “Old Kilns” 	<ul style="list-style-type: none"> • Clay - realistic, modeled figures • Soapstone – Henry Moore simplified, stylized figures • Alabaster – nonobjective sculpture • Altered theme books • Wire sculpture or jewelry • Paper mache’ animals • Ceramic pottery with coil and slab • Basketry techniques • Papermaking and casting • Wood carved culture mask • Nevelson assemblage using wood scraps • Plaster sculpture of hand(s) in action, using gauze or blocks 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Mexican Folk Pottery • Denise & Samuel Wallace • Andy Cooperman • Thomas Mann • Andy Goldsworthy • Auguste Rodin • Alberto Giacometti • Claus Oldenberg • Roberto Lugo • David Cuzick • Amy Sanders • Michael Klapthor • Davina India • Max Steiner Design • Jeffery Lauden Slager • Rom Marinkovich • Michihiro Matsuoka • Andrew Clark • Otobong Nkanga 	<ul style="list-style-type: none"> • Mosaic art • Installation/diorama • Assemblage • Polymer clay jewelry and sculpture • Environmental art 	

Intermediate Skills

Demonstrate skills through various media including, but not limited to, ceramics, paper mache, wire, and cardboard sculpture.

- Explore techniques such as additive and subtractive sculpture and relief sculpture.
- Learn compositional skills, experiment with different compositions, and work with a variety of sculptural media.

3D Art, Advanced

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Intermediate 3D Art</i> or teacher recommendation	Course Overview: <p><i>Advanced 3D Art</i> is an advanced level course. Students will build on skills developed in <i>Beginning</i> and <i>Intermediate 3D Art</i>: creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and studio thinking, continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a “voice.” Students will learn to work in a series in preparation for an <i>AP</i> or <i>Honors Portfolio</i>. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and sketchbook development will be required. Media components may be explored and utilized. Students who intend to take <i>AP Studio Portfolio: 3D</i> should take two semesters of <i>Advanced 3D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • Ron Senungatuk • Michael Cardew • Shoji Hamada • Bernard Leach • Maria Martinez • Michelangelo Buonarroti • Alexander Calder • Amedeo Modigliani • Henry Moore • Louise Nevelson • Lucie Rie • Anasazi Native Pottery 	<ul style="list-style-type: none"> • Clay - realistic, modeled figures • Soapstone – Henry Moore simplified, stylized figures • Alabaster – nonobjective sculpture • Altered theme books • Wire sculpture or jewelry • Paper mache’ animals • Ceramic pottery with coil and slab • Basketry techniques • Papermaking and casting • Wood carved culture mask • Nevelson assemblage using wood scraps 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Japanese Traditional “Old Kilns” • Mexican Folk Pottery • Denise & Samuel Wallace • Andy Cooperman • Thomas Mann • Andy Goldsworthy • Auguste Rodin • Alberto Giacometti • Claus Oldenberg • Roberto Lugo • David Cuzick • Amy Sanders • Michael Klapthor • Davina India • Max Steiner Design • Jeffery Lauden Slager • Rom Marinkovich • Michihiro Matsuoka • Andrew Clark • Otobong Nkanga 	<ul style="list-style-type: none"> • Plaster sculpture of hand(s) in action, using gauze or blocks • Mosaic art • Installation/diorama • Assemblage • Polymer clay jewelry and sculpture • Environmental art 	

Advanced Skills

Demonstrate advanced skills through various media including, but not limited to, ceramics, paper mache, wire, and cardboard sculpture.

- Explore techniques such as additive and subtractive sculpture and relief sculpture.
- Learn compositional skills, experiment with different compositions, and work with a variety of sculptural media.

Advanced Placement Studio Art: 2D Design

Grade: 11-12 Length: Two semesters Credit: 1 Prerequisite: Teacher recommendation	Course Overview: <p>The AP program offers three studio art courses and portfolios: <i>AP Studio Art 2D Design</i>, <i>AP Studio Art 3D Design</i>, and <i>AP Studio Art Drawing</i>. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The <i>AP Studio Art</i> program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com).</p>
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Advanced Placement Studio Art: 3D Design

Grade: 11-12 Length: Two semesters Credit: 1 Prerequisite: Teacher recommendation	Course Overview: <p>The AP program offers three studio art courses and portfolios: <i>AP Studio Art 2D Design</i>, <i>AP Studio Art 3D Design</i>, and <i>AP Studio Art Drawing</i>. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.</p> <p>Please visit the College Board-AP Central website for more information (http://apcentral.collegeboard.com).</p>
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Advanced Placement Studio Art: Drawing

Grade: 11-12
Length: Two semesters
Credit: 1
Prerequisite:
Teacher recommendation

Course Overview:

The AP program offers three studio art courses and portfolios: *AP Studio Art 2D Design*, *AP Studio Art 3D Design*, and *AP Studio Art Drawing*. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The *AP Studio Art* program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Alaska Native Arts, Beginning

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p><i>Beginning Alaska Native Arts</i> is designed to introduce students to the arts, histories, and cultures of the Indigenous people of Alaska. Students will also be introduced to other Alaskan artists. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class. Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of Native art forms in Alaska. They are tasked with developing a Native Arts vocabulary using and applying the Elements and Principles of Art. The second semester requires a greater degree of proficiency and high expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • Sonya Kelliher Combs • Nathan Jackson • Bill Reid • Ron Senungatuk • Denise and Samuel Wallace • Da-ka-xeen Mehner • John Hoover • Melvin Olanna • Denise Hardesty • Anna Frank • Shirley Holmberg • Ann Hamilton • Katie Craney • Crystal Kaakeeyaa Demientieff Worl • Erin Ggaadimits Ivalu Gingrich 	<ul style="list-style-type: none"> • Tlingit Northwest paddles • Athabaskan beadwork • Doll making • Clothing design • Yupik spoon • Carving - soapstone, ivory, baleen, wood • Mask carving • Drum making • Wood masks, panels • Basket making • Sewing - dolls, blankets, clothes 	<ul style="list-style-type: none"> • Interviews with Elders • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships • Image slideshows

Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

Alaska Native Arts, Intermediate

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Beginning Alaska Native Arts</i> or teacher recommendation	Course Overview: <p><i>Intermediate Alaska Native Arts</i> is for serious students committed to gaining independence, skill, and knowledge in the field. The course further introduces students to the arts, histories, and cultures of the Indigenous people of Alaska. Students will also be introduced to other Alaskan artists. They are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. Media components may be explored and utilized. A safety test may be required before hazardous tools or materials are used. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • Sonya Kelliher Combs • Nathan Jackson • Bill Reid • Ron Senungatuk • Denise and Samuel Wallace • Da-ka-veen Mehner • John Hoover • Melvin Olanna • Denise Hardesty • Anna Frank • Shirley Holmberg • Ann Hamilton • Katie Craney • Crystal Kaakeeyaa Demientieff Worl • Erin Ggaadimits Ivalu Gingrich 	<ul style="list-style-type: none"> • Tlingit Northwest paddles • Athabaskan beadwork • Doll making • Clothing design • Yupik spoon • Carving - soapstone, ivory, baleen, wood • Mask carving • Drum making • Wood masks, panels • Basket making • Sewing - dolls, blankets, clothes 	<ul style="list-style-type: none"> • Interviews with Elders • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships • Image slideshows

Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

Alaska Native Arts, Advanced

Grade: 9-12 Length: two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Beginning Alaska Native Arts</i> and <i>Intermediate Alaska Native Arts</i>	Course Overview: <p><i>Advanced Alaska Native Arts</i> is for serious students committed to gaining independence, skill, and knowledge in the field. The course further introduces students to the arts, histories, and cultures of the Indigenous people of Alaska. Students will also be introduced to other Alaskan artists. They are expected to apply the elements and principles of art to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alvin Amason • Sonya Kelliher Combs • Nathan Jackson • Bill Reid • Ron Senungatuk • Denise and Samuel Wallace • Da-ka-xeen Mehner • John Hoover • Melvin Olanna • Denise Hardesty • Anna Frank • Shirley Holmberg • Ann Hamilton • Katie Craney • Crystal Kaaakeeyaa Demientieff Worl • Erin Ggaadimits Ivalu Gingrich 	<ul style="list-style-type: none"> • Tlingit Northwest paddles • Athabaskan beadwork • Doll making • Clothing design • Yupik spoon • Carving - soapstone, ivory, baleen, wood • Mask carving • Drum making • Wood masks, panels • Basket making • Sewing - dolls, blankets, clothes 	<ul style="list-style-type: none"> • Interviews with Elders • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships • Image slideshows

Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives, and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

Alaska Studies Through Art and Media

Grade: 9-12

Length: One semester

Credit: 0.5

Prerequisite: None

Course Overview:

Alaska Studies through Art & Media is designed to introduce students to the arts, histories, and cultures of the indigenous people of Alaska, as well as Alaska's journey into statehood and beyond. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class. Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of art in Alaska. This course overviews the political/social/and economic forces which have shaped modern day Alaska through an arts lens. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized.

Students will focus learning about the main five Native Alaskan tribes:

- Athabaskan
- Inupiaq
- Yup'ik (Cup'ik)
- Unangax (Alutiiq)
- Haida (Eyak, Tsimshian, Tlingit)

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Suggested Artists	Suggested Activities	Suggested Media Components
Alvin Amason Sonya Kelliher Combs Nathan Jackson Bill Reid Ron Senungetuk Denise and Samuel Wallace Da-ka-xeen Mehner John Hoover Melvin Olanna Nina and Josephine Crumrine Jon Van Zyle Sydney Lawrence Randall Compton Rusty Heurlin Ted Lambert Eustace Ziegler Fred Machetanz Bill Brody Kick Bush Kesler Woodward Margaret and Olaus Murie Andrew Okpeaha MacLean Rachel Naninaaq Edwardson Crystal Kaaakeeyáa Worl Apayo Moore Drew Michael Allison Warden	<ul style="list-style-type: none"> • Tlingit Northwest paddles • Athabaskan beadwork • Doll making • Clothing design • Yupik spoon • Carving - soapstone, ivory, baleen, wood • Mask carving • Drum making • Wood masks, panels • Basket making • Sewing - dolls, blankets, clothes • Map making • Landscape painting • “Road to Statehood” collage • Visit to the UAF Museum • Classroom visits from Elders and Native artists • Visit to Morris Thompson Cultural and Visitor Center. • Native dancing • Writing workshops with traditional stories and myths. • Story-knifing 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships • Image slideshows • Video production

History and Art

Essential learnings for history and art.

- This course will explore Alaska Studies from a historical and artistic perspective.

Historical Perspective

Essential learnings from the historical perspective.

In addition to the art essential learnings, there will be five essential learnings from the historical perspective:

- Students will read, research, and use media components to understand different Native Alaskan cultural perspectives for a deeper understanding and meaning of our unique Alaskan history.
- Students will analyze, create, and interpret visual data, maps of Alaska, and other visual material, for a deeper understanding of Alaska and its cultural diversity.
- Students will compare and contrast the lives of the five main Alaska Native tribes, as well as the relationships between the Native Alaskans, Russians, and Americans.
- Students will demonstrate an understanding of the historical rights and responsibilities of Alaskans and the Native people's quest for civil rights, especially how it was shaped by the Alaskan and U.S. constitutions.
- Students will understand how the historical Alaskan perspectives of the past impact current events, politics, and attitudes that are impacting Alaska today.

Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

Art Workshop

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p><i>Art Workshop</i> is a survey of art experiences, and may be used for a beginning level through a level four capstone course. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpting, digital art, photography, Alaska Native art, fiber, ceramics, collage, or glass mosaics. Students learn to create and critique their own art and the art of others, and are encouraged to relate the beauty and meaning of art in their lives. This course stresses the use of elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of making informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Alexander Calder • Salvador Dali • Rene Magritte • Piet Mondrian • Bridget Riley • Auguste Rodin • Andy Warhol • Georgia O’Keeffe 	<ul style="list-style-type: none"> • Grid drawing • Contour drawing • Acrylic painting • Stamping/lino prints • Ceramics • Photography • Graphic design • Pastel/chalk drawing • Collage • Alaska native mask making 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshows

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour line.
- Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.

Ceramics, Beginning

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p><i>Beginning Ceramics</i> covers the fundamental skills, knowledge, attitudes, and techniques necessary to begin understanding ceramics. Students learn a variety of hand-building techniques while working with clay, and may be introduced to the potter's wheel. They begin to apply design elements and the principles of art. Students learn to critique their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. Students are exposed to the historical and contemporary role of ceramics from various cultures throughout the world. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Michael Cardew • Shoji Hamada • Bernard Leach • Maria Martinez • Lucie Rie • Indigenous North American pottery • Japanese traditional • Mexican folk • Contemporary ceramic artists • Didi Rojas • Lorien Stern • Christoopher David White • Johnson Tsang • Ronit Baranga • Hitomi Hosono • Beth Cavener 	<ul style="list-style-type: none"> • Pinch/coil pots • Slab boxes • Pottery wheel cylinders • Rattles • Sculptures • Bowls/platters/plates • Cups • Teapots • Candle holders • Serving dishes • Masks • Vases 	<ul style="list-style-type: none"> • Digital portfolio • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshows

Pottery

Use a variety of techniques and tools to gain skills in pottery.

- Demonstrate wedging the proper care of clay.
- Develop skill in hand-building techniques (e.g., pinch, slab, coil).
- Develop skill on the potter's wheel.
- Understand glazing and firing techniques.
- Use a sketchbook, rubric, or media component to gather and develop ideas and record results.
- Experiment with multiple surface textures and decorating techniques.
- Solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, construct and finish the surface to enhance the form.
- In higher level courses, solve challenging problems, take risks, and try a variety of ways to work.

Ceramics, Intermediate

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Beginning Ceramics</i> or teacher recommendation	Course Overview: <p><i>Intermediate Ceramics</i> is for students committed to gaining independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Michael Cardew • Shoji Hamada • Bernard Leach • Maria Martinez • Lucie Rie • Anasazi Native pottery • Japanese traditional • Mexican folk • Contemporary ceramic artists • Didi Rojas • Lorien Stern • Christoopher David White • Johnson Tsang • Ronit Baranga • Hitomi Hosono • Beth Cavener 	<ul style="list-style-type: none"> • Pinch/coil pots • Slab boxes • Pottery wheel cylinders • Rattles • Sculptures • Bowls/platters/plates • Cups • Teapots • Candle holders • Serving dishes • Masks • Vases • Take notes or keep a sketchbook, paper or digital. 	<ul style="list-style-type: none"> • Digital portfolio • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshows

Pottery

Use a variety of techniques and tools to gain skills in pottery.

- Demonstrate wedging the proper care of clay.
- Develop skill in hand-building techniques (e.g., pinch, slab, coil).
- Develop skill on the potter's wheel.
- Understand glazing and firing techniques.
- Use a sketchbook, rubric, or media component to gather and develop ideas and record results.
- Experiment with multiple surface textures and decorating techniques.
- Solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, construct and finish the surface to enhance the form.
- In higher level courses, solve challenging problems, take risks, and try a variety of ways to work.

Ceramics, Advanced

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (total 1) Prerequisite: <i>Beginning Ceramics</i> and <i>Intermediate Ceramics</i> , or teacher recommendation	Course Overview: <p><i>Advanced Ceramics</i> is for students seeking a rigorous level of independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. This course requires a greater degree of proficiency and higher expectations from students and teacher. Building towards an AP 3D digital portfolio will be strongly encouraged. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Michael Cardew • Shoji Hamada • Bernard Leach • Maria Martinez • Lucie Rie • Didi Rojas • Lorien Stern • Christoopher David White • Johnson Tsang • Ronit Baranga • Hitomi Hosono • Beth Cavener • Anasazi Native pottery • Japanese traditional • Mexican folk • Contemporary ceramic artists 	<ul style="list-style-type: none"> • Pinch/coil pots • Slab boxes • Pottery wheel cylinders • Rattles • Sculptures • Bowls/platters/plates • Cups • Teapots • Candle holders • Serving dishes • Masks • Vases • Take notes or keep a sketchbook, paper or digital. 	<ul style="list-style-type: none"> • Digital portfolio • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshows

Pottery

Use a variety of techniques and tools to gain skill in pottery.

- Demonstrate wedging the proper care of clay.
- Develop skill in hand-building techniques (e.g., pinch, slab, coil).
- Develop skill on the potter's wheel.
- Understand glazing and firing techniques.
- Use a sketchbook, rubric, or media component to gather and develop ideas and record results.
- Experiment with multiple surface textures and decorating techniques.
- Solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, and construct and finish the surface to enhance the form.
- In higher level courses, solve challenging problems, take risks, and try a variety of ways to work.

Digital Arts

Grade: 10-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art</i> or teacher recommendation	Course Overview: <p><i>Digital Arts</i> will explore the diversity of processes and concepts in computer graphic art and design. Students will look at the cutting-edge technology, computer art programs, and the computer art industry. With this knowledge, students will work on developing their own digital visual art. Students will be expected to recognize and critique artistic themes in computer generated art and animation works. Group and individual critiques will be used. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Laurence Gartel • Eihachiro Nakame • Barbara Kasten • Melvin Prueitt • Barbara Nessim • Joseph Scala • Charles Csur • Lillian Schwartz • Stewart Dickson • Steve Strassman • Susumu Endo • Peter Struycken 	<ul style="list-style-type: none"> • Digital portrait • Surrealistic landscape • Publications • Digital figures • Abstract art • Animated art • Altered photography • Time-lapse photography • Digital portfolio • Website design • Reinterpretations of famous artwork • Architectural drawing 	<ul style="list-style-type: none"> • Digital photography • Digital portfolios • Time-lapse photography • Digital photo editing/altering • Internet research • Collaborative shared projects • Produce, publish, and update individual or shared media projects • Multimedia projects • Drawing on tablets

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Larry Elin • Joan Truckenbrod • David Em • John Whitney • Darcy Gerbarg • Aldo Giorgini • Karen Huff • Kenneth Knowlton • Dorothy Krause • Robert Mallery • Aaron Marcus • Leslie Mezei • Ann Murray 	<ul style="list-style-type: none"> • Mixed media collage • History of computer graphics 	

Basic Skills

Demonstrate basic skills through various digital media using computer, iPads, and other tablets.

- Explore basic digital drawing techniques.
- Learn and demonstrate different ways to show perspective.
- Learn compositional skills and experiment with different compositions.
- Work with layers.

Drawing and Design

Grade: 11-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art</i> or teacher recommendation	Course Overview: <p>In <i>Drawing & Design</i>, students refine their drawing and design skills. A variety of subject matter, materials, and technologies are used to solve two-dimensional and three-dimensional problems. Students continue to develop critiquing skills, and are encouraged to relate beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design. Portfolio development may be required. Media components may be explored and utilized. The second semester requires a greater degree of proficiency.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Leonardo da Vinci • Edgar Degas • David Hockney • Joan Miró • Pablo Picasso • John Singer Sargent • J.M.W. Turner • Rembrandt Harmenszoon van Rijn • Vincent van Gogh • Rex Ray • Joseph Stella • Bridget Riley • Fiona Tang 	<ul style="list-style-type: none"> • Line drawings in various media (e.g., pencil, ball point, felt tip, charcoal, chalk, conte, india ink). • Experimenting with different types of line and expressive mark making. • Value studies in various media (try studies using both a full and limited range of values and direct and indirect light sources). • Observational still life drawing (opaque and transparent objects, reflective and matte objects, smooth and textural objects, geometric and organic forms). 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborative shared projects • Produce, publish, and update individual or shared media projects.

Suggested Artists	Suggested Activities	Suggested Media Components
	<ul style="list-style-type: none"> • 1-point and 2-point perspective applied to drawings of hallways, stairwells, landscapes, urban environment. • Observational figure drawing (contour, gestural, hands/feet, portraits, self-portraits). • Design projects such as book design, illustration, comic book design, caricatures, illuminated letters, logo design, prints, wire sculpture, fabric design, cut/torn paper, positive/negative space, assemblage, collage, stained glass, scratchboard, masks, package design. 	

Drawing

Develop technical and expressive competency in drawing.

- Use the elements and principles of art to create an aesthetic composition.
- Draw expressively and communicate emotions and ideas.
- Use a sketchbook/journal to gather and develop ideas, set goals, and record results.

Art Production

Continue to employ original thought in art production.

- Avoid stereotyped and copied art.
- Discover a variety of inspirational sources.
- Take risks, pushing beyond comfort zone.
- Demonstrate an open-minded approach to diversity of ideas and artistic styles.
- Use a sketchbook/journal to gather and develop ideas and record results.

Fiber Art, Beginning

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p>In <i>Beginning Fiber Art</i>, students will learn to use various fibers as a medium to produce art. Students learn to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Magdalena Abakanowicz • Ted Hallman • Fran Reed • Peter Collingwood • Cynthia Sherrer • Anni Albers • Ed Rossbach • Fern Jacobs • Diane Itter • Sheila Hicks • Faith Ringold • Lenore Tawny • Judy Chicago 	<ul style="list-style-type: none"> • Braiding, twining, finger weaving, macramé using various fibers • Crocheting and knitting • Sewing various fibers; free-form embellishment • Simple looms: card weaving, band weaving • Table and floor looms • Felting • Papermaking; bookbinding • Dyeing, printing, stamping 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time-lapse photography • Digital photo editing • Internet research

Basic Skills

Demonstrate basic skills through various media including drawing, sculpture, metals, fiber, and mixed media.

- Explore basic drawing techniques such as gesture, contour line, and value work.
- Create art considering color, composition, and use of space.
- Experiment with materials to create 3D projects, such as yarn, felting, papermaking, and sewing.

Fiber Art, Intermediate

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p>In <i>Intermediate Fiber Art</i>, students will use various fibers as a medium to produce art. Students continue to create and critique art, and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgements about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Magdalena Abakanowicz • Ted Hallman • Fran Reed • Peter Collingwood • Cynthia Sherrer • Anni Albers • Ed Rossbach • Fern Jacobs • Diane Itter • Sheila Hicks • Faith Ringold • Lenore Tawny • Judy Chicago 	<ul style="list-style-type: none"> • Braiding, twining, finger weaving, macramé using various fibers • Crocheting and knitting • Sewing various fibers; free-form embellishment • Simple looms: card weaving, band weaving • Table and floor looms • Felting • Papermaking; bookbinding • Dyeing, printing, stamping 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time-lapse photography • Digital photo editing • Internet research

Basic Skills

Demonstrate basic skills through various media including drawing, sculpture, metals, fiber, and mixed media.

- Explore basic drawing techniques such as gesture, contour line, and value work.
- Create art considering color, composition, and use of space.
- Experiment with materials to create 3D projects such as yarn, felting, papermaking, and sewing.

Fiber Art, Advanced

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (total 1) Prerequisite: <i>Beginning Fiber Art</i> and <i>Intermediate Fiber Art</i> , or teacher recommendation	Course Overview: <p>In <i>Advanced Fiber Art</i> students will continue to refine the use of various fibers as a medium to produce art. Students continue to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students will exhibit a greater level of proficiency, independence, and self-direction. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Magdalena Abakanowitz • Ted Hallman • Fran Reed • Peter Collingwood • Cynthia Sherrer • Anni Albers • Ed Rossbach • Fern Jacobs • Diane Itter • Sheila Hicks • Faith Ringgold • Lenore Tawny • Judy Chicago 	<ul style="list-style-type: none"> • Braiding, twining, finger weaving, macramé using various fibers • Crocheting and knitting • Sewing various fibers; free-form embellishment • Simple looms: card weaving, band weaving • Table and floor looms • Felting • Papermaking; bookbinding • Dyeing, printing, stamping 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time-lapse photography • Digital photo editing • Internet research

Basic Skills

Demonstrate a basic skills through various media including drawing, sculpture, metals, fiber, and mixed media.

- Explore basic drawing techniques such as gesture, contour line, and value work.
- Create art considering color, composition, and use of space.
- Experiment with materials to create 3D projects, such as yarn, felting, papermaking, and sewing.

Graphic Design

Grade: 10-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art, Beginning 2D Art</i> , or teacher recommendation	Course Overview: <p><i>Graphic Design</i> is the creative planning and execution of visual communication. This course introduces art intended to communicate information and advertising. The focus is on studying and using layouts and concepts used in the graphic design industry. Analog and digital media will be used. Layout, typography, scanning, and photography are involved in the production of visual communication. Portfolio development may be required. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Andy Warhol • Crystal Kaakeeyáa Rose Demientieff Worl 	<ul style="list-style-type: none"> • Design a self-promotional poster. • Design a logo. • Alter a photo using adobe. • Design a label for an imaginary product. • Design a magazine cover. • Design a newsletter or newspaper. • Design a set of postage stamps or currency. 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour lines.
- Learn and demonstrate different ways to show perspective.
- Learn compositional skills and experiment with different compositions.
- Work with transparent and opaque media.

Honors Art/ Portfolio Development

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Drawing and Design</i> or teacher recommendation	Course Overview: <p><i>Honors Art/Portfolio Development</i> is a course designed for serious art students with a commitment to develop their technical skills in two-dimensional or three-dimensional art. Through supervised study, students will build a portfolio that demonstrates an ability to solve a variety of artistic problems and work with many approaches. Self-discipline and a willingness to seek new challenges are demanded. Students continue to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. This course develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives, and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Diane Arbus • Romere Bearden • Imogene Cunningham • Edward Curtis • Stuart Davis • Max Earnst • Keith Haring • Hannah Hoch • Katsushika Hokusai • William Johnson • Barbara Krueger 	<ul style="list-style-type: none"> • Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking. • Spatial investigation: introduce color and complex variations to include spatial depth. • Color theory: explore the complexity of color using limited palettes. • Abstractions: stylize individual objects, interior spaces of the figure. 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborative shared projects • Produce, publish, and update individual or shared media projects

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Dorothea Lange • Jacob Lawrence • Sherrie Levine • Piet Mondrian • Robert Motherwell • Gabriele Muntz • Robert Rauschenberg • Faith Ringgold • Andres Serrano • Miriam Shapiro • Cindy Sherman • Jaune Quick-to-See Smith • Nancy Spero • Pat Stier • Paul Strand • Masami Teraoka • Edouard Vuillard • Edward Weston • David Wojnarowicz • Andrew Wyeth 	<ul style="list-style-type: none"> • Curved and angled compositions: explore existing forms using curved and angled shapes. • Photograms: explore repetitive patterns and other variations. • (digital) portraits: combine various (digital) effects and processes. • (digital) landscape: experiment with filters and special effects to create metaphysical forms. • Still life as design: approach the still life as a study in color manipulation and stylization of the 2D elements. • Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern. • Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc. 	

Portfolio

Develop a portfolio that shows a high degree of accomplishment.

- Create works that exhibit a synthesis of form, technique, and content.
- Create works that exhibit personal expression, sensitivity, and style.
- Create works that demonstrate broad experience and a high degree of success.
- Evaluate works of art in written and verbal form.

Art Production

Use original thought in art production.

- Avoid stereotyped and copied art.
- Discover a variety of inspirational sources.
- Take risks, pushing beyond comfort zone.
- Demonstrate an open-minded approach to diversity of ideas and artistic styles.
- Use a sketchbook/journal to gather and develop ideas and record results.

Personal Responsibility

Demonstrate personal responsibility through:

- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.

Critiquing Skills

Proficiently use critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

Jewelry, Beginning

Grade: 10-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p><i>Beginning Jewelry</i> covers the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Abrasha • Andy Cooperman • Linda Darty • Robert Ebendorf • Arline Fisch • Judy Gumm • Nancy Linkin • Barbara Minor • Turid Senungetuk • Denise and Samuel Wallace • Tammy Holland (local Fairbanks) • Carrie Aronson (local Fairbanks) • Cheryl Eve Acosta • Alexander Calder • Alex Monroe • Sonya Kelliher-Combs 	<ul style="list-style-type: none"> • Rings • Pendants • Key rings in a variety of materials • Polymer clay beads • Lamp worked beads • Macramé knotting techniques • Metal work – sawing, piercing, soldering • Metal fasteners – simple hook, toggle clasps, hook and ring • Metal chains • Basic beading - crimp beads, wire links, ear wires • Found object jewelry • Resin • Wire Work- wire wrapping, wire components 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research

Jewelry Design Skills

Demonstrate jewelry design skills through the use of various materials and processes.

- Become proficient in cutting, soldering, annealing, bending, and forging metals.
- Create jewelry that may include rings, bracelets, earrings, and necklaces.
- Learn several finishing techniques and surface treatments.
- Create figurative and non-figurative designs.
- Use a sketchbook/journal to gather and develop ideas and record results.

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a working in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

Jewelry, Intermediate

Grade: 10-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Beginning Jewelry</i> or teacher recommendation	Course Overview: <i>Intermediate Jewelry</i> continues to cover the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized. Students must complete semester one before taking semester 2.
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Abrasha • Andy Cooperman • Linda Darty • Robert Ebendorf • Arline Fisch • Judy Gumm • Nancy Linkin • Barbara Minor • Turid Senungetuk • Denise and Samuel Wallace • Tammy Holland (local Fairbanks) • Carrie Aronson (local Fairbanks) • Cheryl Eve Acosta • Alexander Calder • Alex Monroe • Sonya Kelliher-Combs 	<ul style="list-style-type: none"> • Rings • Pendants • Key rings in a variety of materials • Polymer clay beads • Lamp worked beads • Macramé knotting techniques • Metal work – sawing, piercing, soldering • Metal fasteners – simple hook, toggle clasps, hook and ring • Metal chains • Basic beading - crimp beads, wire links, ear wires • Found object jewelry • Resin • Wire Work- wire wrapping, wire components 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research

Jewelry Design Skills

Demonstrate jewelry design skills through the use of various materials and processes.

- Become proficient in cutting, soldering, annealing, bending, and forging metals.
- Create jewelry that may include rings, bracelets, earrings, and necklaces.
- Learn several finishing techniques and surface treatments.
- Create figurative and non-figurative designs.
- Use a sketchbook/journal to gather and develop ideas and record results.

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

Jewelry, Advanced

Grade: 10-12 Length: Two semesters Credit: 0.5 each semester (total 1) Prerequisite: <i>Intermediate Jewelry</i> or teacher recommendation	Course Overview: <p><i>Advanced Jewelry</i> continues to build on the skills, knowledge, attitudes, and technology necessary to create jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Abrasha • Andy Cooperman • Linda Darty • Robert Ebendorf • Arline Fisch • Judy Gumm • Nancy Linkin • Barbara Minor • Turid Senungetuk • Denise and Samuel Wallace • Tammy Holland (local Fairbanks) • Carrie Aronson (local Fairbanks) • Cheryl Eve Acosta • Alexander Calder • Alex Monroe • Sonya Kelliher-Combs 	<ul style="list-style-type: none"> • Rings • Pendants • Key rings in a variety of materials • Polymer clay beads • Lamp worked beads • Macramé knotting techniques • Metal work – sawing, piercing, soldering • Metal fasteners – simple hook, toggle clasps, hook and ring • Metal chains • Basic beading - crimp beads, wire links, ear wires • Found object jewelry • Resin • Wire work- wire wrapping, wire components 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research

Jewelry Design Skills

Demonstrate jewelry design skills through the use of various materials and processes.

- Become proficient in cutting, soldering, annealing, bending, and forging metals
- Create jewelry that may include rings, bracelets, earrings, and necklaces
- Learn several finishing techniques and surface treatments
- Create figurative and non-figurative designs
- Use a sketchbook/journal to gather and develop ideas and record results

Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

Painting

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art</i> or teacher recommendation	Course Overview: <p><i>Painting</i> develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives, and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Portfolio development may be required. Technology may be applied for reference or support.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Mary Cassatt • Cézanne • Chuck Close • Leonardo da Vinci • Lyonel Feininger • Francisco Goya • Henri Matisse • Claude Monet • Alice Neel • Pablo Picasso • Robert Rauschenberg • Diego Rivera • Frank Stella • Vincent van Gogh 	<ul style="list-style-type: none"> • Watercolor landscapes or still life. • Crayon resist animals or birds. • Build canvas for acrylic painting of a self-portrait, mirror image, or reflection. • Masking tape painting with acrylic and/or tempera, non-objective abstract, or cubism. • Watercolor pencil gesture drawing through observation, then wash over pencil. • Pen and ink drawings of skeleton and/or bones. • Scratch board of textures with watercolor washes. • Multi-media theme piece using magazines, gel medium, and watercolor. 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshow

Painting Skills

Use a variety of media and techniques to acquire skills in painting.

- Understand and apply color theory.
- Experiment with various painting techniques.
- Paint on various painting surfaces.
- Use the elements and principles of art to create aesthetic compositions.
- Paint expressively and communicate emotions and ideas.

Photography, Beginning

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p><i>Beginning Photography</i> covers the fundamental skills, knowledge, and techniques necessary to begin to understand the photographic process. Students learn the basic functions of a manual SLR 35mm camera and/or a DSLR digital camera, how to process black and white film and/or digital images, and print film negatives and positives and/or digital images. Students will learn the elements and principles of art, and begin to apply them to their work. Students learn to make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Extensive out-of-class work is required to be successful in photography. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and high expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Richard Avedon • Edward Curtis • Paul Strand • Dorothea Lange • Annie Liebovitz • Alfred Steichen • Diane Arbus • Robert Frank • Nan Goldin • Andre Serrano • Weegee • David Levinthal • Sophie Calle • Ralph Eugene Meatyard • Paul Outerbridge • Philip-Lorca Dicorcia 	<ul style="list-style-type: none"> • Photo history timeline • Pinhole camera • Photogram • Basic camera operation and function • Focus on shutter and function • Photographic composition exploration • Advanced techniques • Digital portfolio development • Lighting • Macro photography • Journalism/story photography • Diptych/triptych • Photopea.com 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshow

Suggested Artists continued...	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Francesca Woodman • Andreas Gursky • R Karl Blossfeldt • Barbara Kruger • Margaret Bourke-White • Mathew Brady • Harry Callahan • Walker Evans • Lewis Hine • Andre Kertesz • Jacob Riis • Charles Scheeler • Edward Weston • Edward Steichen • Alfred Stieglitz • James Van Der Zee • Minor White • Alexander Rodchenko • Manuel Alvarez Bravo • Felice Beato • Bill Brandt • Tina Modotti • Lisette Model • Adolph De Meyer • Patrick Demarchelier • Irving Penn • Barbara Morgan • Steven Meisel • Herb Ritts • Bruce Weber • David LaChapell • Louise Dahl-Wolfe • Mario Testino • Cecil Beaton 		

Photography Skills

Use a variety of techniques and tools to gain skills in photography.

- Demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment.
- Follow proper procedures for handling, processing, and printing film and/or digital photos.
- Troubleshoot negatives, prints, and/or digital imagery.
- Take pictures outside of class time.
- Learn advanced techniques.

Photography, Intermediate

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Beginning Photography</i> or teacher recommendation	Course Overview: <p><i>Intermediate Photography</i> is for serious students committed to gaining independence, technical skill, and knowledge in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge, and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts, exposure, development of the negative, printing skills in black and white or digital photos, and the digital process. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world, and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Richard Avedon • Edward Curtis • Paul Strand • Dorothea Lange • Annie Liebovitz • Alfred Steichen • Diane Arbus • Robert Frank • Nan Goldin • Andre Serrano • Weegee • David Levinthal 	<ul style="list-style-type: none"> • Photo history timeline • Pinhole camera • Photogram • Basic camera operation and function • Focus on shutter and function • Photographic composition exploration • Advanced techniques • Digital portfolio development • Lighting • Macro photography • Journalism/story photography • Diptych/triptych • photopea 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshow

Suggested Artists continued...	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Sophie Calle • Ralph Eugene Meatyard • Paul Outerbridge • Philip-Lorca Dicorcia • Francesca Woodman • Andreas Gursky • R Karl Blossfeldt • Barbara Kruger • Margaret Bourke-White • Mathew Brady • Harry Callahan • Walker Evans • Lewis Hine • Andre Kertesz • Jacob Riis • Charles Scheeler • Edward Weston • Edward Steichen • Alfred Stieglitz • James Van Der Zee • Minor White • Alexander Rodchenko • Manuel Alvarez Bravo • Felice Beato • Bill Brandt • Tina Modotti • Lisette Model • Adolph De Meyer • Patrick Demarchelier 		

Suggested Artists continued...	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Irving Penn, • Barbara Morgan • Steven Meisel • Herb Ritts • Bruce Weber • David LaChapell • Louise Dahl-Wolfe • Mario Testino • Cecil Beaton 		

Photography Skills

Use a variety of techniques and tools to gain skills in photography.

- Demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment.
- Follow proper procedures for handling, processing, and printing film and/or digital photos.
- Troubleshoot negatives, prints, and/or digital imagery.
- Take pictures outside of class time.
- Learn advanced techniques.

Photography, Advanced

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (total 1) Prerequisite: <i>Intermediate Photography</i> or teacher permission	Course Overview: <p><i>Advanced Photography</i> is for higher level students committed to gaining independence, technical skill, and knowledge, in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts, exposure, development of the negative, and printing skills in black and white or digital photos and the digital process. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. All advanced students are encouraged to work towards developing a 2D AP digital portfolio. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Ansel Adams • Richard Avedon • Edward Curtis • Paul Strand • Dorothea Lange • Annie Liebovitz • Alfred Steichen • Diane Arbus • Robert Frank • Nan Goldin • Andre Serrano • Weegee 	<ul style="list-style-type: none"> • Photo history timeline • Pinhole camera • Photogram • Basic camera operation and function • Focus on shutter and function • Photographic composition exploration • Advanced techniques • Digital portfolio development • Lighting • Macro photography • Journalism/story photography • Diptych/triptych 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Image sharing • Digital slideshow

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • David Levinthal • Sophie Calle • Ralph Eugene Meatyard • Paul Outerbridge • Philip-Lorca Dicorcia • Francesca Woodman • Andreas Gursky • R Karl Blossfeldt • Barbara Kruger • Margaret Bourke-White • Mathew Brady • Harry Callahan • Walker Evans • Lewis Hine • Andre Kertesz • Jacob Riis • Charles Scheeler • Edward Weston • Edward Steichen • Alfred Stieglitz • James Van Der Zee 	<ul style="list-style-type: none"> • Photopea.com 	<ul style="list-style-type: none"> •

Photography Skills

Use a variety of techniques and tools to gain skill in photography.

- Demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment.
- Follow proper procedures for handling, processing, and printing film and/or digital photos.
- Troubleshoot negatives, prints, and/or digital imagery.
- Take pictures outside of class time.
- Learn advanced techniques.

Printmaking

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art</i> or teacher recommendation	Course Overview: <p><i>Printmaking</i> is the art of making multiple originals. Students will learn the history of the field, and explore various processes such as silk screening, lithography, monoprinting, etching, and woodcuts. This course stresses the use of the elements and principles of art and the improvement of creative thinking skills. Students continue to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of printmaking. A safety test must be passed before students are allowed to use potentially harmful tools, chemicals, materials, or machinery. Portfolio development may be required. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Mary Cassatt • Currier & Ives • Winslow Homer • Robert Rauschenburg • Tamarind Institute • Rembrandt Harmenszoon van Rijn • Andy Warhol • Cape Dorset Printmakers • Elizabeth Cattlett • Rockwell Kent • Charles White • Alex Katz • Hokusai Katsushika • Ando Hiroshige 	<ul style="list-style-type: none"> • Linoleum printing landscape • Wood block self-portrait that may include an embossed print on watercolor paper. • Masking tape on silkscreen, non-objective design. • Rubylith® on silkscreen of an original logo • Photosensitive emulsion on silkscreen of an original t-shirt design, bumper sticker, spirit design, or locker sticker design. • Collograph or lithograph of a cityscape or waterscape • Monoprint of a gesture drawing 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborative shared projects • Produce, publish, and update individual or shared media projects.

Sculpture

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art</i> or teacher permission	Course Overview: <p><i>Sculpture</i> covers the fundamental skills, knowledge, and technology necessary to begin to understand sculpture. Various sculptural processes are explored, and students work with a variety of materials and tools. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of sculpture throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized. Students will develop a sculptural arts vocabulary using and applying the elements and principles of art. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Michaelangelo Buonarroti • Alexander Calder • Leonardo DaVinci • Andy Goldsworthy • Alberto Gracometti • Amedeo Modigliani • Henry Moore • Louise Nevelson • Auguste Rodin 	<ul style="list-style-type: none"> • Clay - realistic figures • Soapstone - simple figures • Alabaster - nonobjective • Books • Wood carvings • Masks • Assemblage • Plaster sculptures from blocks 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborations and partnerships • Image slideshows

3D Design Skills

Demonstrate 3D design skills through the use of various materials and processes.

- Create sculpture using modeling, carving, and assemblage techniques.
- Work in various media, such as paper, plaster, wood, wire, clay, soapstone, and found objects.
- Create figurative, abstract, and non-objective art.
- Use a sketchbook/journal to gather and develop ideas and record results.

Special Topics in Art

Grade: 10-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: <i>Studio Art</i> or teacher recommendation	Course Overview: <p><i>Special Topics in Art</i> provides serious art students an opportunity to investigate individual interest areas in the visual arts through supervised study. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Michelangelo Buonarroti • Leonardo da Vinci • Keith Haring • Frank Lloyd Wright • Georgia O’Keffe • Vincent Van Gogh • Sandy Skoglund • Jamie Smith • Rex Ray • Cara Walker • Joseph Albers • Mark Rothko • Grandma Moses • Louise Nevelson • John Hoover 	<ul style="list-style-type: none"> • Teacher and student will develop activities and projects that increase the student’s artistic skills in a variety of media critiques. • Self-evaluation and teacher evaluation. 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • Collaborative shared projects • Produce, publish, and update individual or shared media projects

Plan of Study

Develop a plan of study in collaboration with the teacher.

- Set goals and objectives, and record progress.
- Research topics.
- Seek and accept input from teacher and peers.

Studio Art

Grade: 9-12 Length: Two semesters Credit: 0.5 each semester (1 total) Prerequisite: None	Course Overview: <p><i>Studio Art</i> is recommended as a foundation for most other art courses. This primarily two-dimensional course covers fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create and critique art, and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. Media components may be explored or utilized. Students will develop a visual arts vocabulary using and applying the elements and principles of art. Students will begin to understand color vocabulary, theory and its application. The second semester requires a greater degree of proficiency and high expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here](#) for Essential Topics covered in every high school art course.

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> • Salvador Dali (surrealism) • Dale DeArmond (printmaking) • Juan Gris (cubism) • Keith Haring • Alexei Jawlensky (expressionism) • Jasper Johns • Kathe Kollwitz (printmaking) • René Magritte (surrealism) • Maria Martinez • Henry Moore • Edvard Munch (expressionism) • Gabriele Muntér (expressionism) 	<ul style="list-style-type: none"> • Calligraphic line • Clay masks • Contour line drawing • Digital art unit- procreate, etc. • Fabric painting • Grid drawing • Landscape painting • Logo design • Optical art • Painting – watercolor and acrylic • Papier-mâché • Perspective 	<ul style="list-style-type: none"> • Digital portfolios • Documenting process • Time lapse photography • Digital photo editing • Internet research • iPads • Wacom tablets • Collaborations and partnerships

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> • Georgia O’Keeffe • Pablo Picasso (cubism) • Jackson Pollock • German Expressionists (printmaking) 	<ul style="list-style-type: none"> • Printmaking – stamp prints, linoleum prints, monoprints, embossed prints • Shading techniques in various media • Soapstone carving • Stippling • Unique color wheel design • Wire sculpture • Wood cut or linoleum printing 	

Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour line.
- Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701



Fairbanks North Star Borough School District

World Language Curriculum



2024 – 2025 Revision – Draft 1

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Curriculum Writers

Stephanie Ferrara – Lathrop High School
Melissa Hickman – West Valley
Shu Huang – West Valley
Eileen Julian – Effie Kokrine Charter School

Curriculum Researchers

World language teachers met during professional development in September 2023 to begin the research stage for World Language curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statements

Philosophy:

The study of languages and cultures develops appreciation, understanding, and acceptance among the world's peoples, broadens university and career choices, and enhances student performance in other content areas. The study of a world language allows students to recognize their own distinct culture and language, and enriches the students' personal lives. Therefore, studying languages and cultures is an integral part of the essential curriculum for students of all ages and abilities. A successful world language program incorporates varied instructional strategies, technologies, assessments for communicative proficiency, and opportunities to participate in culturally authentic experiences.

Mission Statement:

Our mission is to encourage students to become global citizens by instilling cultural understanding, developing language skills, and promoting life-long learning. Acquiring a new language is an on-going process developed over time; therefore, the Fairbanks North Star Borough School District commits to:

- encouraging students to engage in multiple years of world language education as a life-long learning process;
- creating a classroom environment which supports language acquisition;
- providing instructors who are proficient in the target language, embed best practice pedagogy, and stay up-to-date with current research and findings in providing language instruction;
- integrating various methods, materials, and technology to help students learn to respond, perform, and create in the target language; and
- utilizing community resources to help students make connections locally and world-wide.

Introduction

Our team of World Language writers has developed a curriculum that aligns with local, state, and national standards, organized around the goal areas of the National Standards for Language Learning: communication, cultures, and comparisons. These goal areas not only reflect our state standards but also enable a unified World Language curriculum that can adapt to the specific needs and expertise of our community.

It is expected that all four linguistic domains (listening, reading, speaking, and writing) will be addressed and assessed through the learning at all levels; however, it is completely appropriate for elementary schools to concentrate on speaking and listening. Elementary schools may incorporate exposure to languages through music, art, dancing, etc. The middle school exploratory model is the broader learning of two or more languages and cultures throughout the year.

Single language development, depending on staffing, can begin in middle school and continue in high school. Single language curriculum not listed in this guide may be available to schools through district online options. Additionally, schools wishing to offer languages not in the curriculum may be able to do so through the district's pilot course process. Contact the Department of Teaching and Learning for more information on this process.

Archived Courses

The following courses have been removed from the World Language Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Chinese Culture
- French IV
- J-Pop Culture
- Spanish Speaking Countries and Culture

Explanation of Terms

Ongoing Learner Goals

Objectives that are fostered and reinforced on every suitable occasion. Mastery is not assigned to a specific grade level or course.

NSFL

National Standards for Language Learning

AKWL

Alaska World Language

ACTFL

American Council on the Teaching of Foreign Languages

Ongoing Learner Goals

Students will:	Alaska Content Standards:	National Standards:
<ul style="list-style-type: none"> understand and participate in dialogues of increasing complexity 	WL.A; WL.C	NS.1.1-1.3; NS.2.1-2.2; NS.3.1-3.2; NS.4.1-4.2; NS.5.1-5.2
<ul style="list-style-type: none"> use correct grammatical structures in communication 	WL.A; E/LA.A.1,2	NS.1.1-1.3
<ul style="list-style-type: none"> understand and compare target language and culture by examining one's own language and culture 	WL.B; WL.C; E/LA.E.1; A.B.2, A.D.5; G/C.A.4; H.B.1; CS.A.5,7; CS.B.1,2; CS.E.1,2,5,8	NS.2.1-2.2
<ul style="list-style-type: none"> be aware of cultural differences and interact appropriately in multilingual environments 	WL.A; WL.C; E/LA.A.6; E/LA.E; CS.C.4	NS.2.1-2.2; NS.5.1-5.2
<ul style="list-style-type: none"> apply language skills and cultural knowledge to enhance personal, intellectual, and social growth 	WL.B; WL.C; A.B.2,7,8; H.C; HL.C.6	NS.3.1-3.2; NS.5.1-5.2
<ul style="list-style-type: none"> increase proficiency in writing ideas and opinions using a variety of expressions and technologies 	WL.A; E/LA.A.1,2,4,5,7,8; H.D.3,6; L/IL.B.1,5	NS.1.1-1.3
<ul style="list-style-type: none"> read and listen to comprehend increasingly complex selections 	WL.A; E/LA.B; E/LA.D.1; E/LA.E	NS.1.1-1.2; NS.5.2
<ul style="list-style-type: none"> work to improve pronunciation skills 	WL.A; E/LA.A.3	NS.1.1-1.2
<ul style="list-style-type: none"> utilize available resources to experience authentic cultural and language exposure, and to participate in multicultural events 	WL.B; WL.C; A.A.1; A.B.2; CS.C.4; CS.D.4, CS.E.1,3	NS.3.2; NS.5.1
<ul style="list-style-type: none"> utilize target language to discuss issues of local and global importance 	WL.A; WL.B; WL.C; E/LA.D; G.A.1,5; G.B.1; G.F.6; G/C.D.5, H.A	NS.4.2; NS.5.1; NS.2.1; NS.3.1
<ul style="list-style-type: none"> seek opportunities for immersion in the target language 	WL.B; WL.C; A.A.1; A.B.2; G.B.6; CS.C.4	NS.5.1-5.2; NS.4.1-4.2
<ul style="list-style-type: none"> develop an understanding of how language and history have shaped the target language culture 	WL.B; WL.C; G.B.1,3,4,7,8; G.D.1,4,5; G.F.5,6; H.B; H.C	NS.2.1-4.2
<ul style="list-style-type: none"> investigate career opportunities that require knowledge of the target language as a necessary skill 	WL.C; EM.A.2; EM.B.4	NS.5.1-5.2

Suggested Guidelines for Elementary



Grades K-5

This section provides examples of what a comprehensive world language program might look like in a K-5 elementary.

Elementary Introduction

The primary focus is on understanding and speaking.

Elementary programs focus on the development of listening and speaking skills and on cultural awareness. Grammar is learned indirectly, rather than through direct instruction.

Elementary programs follow the natural sequence of language learning:

- understanding
- speaking
- reading
- writing

Instructional techniques appropriate for young children are central to this level of language introduction; physical activity, music, and concrete experiences play an important role. Visuals, manipulatives, and music are a crucial part of the elementary classroom. Therefore, the typical elementary lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the younger child. The goals of elementary programs are to introduce students to a world language and culture, and to motivate them to pursue further language study.

The ability of elementary schools to offer specific world language programs varies based on available resources. Cultural awareness and world languages should be integrated into students' course of study through other curricula, including literature and social studies. Elementary schools may incorporate exposure to languages through music, art, dancing, etc.

After completion of the exploratory elementary world language program, students will move into exploratory models of learning.

Kindergarten – Grade 1

Grade: K-1	Overview: In this class, students will focus on music, dance, art, books, food, and games in the target language and culture.
Prerequisites: None	

Themes	Objectives Students will:	Suggested Activities
<ul style="list-style-type: none"> • Music • Dance • Arts • Literacy • Food <ul style="list-style-type: none"> ▪ Traditional dishes ▪ Holiday foods • Games • Classroom Routines 	<ul style="list-style-type: none"> • know that some people speak other languages • know that other languages have unique cultural components • know that other languages are written differently than English • recognize and sing along to authentic children's songs • participate in authentic dance from the culture • create artwork inspired by authentic culture, and know how the art and culture are connected • listen to and view children's books read to them in the target language • know some foods and ingredients from the culture • recognize enough spoken vocabulary to participate in classroom routines and language games 	<ul style="list-style-type: none"> • Present a concert to families and community of songs and dance that children can perform • Display artwork with a description of the cultural connection • Display bulletin boards of books children have chosen and heard read to them • Students make a pictorial recipe, help prepare, and eat foods • Students play games such as <i>Simon Says</i>, <i>Head, Shoulders, Knees, and Toes</i>, or <i>Bingo</i> • Students respond to basic classroom commands in the target language

Grades 2-3

Grade: 2-3	Overview: Students will focus on instruction for music, dance, art, books, projects, food, and games in the target language and culture. Basic themes can be introduced as time allows, without the expectation of mastery. The focus is keeping the students engaged and successful in activities.
Prerequisites: None	

Themes	Objectives Students will:	Suggested Activities
Personal Information Ask / Tell <ul style="list-style-type: none"> greetings, introductions, leave-taking age where they are from discuss cultural differences Basics <ul style="list-style-type: none"> numbers 0-30 colors alphabet, accent marks, pronunciation classroom commands and phrases question words School <ul style="list-style-type: none"> ask / tell time numbers 30-1000 ask / tell about classes and school ask / tell about teachers ask / tell about classroom objects use prepositions of location with objects compare target country's public school routines and systems Weather/Seasons/Calendar <ul style="list-style-type: none"> date and month seasons 	<ul style="list-style-type: none"> recognize and sing along to children's songs participate in dance from the culture create artwork inspired by culture, and know how the art and culture are connected listen to and view children's books read to them in the target language know some foods and ingredients from the culture recognize enough spoken vocabulary to participate in language games sing an alphabet song and begin to sound out words respond appropriately to greetings such as "hello," "goodbye," and "how are you?" count up to thirty in the target language recognize names for some classroom objects 	<ul style="list-style-type: none"> Display bulletin board of books children have chosen and heard read to them Use cooperative structures to practice vocabulary strands Students write holiday cards in target language to classmates or family Students participate in a fashion show, that a partner narrates, displaying clothing Students create a map of their town appropriately labeled Students play games that require knowledge of vocabulary such as letters, colors, and numbers Students create a book or poster with personal information, family, and pictures Students create bar graphs of various student pastime activities Students practice activities, such as following directions, which require knowledge of vocabulary strand (point to the window, please give me the marker, color the tree purple, draw a mean dog, <i>Simon Says</i>, etc.) Students participate in many guided and modeled conversations based on vocabulary strands Students perform short skits in class of varying length to practice vocabulary strands

<ul style="list-style-type: none"> ▪ holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> ▪ seasonal sports and activities ▪ likes/dislikes ▪ hobbies ▪ ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> ▪ relationships ▪ physical description ▪ personality description ▪ household pets <p>Home</p> <ul style="list-style-type: none"> ▪ rooms in house ▪ basic furniture ▪ basic chores <p>Communities</p> <ul style="list-style-type: none"> ▪ places in the city (bank, library, restaurant, etc.) ▪ modes of transportation <p>Food</p> <ul style="list-style-type: none"> ▪ fruits, vegetables ▪ meat and dairy ▪ drinks ▪ traditional dishes ▪ holiday foods <p>Culture</p> <ul style="list-style-type: none"> ▪ music ▪ dance ▪ art ▪ holidays ▪ famous people ▪ national pastimes and interests 		<ul style="list-style-type: none"> • Students physically act out a simple book or play that the teacher reads aloud (<i>Goldilocks and the Three Bears</i> or any culturally appropriate story) • Students orally present personal information about themselves to peers • Sing songs to families and community • Present dance to families and community • Display artwork with description of the cultural connection • Students write and illustrate recipe ingredients and help prepare and eat foods
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Grades 4-5: Beginning World Language Literacy

Grade: 4-6	Overview: Students review and learn basic vocabulary that was likely introduced in the younger grades. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills to be introduced, as appropriate for the language, include pronunciation, oral presentation, spelling, and writing. Beginning grammar and geography skills are introduced (examples in Spanish would be the concept of subject pronouns, verb conjugation, and noun/adjective agreement).
Prerequisites: None	

• Themes	Objectives Students will:	Suggested Activities
Personal Information Ask / tell <ul style="list-style-type: none"> greetings, introductions, leave-taking age where they are from discuss cultural differences Basics <ul style="list-style-type: none"> numbers 0-30 colors alphabet, accent marks, pronunciation classroom commands and phrases question words School <ul style="list-style-type: none"> ask / tell time numbers 30-1,000 ask / tell about classes and school ask / tell about teachers ask / tell about classroom objects use prepositions of location with objects compare target country's public school routines and systems 	Culture: <ul style="list-style-type: none"> continue learning as they did in younger grades with songs, dance, art, food, and games know how to show respect and interact in everyday situations according to target culture know how to respond appropriately to many everyday greetings Geography: <ul style="list-style-type: none"> be familiar with basic physical and political geography of areas where language is spoken Literacy and Grammar: <ul style="list-style-type: none"> understand many phonetic skills necessary to decode writing begin to sound out and write words, not based on rote memorization begin to decode a dictation use comprehension skills, such as cognates, to assist in understanding begin to understand writing conventions 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families and younger students Engage in structured conversational practice on a regular basis with the vocabulary strand that is currently being taught Re-create, decorate, and label maps of the language area Start a writing notebook with grammar notes, dictations, verb practice, and writing exercises Present a personal information show and tell with structured phrases and visual aids (age, grade, home town, interests, family members) Write and share their daily schedule practicing time vocabulary with illustrations Describe which seasons they prefer and the kinds of activities that they do in each season or weather. Play student-created games to practice numbers up to 100 Celebrate common holidays from the culture

<p>Weather/Seasons/Calendar</p> <ul style="list-style-type: none"> • date and month • seasons • holidays/birthday <p>Sports/Hobbies</p> <ul style="list-style-type: none"> • seasonal sports and activities • likes/dislikes • hobbies • ask / tell about daily activities <p>Family</p> <ul style="list-style-type: none"> • relationships • physical description • personality description • household pets <p>Home</p> <ul style="list-style-type: none"> • rooms in house • basic furniture • basic chores <p>Communities</p> <ul style="list-style-type: none"> • places in the city (bank, library, restaurant, etc.) • modes of transportation <p>Food</p> <ul style="list-style-type: none"> • fruits, vegetables • meat and dairy • drinks • traditional dishes • holiday foods <p>Geography</p> <ul style="list-style-type: none"> • location of target countries 	<ul style="list-style-type: none"> • become familiar with varying accents of native speakers • begin to understand the concept of verb conjugation in the present tense • begin to understand the concept of subject and adjective use • participate appropriately in a class taught entirely in the target language • sound out and pronounce well enough to be understood by teacher <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands with few enough errors to be comprehensible • use knowledge of vocabulary for receptive understanding • use vocabulary to play games and complete projects 	<ul style="list-style-type: none"> • Using props and structured language perform a marketplace skit to buy and sell food items • Create and share a diorama of an invented town with important landmarks • Use pre-written scripts or common stories to perform short skits to practice target vocabulary, reading, and pronunciation • Write and perform short skit which incorporates basic information exchange with a new student <ul style="list-style-type: none"> • Create a country or region project with PowerPoint, including accurate pictures and very basic vocabulary to share with classmates • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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<ul style="list-style-type: none">• capitals• major geographic features of target countries• physical divisions of countries (regions, states, etc.)• monetary units <p>Culture</p> <ul style="list-style-type: none">• music• dance• art• holidays, celebrations• famous people• national pastimes and interests		
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Grades 4-5: Intermediate World Language Literacy

Grade: 4-6	Overview: Students practice basic vocabulary via projects, which allow for differing levels of mastery. Students continue to learn with music, dance, art, books, projects, drama, food, and games. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Many themes may be introduced by the end of this class, but students are not expected to master all themes. Students will still be beginning-intermediate speakers at the end of this class.
Prerequisites: One or more years of <i>Beginning World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Review and reinforcement of <i>Beginning World Language Literacy</i> themes and also an introduction of the following:</p> <p>Health</p> <ul style="list-style-type: none"> body parts daily routines for self-care symptoms of common illnesses <p>Travel</p> <ul style="list-style-type: none"> making reservations transportation exchange currency <p>Food</p> <ul style="list-style-type: none"> restaurant – order/comment on food market Cultural aspect: <ul style="list-style-type: none"> recipes/traditional foods from the target country legends pertaining to food (Spanish) bargaining <p>Family</p> <ul style="list-style-type: none"> extended family 	<p>Culture:</p> <ul style="list-style-type: none"> continue learning as they did in younger grades with songs, dance, art, food, and games show respect and interact in everyday situations according to target culture respond appropriately to many everyday greetings <p>Geography:</p> <ul style="list-style-type: none"> be familiar with physical and political geography of areas where language is spoken be familiar with basic history of areas where language is spoken <p>Literacy and Grammar:</p> <ul style="list-style-type: none"> read and orally present short poems and book passages speak clearly enough for a sympathetic listener to understand them decode well enough to write the main points of a dictation listen and read well enough to understand main points from a sympathetic speaker or illustrated text 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured conversational practice on a regular basis with increasing levels of student input and time allowed for speaking Re-create, decorate, and label maps of the language area to include major landforms Continue a writing notebook with grammar notes, dictations, and writing exercises Use pre-written and student-made scripts to perform short skits to practice target vocabulary Re-do projects from earlier grades incorporating less structure, allowing for more student interest, and age maturity. For example, rather than have students perform actions to a teacher-read skit of <i>Goldilocks</i>, have students read, adapt, and memorize another well-known story or play Create and present a diorama of their ‘dream house’ after viewing real estate listings from the target language country Students research and present a geographically accurate weather report from the target country or region

<p>Animals</p> <ul style="list-style-type: none"> • basic animals • description • general habitat (farm, jungle, desert, etc.) • Cultural aspect: <ul style="list-style-type: none"> ○ symbolism of certain animals in the target country <p>House</p> <ul style="list-style-type: none"> • rooms • furniture • building materials • chores • Cultural aspect: <ul style="list-style-type: none"> ○ family responsibilities at home ○ architecture of target countries <p>Media and Technology</p> <ul style="list-style-type: none"> • newspapers • Internet • TV and films • Books • Culture <ul style="list-style-type: none"> ○ art ○ dance ○ music ○ poetry ○ holidays ○ nationalities of target countries ○ famous speakers from target countries <p>Professions</p> <ul style="list-style-type: none"> • basic professions in masculine and feminine forms 	<ul style="list-style-type: none"> • begin to use writing conventions without direct teacher assistance • begin to recognize differences in varying accents of native speakers • use verb conjugation in the present tense in writing • begin to understand and recognize other verb tenses as needed such as preterite, imperfect, and past participle • use subject and adjective agreement in writing • begin to correct self while speaking in order to practice grammatical topics that have been learned <p>Vocabulary:</p> <ul style="list-style-type: none"> • recognize and spell many vocabulary words from strands • begin to use knowledge of vocabulary strands for structured and unstructured speaking and writing projects • use vocabulary to play games and complete projects • use receptive language to begin to understand other academic content as it relates to target culture, such as math, history, geography, and literature 	<ul style="list-style-type: none"> • Present show-and-tell of favorite activities or pastimes to peers • Label and present a silly monster body using magazine collage and descriptive adjectives • Country report as in beginning level, but with a different region or country and expanded descriptions • Wax museum of a famous person, presented to school or families in target language, with visual aids and/or interpreters to help those that don't speak language • Write essay of what happened over the holidays to practice past tenses • Write and decorate holiday letters or cards for family, other students, or school staff • Write to pen pals from an international pen pal program or a local high school language class • Interview classmates and present in a class newsletter for hobbies, interests, or vacation happenings • Act out a doctor visit, and medication recommendation • Research project from target culture such as animals, art, or history • Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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Grades 4-5: Advanced World Language Literacy

Grade: 4-6	Overview: Students will apply vocabulary to accomplish projects which focus on areas of academic interest. Literacy skills include pronunciation, spelling, writing, grammar, and speaking. Projects allow for differing levels of mastery. Class themes focus on reinforcement of lower level vocabulary as needed: geography, travel, music, history, art, culture, food, literature, current events, other academic areas, and special topics as approved by the teacher.
Prerequisites: One or more years of <i>Intermediate World Language Literacy</i> or teacher permission	

Themes	Objectives Students will:	Suggested Activities
<p>Reinforcement of vocabulary themes from previous years with ample opportunity for practice and improvement. Additional themes to explore are as follows:</p> <p>Enhancement of Personal Information</p> <ul style="list-style-type: none"> family, childhood (may introduce the imperfect) friendship school hobbies opinions <p>Lifestyles</p> <ul style="list-style-type: none"> life in target countries compare traditional and contemporary lifestyles taking care of oneself (daily routine and health) <p>Literature</p> <ul style="list-style-type: none"> legends, short stories, fairy tales, or articles <p>Music and Art</p>	<ul style="list-style-type: none"> extensively label maps from the target language areas use real websites in the target language to obtain information recognize, identify, and perform various music and dance styles describe basic historical events and some implications for modern life in target areas know some famous artists and recognize their key work interact appropriately with native speakers or in mock-everyday situations identify foods and order food from a menu read and summarize main points from a variety of genres with and without peer or teacher support describe some current events and their significance complete projects with teacher support on areas of academic interest or for dual credit with cooperating co-teacher perform grammar functions from the high school curriculum with increasing complexity 	<ul style="list-style-type: none"> Continue presenting concerts or displays of songs, dance, art, and food days with families Engage in structured and unstructured conversational practice on a regular basis, with high levels of student input Re-create, decorate, and label maps of the language area to include major landforms and other points of interest, such as habitat, populations, animals, dates, points of interest, transportation, etc. Continue a writing notebook with grammar notes, dictations, and writing exercises based on skills in the high school curriculum Use student-made scripts to perform skits to practice target vocabulary Perform for school and family a literary play in target language If available, eat in a local restaurant that can allow students to order in target language Invite native speakers to class to share food in a culturally appropriate way Write, edit, and revise projects such as a structured booklet, poster, or presentation using the vocabulary strands (diorama,

<ul style="list-style-type: none"> contemporary and traditional music and art from target countries express basic opinions of music and art <p>Cultural Heritage</p> <ul style="list-style-type: none"> social issues of the target countries (e.g., immigration, poverty, gender, politics, religion, etc.) stereotypes architecture and building materials in target countries <p>Storytelling</p>		<p>current events reports, debate, weather report, student pastimes, country report, famous person report, what happened over the holidays, holiday letters or cards, pen pals, class interviews, or research project on item from country such as animal, art, or history)</p> <ul style="list-style-type: none"> Use target language to complete projects in other academic areas such as artist study, writing a children's book, poetry recital, science experiment, landform diorama, chemistry experiment, and math applications Visit high schools to connect students with teachers and with older students studying the same target language Engage in a service project Teach lower level students a lesson based on the target language vocabulary strands Invite guest speakers to class to practice speaking, listen to new accents, learn dance, or learn about other places
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Example of Elementary World Language Program

The following is an example of a World Language program at the elementary level:

Primary Gwich'in

Grade: K-3	Overview: This course will teach oral proficiency and literacy readiness (introduction to sounds and symbols). Instructional strategies will include Gwich'in for oral proficiency. Scaffolding will be employed to help develop students' comprehension. Hands-on material development with students will emphasize speaking around activities. Reading, stories, and activities will emphasize sounds, classroom commands, and utility.
Length: 2 semesters	
Prerequisites: None	

Themes	Mastery Core Objectives Grammar / Usage / Structure Students will:	Suggested Activities
Introductions	<ul style="list-style-type: none"> introduce self and family, all the way to grandparents ask "Where are you from?" in Gwich'in, and answer the question themselves 	<ul style="list-style-type: none"> nouns will not be taught alone, but as part of sentences questions will be linked to conjugated verbs
Family/Kinship	<ul style="list-style-type: none"> introduce family and friends describe someone using familial terms (e.g., older and younger siblings, aunts and uncles (maternal and paternal)) 	<ul style="list-style-type: none"> once students master the appropriate meanings for verbs and nouns, introduce classificatory verbs use 100 common verb stems by the end of the year
Greetings	<ul style="list-style-type: none"> answer common greetings offer common greetings to others convey emotions and expressions 	
Weather/Seasons	<ul style="list-style-type: none"> use basic weather terms use basic terms for seasons (e.g., summer or fall) in sentences 	
Food	Discuss: <ul style="list-style-type: none"> eating, drinking, cooking, and cleaning traditional diet and nutrition age restrictions on food 	<ul style="list-style-type: none"> preparing cultural foods preserve, prepare, and process meat and fish

Adjectives/Numbers	Describe: <ul style="list-style-type: none"> • shapes • size • length • measurement • colors • numbers up to ten 	
Postpositions (prepositions in English)	<ul style="list-style-type: none"> • use the following words in a sentence: in, under, from, toward, beside, with, on, front of, up, down, back, and behind 	
Body parts (human)	<ul style="list-style-type: none"> • list visible body parts (e.g., legs, fingers, and ears) 	
Animals	<ul style="list-style-type: none"> • list animals in Alaska. • discuss the animals' habitats • describe what the animals eat and what preys on them • describe where the animals live • describe how the animals act • make animal sounds/calling • recognize and describe the animals' tracks and scat 	
Plants	<ul style="list-style-type: none"> • list medicinal plants, berries, trees, and brush • talk about the what time of the year they collect these items • describe the typical places they find these items • talk about what they like to eat 	
Clothing	<ul style="list-style-type: none"> • discuss basic clothing items (e.g., shirt and pants) • discuss what types of clothes are seasonal 	
Place names/ Geography	<ul style="list-style-type: none"> • lists and discuss villages in Alaska and Canada • use basic terms to describe Alaska and Canada (e.g., river, mountain, trail, lake, and hill) 	
Command words	<ul style="list-style-type: none"> • use command words, such as come, go, or stop • use classroom commands, such as raise hand or clean up. • use basic exercise terms (e.g., running or jumping) 	
Stories/Dialogue	Discuss: <ul style="list-style-type: none"> • the Gwich'in creation story • Vadzaagiitsak • Zhee choo zhi' haa • deetrya' • Naa'in • Ch'iteehaakwaii 	

Middle School



Grades 6-8

Level I high school World Language courses may be offered at the middle school level, dependent on school course options and staffing. See [Policy 973.11](#) for grading and credit information.

Grades 6-8: World Language Exploration

Grade: 6-8	Overview: For the <i>Introductory World Language Course</i> , student will explore a minimum of two foreign languages . They are introduced to language learning through basic vocabulary and phrases, with minimum exposure to grammatical concepts. It also includes an introduction to the geography and cultures of the languages studied.
Length: 1 quarter or 1 semester	
Prerequisites: none	

Themes	Mastery Core Objectives	Grammar/ Usage/Structure
	Students will:	Students will be introduced to the following concepts:
The Country: Geography & History AK. Content Standards: WL.B.1-5	<ul style="list-style-type: none"> identify the location of country or countries where the language is spoke understand a brief historical background of the country identify cognates learn languages which are in the same language family Cultural aspect: <ul style="list-style-type: none"> explain how this country has influenced and/or been influenced by the United States find some cities or names that come from the language being studied 	<ul style="list-style-type: none"> some (Latin American) countries use a definite article (el, la) as part of its name (e.g., <i>el Peru</i> or <i>la Argentina</i>)
Introductions and Greetings AK. Content Standards: WL.A.1-3; B.2-3	<ul style="list-style-type: none"> introduce themselves ask another person's name appropriately express greetings and farewells for various times of day practice expressions of courtesy give age and ask another's age recognize the alphabet and writing system learn differences in the alphabet and pronunciations say how they feel and ask another how he/she feels ask about someone's nationality and from which city he/she originates Cultural aspect: <ul style="list-style-type: none"> understand that gestures can mean other things in other cultures be introduced to differences in personal space understand different forms of greeting (e.g., kiss or handshake) identify some famous people from the country being studied 	<ul style="list-style-type: none"> difference between familiar and formal address alphabetical differences verbs often change to agree with the subject difference of name order in different countries

Numbers and Colors AK. Content Standards: WL.A.1	<ul style="list-style-type: none"> • learn to correctly count from 1-100 • learn seven to ten colors • able to use number and color to quantify and describe objects 	<ul style="list-style-type: none"> • noun and adjective agreement • gender of nouns in different languages • recognize that nouns have genders in other languages • recognize formation of some plurals • understand the usage of measure words for counting objects in some languages
Weather, Dates, and Seasons AK. Content Standards: WL.A.1; B.2-3	<ul style="list-style-type: none"> • learn the names of the days of the week and seasons • identify simple weather descriptions <p>Cultural aspect:</p> <ul style="list-style-type: none"> • explain differences in calendar week (Monday-Sunday) • describe holidays • explain that countries in southern hemisphere have opposite seasons 	<ul style="list-style-type: none"> • some languages do not capitalize names of days of weeks, months, etc.

<p>For a course more than one quarter, the following themes may be used, but not limited to:</p> <ul style="list-style-type: none"> • Parts of the Body • Likes and Dislikes • Leisure and Recreation • Time • Clothing • Shopping • Home • Food • Art/music • Health • Family • School • Giving directions • People/occupations • Routines • Travel • Holiday • Hobbies <p>AK. Content Standards: WL.A.1- 3; WL.B.2, 3; C.1, 2, 4</p>	<ul style="list-style-type: none"> • name seven to ten body parts • play games or sing songs (<i>Head, Shoulders, Knees and Toes</i>) about parts of the body • learn descriptive adjectives such as: small, short, tall, pretty, ugly, athletic, lazy, etc. • say how they feel • say what they like • ask another person what they like • ask / tell where to find a place • ask / tell modes of transportation • use a variety of adjectives and descriptive classifiers to discuss people's physical appearance • explain relationships • ask / tell about occupations • ask / tell about their daily a.m./p.m. routine • make all of the basic reservations involved in taking a vacation • discuss and describe various holidays and how they are celebrated • know the terms for some common hobbies • ask about someone's hobbies • plan weekend activities <p>Cultural aspect:</p> <ul style="list-style-type: none"> • explain bartering in the marketplace • explain why fresh foods are bought each day • describe specialty shops • explain differences in family living arrangements • explain how leisure time is spent • explain the practice of giving flowers when visiting • explain the importance of the extended family • learn about cross cultural communication • explore famous people in the target language culture and their accomplishments • explain different traditional lifestyles in different cultures and countries • describe transportation systems in target language speaking countries • reflect an understanding of the customs and traditions of the holidays of the target language speaking countries • compare the country's holidays and American holidays • learn about food associated with different holidays • learn music associated with different holidays • know how to play a few common traditional recreation games of the target language speaking countries 	<ul style="list-style-type: none"> • different constructions to express ideas in other languages, (e.g., <i>gustar, mir</i>, etc.) • understand different languages have different word order
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High School

Grades 9-12

Secondary World Language Courses

Courses	Middle School Grades 6-8	9 th Grade	10 th Grade	11 th Grade	12 th Grade
World Language Exploration	✓				
American Sign Language I	*	✓	✓	✓	✓
American Sign Language II-III		✓	✓	✓	✓
Chinese I	*	✓	✓	✓	✓
Chinese II-IV		✓	✓	✓	✓
French I	*	✓	✓	✓	✓
French II-III		✓	✓	✓	✓
AP French				✓**	✓**
Gwich'in I	*	✓	✓	✓	✓
Gwich'in II-IV		✓	✓	✓	✓
Iñupiaq I	*	✓	✓	✓	✓
Iñupiaq II		✓	✓	✓	✓
Japanese I	*	✓	✓	✓	✓
Japanese II-IV		✓	✓	✓	✓
AP Japanese				✓**	✓**
Koyukon I	*	✓	✓	✓	✓
Russian I	*	✓	✓	✓	✓
Spanish I	*	✓	✓	✓	✓
Spanish II-IV		✓	✓	✓	✓
AP Spanish				✓**	✓**

* Courses may be available, dependent on school course options and staffing. See [Policy 973.11](#) for grading and credit information.

** Or teacher recommendation

Levels 1-4: Course Descriptions

American Sign Language I

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: None	Course Overview: <i>ASL I</i> is an introductory course designed for students to communicate in ASL in everyday life. Students will use basic ASL grammar, engage in conversations on a variety of topics, work on comprehension skills, and explore the Deaf and hard of hearing culture. Adopted Textbook: None at this time.
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American Sign Language II

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: <i>ASL I</i> or teacher recommendation	Course Overview: <i>ASL II</i> continues to expand communication skills, with more grammar, and a stronger emphasis on communication capabilities. It includes an increased study of cultural, issues affecting the Deaf community. Adopted Textbook: None at this time.
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American Sign Language III

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: <i>ASL II</i> or teacher recommendation	Course Overview: <i>ASL III</i> will emphasize and expand vocabulary from <i>ASL I</i> and <i>ASL II</i> Themes, Grammar, and expressions, and integrate a deeper knowledge of the Deaf culture. There will be increased fluency in ASL as well as the study of Deaf history, literature, and art. Adopted Textbook: None at this time.
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Chinese I

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: None	Course Overview: <i>Chinese I</i> is a year-long introduction to modern Mandarin Chinese and Chinese culture. This course covers basic skills in listening, speaking, reading and writing, as well as knowledge of Chinese culture and philosophy. Approximately 140 characters are introduced. Adopted Textbook: <i>Integrated Chinese I</i> . Cheng & Tsui and <i>Mango Languages</i> . Mango Classroom.
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Chinese II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese I* or teacher recommendation

Course Overview:

Chinese II is a continuation of *Chinese I* to improve communication skills with the emphasis on expanding vocabulary, grammar structures, reading comprehension, and sentence writing ability. Approximately 170 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 2*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese II* or teacher recommendation

Course Overview:

Chinese III emphasizes the continuing development of communication in Chinese through building the skills of listening and speaking, and expanding the ability of reading and writing through learning a variety of topics and genres. Approximately 200 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 3*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

Chinese IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Chinese III* or teacher recommendation

Course Overview:

Chinese IV is a year-long course that will review, expand, and refine students' Chinese aural/oral capabilities, reading comprehension and fluency, understanding of grammar structures, and paragraph/essay formation abilities. Approximately 240 Chinese characters are introduced.

Adopted Textbook: *Integrated Chinese 4*. Cheng & Tsui and *Mango Languages*. Mango Classroom.

French I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

French I is an introduction to communicating with French speakers around the world through both speaking and writing. It includes an introduction to the geography and cultures of French speaking countries.

Adopted Textbook: *Discovering French Nouveau! Level 1.* McDougal Littell and *Mango Languages.* Mango Classroom.

French II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *French I* or teacher recommendation

Course Overview:

French II continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of the cultural elements of French speaking countries, as well as French literature.

Adopted Textbook: *Discovering French Nouveau! Level 2.* McDougal Littell and *Mango Languages.* Mango Classroom.

French III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *French II* or teacher recommendation

Course Overview:

French III continues to expand communication skills, with more grammar and a stronger emphasis on reading and writing. It includes an expanded study of French literature, art, and history.

Adopted Textbook: *Discovering French Nouveau! Level 3.* McDougal Littell and *Mango Languages.* Mango Classroom.

AP French

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *French III* or teacher recommendation

Course Overview:

AP French will review and expand grammar and vocabulary in use. More complex reading material will be covered including short novels, plays, and poetry. More complex writing materials will be covered.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: None at this time.

Gwich'in I

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: None	Course Overview: <i>Gwich'in I</i> is a year-long introduction to the Gwich'in language and culture. This course emphasizes vocabulary development and communication in Gwich'in to exchange information in simple terms about everyday experiences. Basic grammar principles are introduced as they apply to the themes studied. Adopted Textbook: None at this time.
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Gwich'in II

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: <i>Gwich'in I</i> or teacher recommendation	Course Overview: <i>Gwich'in II</i> is a year-long course which continues vocabulary development and leads to increasingly advanced communication in Gwich'in. More emphasis is placed on self-expression in Gwich'in, and reading and writing in the language. Students will continue to learn about the history and culture of the Gwich'in-speaking world. Grammar will be introduced and reviewed as it applies to the themes studied. Adopted Textbook: None at this time.
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Gwich'in III

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: <i>Gwich'in II</i> or teacher recommendation	Course Overview: <i>Gwich'in III</i> offers an emphasis on the continuing development of communicating in Gwich'in through the skills of listening, speaking, reading, and writing. Students will read short stories, build vocabulary, and develop proficiency-fluency in conversation. Basic grammar elements are reviewed on a more advanced level and incorporated into conversation and composition. Continued study of Gwich'in culture and history are included in this course. Adopted Textbook: None at this time.
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Gwich'in IV

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: <i>Gwich'in III</i> or teacher recommendation	Course Overview: <i>Gwich'in IV</i> is a one to two-year course with a more advanced level of communicating in Gwich'in. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of writing and speaking skills. Continued study of Gwich'in culture and history are included in this course. Adopted Textbook: None at this time.
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Iñupiaq I

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: None	Course Overview: <i>Iñupiaq I</i> provides an introduction to the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people. Adopted Textbook: None at this time.
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Iñupiaq II

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: <i>Iñupiaq I</i> or teacher recommendation	Course Overview: <i>Iñupiaq II</i> provides a continuation of the study of the speech patterns, reading, and writing of the Iñupiaq language and culture. Students will participate in hands-on activities that reflect the culture and values of the Iñupiaq-speaking people. Adopted Textbook: None at this time.
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Japanese I

Grade(s): 9-12 Length: two semesters Credit: 1 Prerequisite: None	Course Overview: <i>Japanese I</i> is an introduction to the pronunciations, speech patterns, writing systems (Hiragana and Katakana), and culture of the Japanese people through various activities. Also included are introductions to pop culture, geography, and history. Adopted Textbook: <i>Adventures in Japanese I</i> . Cheng & Tsui. and <i>Mango Languages</i> . Mango Classroom.
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Japanese II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese I*
 or teacher recommendation

Course Overview:

Japanese II is a continuation of *Japanese I* with more emphasis on speaking, writing, and understanding of basic grammar. Japanese traditional and pop cultures are explored through projects and films. Approximately fifty kanji characters are introduced.

Adopted Textbook: *Adventures in Japanese 2*. Cheng & Tsui.
 and *Mango Languages*. Mango Classroom.

Japanese III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese II*
 or teacher recommendation

Course Overview:

Japanese III is designed for the students in their third year of Japanese. In this year-long course, students are expected to integrate the knowledge of both Japanese language and culture into the functional communication. The geography of Japan will be extensively discussed using a variety of activities. Approximately 100 kanji characters are introduced. The themes/contents of Japanese I & II will be continually expanded, applied, and reinforced in limited cultural context.

Adopted Textbook: *Adventures in Japanese 3*. Cheng & Tsui.
 and *Mango Languages*. Mango Classroom.

Japanese IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Japanese III*
 or teacher recommendation

Course Overview:

Japanese IV is designed for the students in their fourth year of Japanese. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, as well as expand vocabulary and expressions to enhance more communicative skills. The history of Japan will be extensively discussed using a variety of activities. Approximately 150 kanji characters are introduced. The themes/contents of Japanese I, II, & III will be continually expanded, applied, and reinforced in more cultural contexts.

Adopted Textbook: *Adventures in Japanese 4*. Cheng & Tsui.
 and *Mango Languages*. Mango Classroom.

AP Japanese

Grade(s): 11-12

Length: two semesters

Credit: 1

Prerequisite: *Japanese III* or teacher recommendation

Course Overview:

AP Japanese is designed for students in their fourth year of Japanese with a plan to take the AP Japanese Exam. In this year-long course, students are expected to review the knowledge of both Japanese language and culture, expand vocabulary and expressions, enhance more communicative skills, and to prepare for the AP Japanese Exam, which requires in-depth study of kanji characters (approximately 250) and sentence structures, as well as computing skills in Japanese.

Please visit the College Board-AP Central website for more information (<http://apcentral.collegeboard.com>).

Adopted Textbook: *Dekiru! An AP Japanese Preparation Course*. Cheng & Tsui,
Strive for 5: AP Japanese Practice Tests. Cheng & Tsui.
and *Mango Languages*. Mango Classroom.

Koyukon I

Grade(s): 9-12

Length: two semesters

Credit: 1

Prerequisite: None

Course Overview:

Koyukon I provides an introduction to the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and values of the Koyukon-speaking people.

Adopted Textbook: None at this time.

Koyukon II

Grade(s): 9-12

Length: two semesters

Credit: 1

Prerequisite: *Koyukon I*

Course Overview:

Koyukon II is a continuation of *Koyukon I* and covers the speech patterns, reading, writing, and culture of the Koyukon language and culture. Students will participate in hands-on activities that reflect the culture and values of the Koyukon-speaking people.

Adopted Textbook: None at this time.

Russian I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Russian I is an introductory course designed to lay the foundation for students to comprehend and communicate Russian in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics.

Adopted Textbook: None at this time.

Suggested Resources: www.mezhdunami.org

Russian II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Russian I*

Course Overview:

Russian II is a continuation of *Russian I*. Students will continue to cover basic grammar, pronunciation, and comprehension skills while exploring a variety of Russian cultural topics.

Adopted Textbook: None at this time.

Suggested Resources: www.mezhdunami.org

Spanish I

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: None

Course Overview:

Spanish I is an introductory course designed to lay the foundation for students to comprehend and communicate Spanish in everyday life. Students will acquire basic grammar, pronunciation, and comprehension skills while exploring a variety of Spanish cultural topics.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish II

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish I* or teacher recommendation

Course Overview:

Spanish II will more fully develop students' knowledge of grammar rules and pronunciation skills while exploring Spanish culture and history. Students will communicate in the target language on a daily basis as they enhance their understanding of additional Spanish speaking countries.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish III

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish II* or teacher recommendation

Course Overview:

Spanish III emphasizes more extensive communication in the Spanish language. Speaking Spanish is a basic requirement for this class. Emphasis on reading short stories, building vocabulary, and developing fluency in conversation is included. This course will increase study of the Hispanic culture, history, literature, and art.

Adopted Textbook: *Avancemos!* HMH.
and *Mango Languages*. Mango Classroom.

Spanish IV

Grade(s): 9-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish III*
 or teacher recommendation

Course Overview:

Spanish IV is a year-long course with a more advanced level of communicating in Spanish. Grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on improvement of reading and writing skills. Included is a more complex study of Spanish culture and history.

Adopted Textbook: *Avancemos!* HMH.
 and *Mango Languages*. Mango Classroom.

AP Spanish

Grade(s): 11-12
Length: two semesters
Credit: 1
Prerequisite: *Spanish III*,
Spanish IV or teacher
 recommendation

Course Overview:

AP Spanish is a year-long course with a more advanced level of communicating in Spanish, based on College Board approval and outlined material. Precise grammar and vocabulary will be reviewed and expanded through the reading of more complex literature, including short novels, poetry, and plays. Emphasis is placed on higher oral proficiency and adeptness in reading and writing skills. Included is a more complex study of Spanish culture and history. This course is designed for students who plan to take the AP Spanish exam.

Please visit the College Board-AP Central website for more information
 (<http://apcentral.collegeboard.com>).

Adopted Textbook: None at this time.

Levels 1-4: Communication

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Priority Standards

Communication:

- NSFLL Standard 1.1: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- NSFLL Standard 1.2: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics in the target language.

Supporting Standards:

- NSFLL Standard 1.3: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics in the target language.
- AKWL Standard A:
 - A student should be able to communicate in two or more languages, one of which is English.
 - A student who meets the current standard should:
 - Understand written and oral communication in two or more languages.
 - Write and speak understandably in two or more languages.
 - Use two or more languages effectively in real life situations.
 - Use two or more languages to learn new information in academic subjects.

Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> • Why is it important to communicate in another language? • How can your communication with a foreign language speaker be more meaningful by speaking in that target language? 	<ul style="list-style-type: none"> • Communicate proficiently in the target language by speaking, listening, reading, writing, and using interpersonal, interpretive, and presentational modes of communication. • Appreciate and recognize the importance of communication in more than one language in order to understand and exchange information within the global community. • Need to understand and interpret written and spoken language on a variety of topics.

Standard 1.1:**Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.****CONCEPTS**

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students engage in brief exchanges about personal interests in the target language. 	<ul style="list-style-type: none"> Students engage in exchanges about familiar and personal topics in the present, past, and future tense in the target language. 	<ul style="list-style-type: none"> Students engage in discussions about selected topics from the personal to the abstract level in the target language, using varied tenses. 	<ul style="list-style-type: none"> Students engage in discussions about selected topics from the personal to the abstract level in the target language, using varied tenses.

SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Ask and answer simple questions related to family and self. Exchange personal information and opinions. Express personal needs. Ask for repetition to ensure understanding. Exchange brief messages, emails, and letters. Give and follow simple directions. Make short presentations and write simple communications in the target language. 	<ul style="list-style-type: none"> Ask and answer simple questions; answer, and give reasons for answers. Talk about personal preferences and feelings with limited explanation. Give advice. Ask for clarification to ensure understanding. Write short messages, letters, and paragraphs. Give and follow directions in order to complete a multi-step task. Make presentations and write simple paragraphs in the target language. 	<ul style="list-style-type: none"> Ask and answer simple questions that elicit follow-up questions and requests for more information with elaboration. Talk about and explain personal preferences, feelings, and opinions. Suggest options and give advice for problem solving. Ask for clarification and paraphrase to ensure understanding. Write in a variety of formats, for multiple purposes, and for a variety of audiences. Give and follow a series of complex directions in order to complete a multi-step task. Make presentations and write paragraphs on selected topics in the target language. 	<ul style="list-style-type: none"> Ask and answer simple questions that elicit follow-up questions and requests for more information with elaboration. Talk about and explain personal preferences, feelings, and opinions. Suggest options and give advice for problem solving. Ask for clarification and paraphrase to ensure understanding. Write in a variety of formats, for multiple purposes, and for a variety of audiences Give and follow a series of complex directions in order to complete a multi-step task. Make presentations and write paragraphs on selected topics in the target language.

Standard 1.2:**Students understand and interpret written and spoken language on a variety of topics.****CONCEPTS**

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students understand spoken and written language on familiar topics in the target language that promote the learning of basic linguistic structures. 	<ul style="list-style-type: none"> Students understand spoken and written language on familiar topics that incorporate descriptive vocabulary and linguistic structures in the target language. 	<ul style="list-style-type: none"> Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language. 	<ul style="list-style-type: none"> Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

• SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Interpret the basic message from spoken and written texts that are on familiar topics. Identify the main idea and some supporting details from authentic spoken and written text that have visual support. Demonstrate understanding of developmentally appropriate information gained through active listening or reading. 	<ul style="list-style-type: none"> Use prediction, connections to prior experiences, contextual clues, word order and analysis, and various reference materials to derive meaning. Identify the main idea and some supporting details from selected materials from various media. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context. 	<ul style="list-style-type: none"> Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. Identify and summarize the main ideas of oral and written presentations from various media and works of literature. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context. 	<ul style="list-style-type: none"> Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. Identify and summarize the main ideas of oral and written presentations from various media and works of literature. Demonstrate understanding of developmentally appropriate information gained through active listening or reading, by applying it to a different context.

Levels 1-4: Cultures

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).
Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Supporting Standards

Cultures:

- NSFLL 2.1: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- NSFLL 2.2: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Supporting Standards:

- AKWL Standard B: A student should be able to expand their knowledge of peoples and cultures through language study.
- AKWL Standard C: A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace. A student who meets the content standard should:
 - interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen-pals, and travel;
 - use experiences with language and culture to explore the student's personal interests and career options;
 - apply language skills and cultural knowledge to enhance the student's intellectual and social growth and to promote lifelong learning.

Culture shapes how we see ourselves, others, and the world.

Culture and language are inseparable; they influence and reflect each other.

Essential Questions

- How does language reflect and influence cultural beliefs, values, and norms?
- How does culture influence communication?
- How is language connected to cultural perspectives, practices, and products?
- How do languages evolve?

Corresponding Big Ideas

- Understand that language and culture are deeply connected, and that learning one cannot be done in isolation of the other.
- Understand that knowledge of culture drives meaningful communication.
- Understand that perspectives, practices, and products define a culture.
- Understand that languages reflect the people, time, and places in which they are spoken.

CONCEPTS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students use the language to identify and describe the practices, perspectives, and products within the cultures of the target language. 	<ul style="list-style-type: none"> Students use the language to identify, describe, and write about the practices, perspectives, and products within the cultures of the target language. 	<ul style="list-style-type: none"> Students use the language to identify, describe, write about, and analyze the practices, perspectives, and products within the cultures of the target language. 	

SKILLS

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations. Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied. Students use the language to identify objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. Students use the language to identify countries, regions, and geographic features where the target language is spoken. 	<ul style="list-style-type: none"> Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations. Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied; distinguish similarities and differences between the target culture and their own. Students use the language to identify, read, and write about objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. Students use the language to identify and discuss countries, regions, and geographic features where the target language is spoken. 	<ul style="list-style-type: none"> Students use the language to observe, identify, and replicate, in an appropriate context, patterns of behavior used with family, friends, and acquaintances in everyday situations; compare and contrast differences between their culture and the target language culture. Students use the language to identify and engage in games, songs, holiday celebrations, and popular culture that are representative of the cultures studied; distinguish similarities and differences between the target culture and their own, as well as across target language regions or countries. Students use the language to identify, analyze, discuss, and write about objects, symbols, notable people, historic events, traditions, or other culturally relevant ideas. Students use the language to identify, discuss, and describe countries, regions, and geographic features where the target language is spoken; compare and contrast cultural differences in target language regions or countries. 	

Levels 1-4: Comparison

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Priority Standards

Comparisons:

- NSFL Standard 4.1: Develop insight into the nature of language and culture through comparisons of the language studied and their own.

Supporting Standards:

- NSFL Standard 4.2: Students use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language studied and their own.
- AKWL Standard B:
 - A student should expand the student's knowledge of people and cultures through language study.
 - A student who meets the content standard should:
 - Understand the relationship between language and culture.
 - Learn about and experience surface, characteristics of culture, including art, cuisine, dance, dress, geography, history, music, and literature.
 - Improve the student's understanding of the their language and culture through experiences with other languages and cultures.
 - Recognize through language study that all cultures contribute to the global society.

Essential Questions

- How can the study of a world language provide insight into the structure of other languages?
- What are the similarities and differences between the target language and other languages?

Corresponding Big Ideas

- Better understanding one's own language through the study of a world language.
- Develop critical thinking skills through comparisons and analysis of one's own language and a world language.

CONCEPTS			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students understand their own language by analyzing how a world language expresses meaning and reflects culture. 	<ul style="list-style-type: none"> Students further develop understanding of their own language by analyzing how a world language expresses meaning and reflects culture. 	<ul style="list-style-type: none"> Students advance their understanding of their own language by analyzing how a world language expresses meaning and reflects culture 	<ul style="list-style-type: none"> Students enhance their comprehension of their own language by analyzing how a world language articulates meanings and mirrors cultural aspects.
SKILLS			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Compare basic grammatical structures between the target language and one's own language. Compare and contrast the sounds of the target language and one's own language. Compare the use of cognates, word roots, prefixes, suffixes, or sentence structure between the target language and one's own language. Compare and identify the use of idiomatic expressions between the target language and one's own language. Compare and apply knowledge of cultural characteristics between the target language and one's own language. 	<ul style="list-style-type: none"> Compare expanded grammatical structures between the target language and one's own language. Compare and contrast the sounds of the target language and one's own language. Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between the target language and one's own language. Compare and identify more complex idiomatic expressions between the target language and one's own language. Compare and apply knowledge of cultural characteristics between the target and one's own language. 	<ul style="list-style-type: none"> Compare more advanced grammatical structures between the target language and one's own language. Contrast and analyze the sounds of the target language and one's own language. Examine, compare and utilize cognates, word roots, prefixes, suffixes, and sentence structures between the target language and one's own language. Compare, identify, and use abstract idiomatic expressions between the target language and one's own language. Compare and apply knowledge of increasingly complex and abstract cultural characteristics between the target language and one's own language. 	<ul style="list-style-type: none"> Compare complex grammatical structures between the target language and one's own language. Contrast, analyze and better pronounce the sounds of the target languages and one's own language Compare, examine and expand knowledge on cognates, word roots, prefixes, suffixes, and sentence structures between the target language and one's own language. Compare, identify and utilize abstract idiomatic expressions between the target language and one's own language. Compare and apply knowledge of increasingly complex and abstract cultural characteristics between the target language and one's own language.

Levels 1-4: Topics

These topics are not language specific, and are not presented in order of a recommended scope and sequence.

Topics can be moved, changed or disregarded at teacher discretion.

The high school World Language Curriculum is based on the curriculum developed and adopted by the [Kenai Peninsula Borough School District](#).

Thank you to the Kenai School District for letting Fairbanks use their curriculum as the foundation for what is listed below.

Level 1 Language Learning Experiences	Level 2 Language Learning Experiences	Levels 3 & 4 Language Learning Experiences
Alphabet or Characters: Know and use the alphabet or characters of the target language.	Directions: Describing how to get from place to place, following directions, metric system, and transportation.	Arts and Entertainment: Art, dance, music, theater, careers, and famous people.
School Vocabulary: Names, colors, months, dates, time, school subjects, schedules, and classroom objects.	Body Parts, Health: Identify body parts, expressions of health, medicine, healthy and unhealthy habits.	Careers, college, finance: Professions, education and training, tools of the trade, discussion of future plans, making investments, budgets and buying a home.
Food and Beverages: Types of food, beverages and preferences.	Daily Routines: Personal hygiene, daily schedules, activities and events.	Memories and Storytelling: Share memories and events in the past.
Greetings, Farewells, and Personal Information: Types of greetings, exchange personal information, gestures, forms of address, age, and birthday.	House and Home: Rooms of the house, furnishings, and chores.	Ecology: Environment, natural disasters, Community Service, and Global Awareness.
Clothing: Types of clothing, shopping, color, cost, seasons and weather.	Dining Out: Ordering food, menu vocabulary, table conversations, and table settings.	History Historical terminology, reading/analyzing/discussing/comparing & contrasting various genres of literature/poetry.
Numbers: 0-100, as well as use of numbers to express dates, times, phone numbers, currency, shopping and ages.	Travel and Transportation: Local travel, geographic names, trip preparation, itineraries, tickets, reservations, and modes of transportation.	Extended Family and Relationships Discuss further extensions of immediate family, marriage and divorce, customs and celebrations.

Level 1 Language Learning Experiences	Level 2 Language Learning Experiences	Levels 3 & 4 Language Learning Experiences
Places and Locations: Common types of community buildings and geographic names.	Shopping: Variety of stores, merchandise, opinions, fashion, quantities, and size.	
Family and Pets: Describe the relationships of immediate family members, including pets.	Media and Technology: Use in our daily lives.	
Leisure Time: Describe hobbies including sports, clubs, and other personal activities.	Plus expansion of level 1 topics	Plus expansion of Level 1 and 2 topics
Description of People Physical attributes, personality, nationalities, and professions.		



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701



Fairbanks North Star Borough School District

Physical Education Curriculum



Grades K-12
2024 – 2025 Revision – Draft 2

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PE Researchers

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Philosophy & Mission Statements

The goal of physical education, within a safe, respectful, and inclusive learning environment, is to empower the whole student through physical literacy by focusing on movement, problem solving, collaborative thinking, and teamwork for lifelong individual success. FNSBSD students will be confident in their ability to:

- Identify their preferred physical activity and its lifelong benefits.
- Build a foundation for the development and refinement of motor skills.
- Have the functional ability to develop social skills through peer interaction.
- Understand and value the importance of fitness for physical and mental health throughout their lifetime.

Archived Courses

The following courses have been removed from the Physical Education Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Integrated Health & PE 7-8
- Dance
- Integrated Fundamentals of Health & PE
- Fencing
- Fitness: Outdoor Pursuits
- Fitness: Team
- Individual: Outdoor Pursuits
- Team: Outdoor Pursuits

Explanation of Terms

Alaska Cultural Standards:

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

Society of Health & Physical Education (SHAPE):

SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Performance Indicators:

Articulate more specific goals that lead toward progress of the standard.

Standards

The Physical Education Curriculum is aligned to the SHAPE standards (revised 2024).

K-12 Ongoing Learner Goals

These goals incorporate the standards of the Society of Health & Physical Education (SHAPE). They should be incorporated regularly throughout all physical education instruction. Mastery is not assigned to a specific grade level or course.

- **Standard 1:** Develops a variety of motor skills.
- **Standard 2:** Applies knowledge related to movement and fitness concepts.
- **Standard 3:** Develops social skills through movement.
- **Standard 4:** Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Elementary Courses



Grades K-5

Elementary Introduction

The goal of elementary Physical Education is for students, within a safe, respectful, and inclusive environment, to develop motor skills, apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. Students will be able to develop self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

K-5 Motor Skills Progression

Society of Health and Physical Educators (SHAPE)

Standard 1: Develops a variety of motor skills

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Dribble (hand)	Using both hands, dribble a ball in self-space or general space.	Dribble a ball with dominant hand in self-space or general space.	Dribble a ball with right and left hand in self-space.	Dribble a ball with dominant hand while moving and with non-dominant hand while stationary.	Dribble a ball using mature motor pattern, with dominant hand while moving, and non-dominant while stationary.	Dribble a ball with right and left hand while moving.
Dribble (foot)	Move a ball with feet.	Dribble in general space.	Dribble, keeping ball close to body.	Dribble, keeping ball close to body while moving.	Dribble a ball with right and left foot while moving around stationary obstacles.	Dribble a ball while moving, using a mature motor pattern.
Catch	Bounce and catch an object.	Catch a tossed or bounced object without moving from self-space.	Catch a tossed or bounced object without moving from self-space.	Catch a variety of self-tossed objects.	Catch a variety of objects using a mature motor pattern.	Demonstrate both one- and two-handed catches at different levels.
Kick	Kick a stationary ball.	Kick a stationary object using dominant foot.	Kick a variety of stationary objects using an approach.	Kick a variety of objects both moving and stationary, using an approach.	Attempt a variety of kicks.	Demonstrate a variety of kicks.
Strike	Strike an object using side body orientation.	Strike, showing side orientation and proper grip, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a moving object, using a variety of equipment.	Step toward and strike a moving object using proper side orientation and mature motor pattern, with a variety of equipment.
Throw	Throw a variety of objects with dominant arm.	Throw an object underhand and overhand.	Throw an object showing opposition and proper weight transfer.	Throw an object showing opposition, weight transfer, and follow-through.	Throw an object toward a target with follow-through, using a mature motor pattern.	Throw an object toward a target with accuracy using a mature motor pattern.

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Volley	Volley with hands or paddle/racket.	Volley a lightweight object with hands.	Volley a lightweight object with hands or paddle/racket.	Volley a lightweight object, using hands, with a partner.	Volley a tossed object back to a partner with hands, arms, or equipment, using a mature motor pattern.	Volley a tossed object, with control, back and forth to a partner with hands, arms, or equipment.
Jump	<ul style="list-style-type: none"> • Jump from two feet to two feet. • Hop on dominant foot. 	<ul style="list-style-type: none"> • Hop on either foot. • Leap from one foot to the other, landing with bent knees. • Jump a turned rope. 	<ul style="list-style-type: none"> • Jump for height and distance. • Jump a self-turned rope forward and backward. 	<ul style="list-style-type: none"> • Travel while jumping a rope. • Perform beginning jump roping skills. 	<ul style="list-style-type: none"> • Perform a jumping sequence that utilizes different body shapes during flight. • Jump rope 1-3 minutes while performing beginning jump rope skills. 	<ul style="list-style-type: none"> • Run into, jump, and run out of turning rope. • Jump rope 3-5 minutes while performing beginning and intermediate jump rope skills. • Jump, landing with control catch while jumping.
Rhythm	Repeat a basic rhythmic pattern.	Repeat a basic rhythmic pattern.	<ul style="list-style-type: none"> • Follow a combination of rhythmic movements. • Jump rhythmically. 	Follow a variety of rhythmic movements to music.	Incorporate a variety of equipment with rhythmic movement and patterns.	<ul style="list-style-type: none"> • Turn a long rope with a partner, using an even rhythm. • Incorporate a variety of equipment with rhythmic movement and patterns. • Move in sequenced patterns while keeping time

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor	Walk, run, gallop, skip, hop, leap, and slide	Walk, run, skip, hop, leap, jump, and slide while moving in a group	Perform locomotor skills using a mature motor pattern	Move at different speeds, levels, and directions, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern
Balance	Balance using different combinations of body parts as support	Travel on low equipment; perform simple balance on equipment	Travel on low equipment; perform simple balance on equipment	Perform a balance sequence using stationary and traveling balance; balance with a partner	Perform a balance sequence on a mat using stationary and traveling balances; balance with a partner; balance on boxes, stilts, boards, skates, or beams	Perform a balance sequence on a mat using stationary and traveling balances with and without equipment
Rolling	Perform a rocking motion	Perform log roll and egg roll going from right to left	Perform a forward roll	Perform a backward shoulder roll	Perform forward, backward, shoulder, and sideways rolls	Combine forward, backward, and sideways rolls into a sequence
Weight Transfer	Travel on a combination of body parts	Transfer weight to hands while hanging on apparatus or performing simple stunts	Transfer weight from feet to other body parts while traveling	Transfer weight from feet to hands to feet from a standing position (i.e., cartwheel)	Combine transfer of weight, rolling, and balance into a sequence on mats	Combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus

Suggested Sports & Activities for Elementary

Block A	Block B	Block C	Block D	Block E	Block F	Block G	Block H
Back to School Basics	Throwing/ Catching, Rolling, & Dribbling	Dribbling, Kicking, & Trapping	Striking/ Volleying with & without Implements	Fitness & PE Related Health	Balance, Flexibility, & Tumbling	Rhythm/ Individual Activities	Native Youth Olympics (NYO)
Activities may include, but are not limited to:							
<ul style="list-style-type: none"> • Rules and Routines/ Good Sportsmanship & Teamwork • Classroom Management • Tag games (chasing and fleeing) • Locomotor Skills (running, skipping, galloping, shuffling, leaping, hopping and jumping) • Parachute Activities & Games • Recess Games 	<ul style="list-style-type: none"> • Kickball • Softball • Bowling • Football • Frisbee Golf • Hula Hut/ Castle Knockdown • Team Handball • Ultimate Frisbee • Flag Football • Target Games: <ul style="list-style-type: none"> ○ Bowling ○ Golf ○ Archery Golf ○ Bocce Ball ○ Darts ○ Shuffleboard 	<ul style="list-style-type: none"> • Basketball • Soccer • Kickball • Hacky Sack 	<ul style="list-style-type: none"> • Badminton • Broomball • Golf • Gaga pit • Field Hockey • Foursquare • Pickleball • Table Tennis • Tennis • Wallball • Volleyball 	<ul style="list-style-type: none"> • Dance • Fitness/ Fitness testing • Nutrition • Resistance Training (e.g. partner-applied, exercise bands, weights) • Rope Jumping • Walk/Jog/Run • Heart Health • Five Components of Physical Fitness 	<ul style="list-style-type: none"> • Gymnastics • Circus skills: (Juggling, yoyo, balance) • Martial Arts • Obstacle Course • Parkour • Yoga/ Flexibility • Mindfulness 	<ul style="list-style-type: none"> • Outdoor Activities: <ul style="list-style-type: none"> ○ Climbing ○ Cross-Country Skiing ○ Fitness Walking ○ Hiking ○ Ice Skating ○ Orienteering ○ Rollerblading/ Roller Skating ○ Ropes Course ○ Snowshoeing ○ Wilderness ○ Skills ○ Track and Field • Dance • Cardio Drumming • Jump 	<ul style="list-style-type: none"> • NYO (Native Youth Olympics)

Kindergarten – Grade 2

Course Introduction:

Physical Education for Kindergarten through 2nd grade students should be a safe, respectful, and inclusive environment where students develop motor skills, learn to apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students will learn self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

Adopted Textbook: *Spark PE* (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units (Recommended Order) Module Resource: OPEN	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Block A is required every year. Then choose at least one topic from Blocks B, C, and D. Alternate the units in Blocks B, C, and D every year so different skills are covered. <ul style="list-style-type: none"> ○ Block A ○ Block B ○ Block C ○ Block D <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary 	<ul style="list-style-type: none"> • Best practice is to review Block A, then choose at least one topic from Blocks E, F, G, and H. Alternate the units every year so different skills are covered. <ul style="list-style-type: none"> ○ Block E ○ Block F ○ Block G ○ Block H <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary

Block A

Back to School Basics

Suggested Teaching Time: 1 – 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Rules & Routines/ Good Sportsmanship & Teamwork	2.2.7, 2.2.10, 2.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.8	<ul style="list-style-type: none"> Recognizes the importance of stretching before and after physical activity. Recognizes physiological changes in their body during physical activities. Recognizes food and hydration choices that provide energy for physical activity. Recognizes the opportunity for physical activity within physical education class. Recognizes the feelings of others during a variety of physical activities. Demonstrates ability to encourage others. Uses communication skills to share space and equipment. Responds appropriately to directions and feedback from the teacher. Demonstrates respectful behaviors that contribute to positive social interactions in movement. Describes why following rules is important for safety and fairness. Makes safe choices with physical education equipment. Discusses problems and solutions with teacher support in a physical activity setting. Makes fair choices as directed by teacher. Identifies and participates in physical activities representing different cultures. 	<ul style="list-style-type: none"> OPEN Classroom Management First two weeks: “My First Week of School PE Lesson Overview” (<i>YouTube</i>, The PE Specialist) Rules and Expectations: “PE Rules and Procedures Overview During First Week of School” (<i>YouTube</i>, The PE Specialist) “The FUN Routine” (<i>OPEN</i>) “Partner Flip the Hoop” (<i>OPEN</i>) “Toss 3” (<i>OPEN</i>) “Soccer Tag” (<i>OPEN</i>) “Four Corner Boogie” (<i>OPEN</i>) “Tools for Learning Parachute Games” (<i>OPEN</i>) “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>) “Tools for Teaching Yoga and Mindfulness – Relaxation Reflection” (<i>OPEN</i>) “Tools for Teaching Yoga & Mindfulness – Fast to Slow” (<i>OPEN</i>)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Locomotor Skills	1.2.10, 1.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9	<ul style="list-style-type: none"> • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates dribbling with feet in a variety of non-dynamic practice tasks. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. 	<ul style="list-style-type: none"> • Locomotor and Manipulative Skills – “Tools for Learning Locomotor & Manipulative Skills” (OPEN) • Instant Activities – “Tools for Teaching Instant Activities” (OPEN) • Warm UP – “Listen and Move” (YouTube, TheKidsCartoons) • “Movement Wheel” (Montana State University: Josh Stanish’s Health Enhancement Notebook; Wordpress)
Tag Games	1.2.1, 1.2.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies simple strategies in chasing and fleeing activities. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. 	<ul style="list-style-type: none"> • “Tools for learning Flag Tag Games” (OPEN) • “Tag Games” (The PE Shed) • “Tag Games for Kinder-5th! Fun and Easy to Play” (YouTube – PE with Coach Smith)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Recess Games	1.2.6, 1.2.7, 1.2.8, 1.2.9, 1.2.10, 1.2.11, 1.2.12, 1.2.13, 1.2.14	<ul style="list-style-type: none"> • Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a variety of non-dynamic practice tasks. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrate dribbling with feet in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. 	<ul style="list-style-type: none"> • “Game Library” (Playworks) • “Active Recess” (OPEN)

Block B

Throwing/ Catching, Rolling & Dribbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Throwing and Catching	1.2.1, 1.2.8, 1.2.9, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • “Ghost Tossers” (OPEN) • “Make it, Take It” (underhand) (YouTube, PE4EveryKid) • Money in the Bank • Clean up your Backyard – “Not in my Backyard!” (YouTube, WestNewtonPE) • Oscar the Grouch – https://www.youtube.com/watch?v=ztORP96G6zUPE Games: Oscars Trashcan” (YouTube, The PE Specialist) • “Flip the Hoop” (YouTube, Benjamin Pirillo) • “Beanbag Toss” (OPEN) • “Tools for Learning Ultimate Disc – Toss-Up” (OPEN) • “Backyard Games – Disc Golf” (OPEN) • “How to Throw a Frisbee and an Instant Activity for PE Lesson” (YouTube – The PE Specialist) • “Disc Slam” (OPEN) • “Van Meter Elem PE: Angry Birds Frisbee Throwing” (YouTube, Bart Jones) • “Frisbee Golf, Frolf, PE Frisbee Golf Lesson Plan” (YouTube, Matthew Hagy) • “Football Stations for PE Class with Modifications” (YouTube, PE with Coach Smith)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Target Games/ Activities	1.2.4, 1.2.7, 1.2.9, 1.2.10, 1.2.12, 2.2.1, 2.2.3, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. 	<ul style="list-style-type: none"> • “Pumpkin Patch Games – Ghost Tossers” (OPEN) • “Backyard Games – Backyard Bocce” (OPEN) • “Backyard Games – Beanbag Toss” (OPEN) • “Beanbag Bocce – Physical Education Game” (YouTube, Joey Feith)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Target Games/ Activities continued...		<ul style="list-style-type: none"> Identifies physical activities that can meet the need for social interaction. Lists ways that movement positively affects personal health. Identifies preferred physical activities based on personal interests. Recognizes individual challenges through movement. Sets observable short-term goals. Recognizes movement strengths and the need for practice for individual improvement. Recognizes the opportunity for physical activity within physical education class. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none">
Rolling and Bowling	1.2.1, 1.2.7, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6,	<ul style="list-style-type: none"> Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. Demonstrates rolling a ball in a variety of non-dynamic practice tasks. Recognizes personal space and where to move in general space. Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. Recognizes the feelings of others during a variety of physical activities. Demonstrates ability to encourage others Uses communication skills to share space and equipment. Responds appropriately to directions and feedback from the teacher. Demonstrates respectful behaviors that contribute to positive social interactions in movement. Describes why following rules is important for safety and fairness. Makes safe choices with physical education equipment. 	<ul style="list-style-type: none"> Pin Down Shuffle – “Bowling Rolling Games K-2” (YouTube, JSU HealthAndPhysicalEducation) Pin Down Bowling – “Bowling in PE” (YouTube, Paul Stewart) “Bowling Unit Ideas” (YouTube, PE with Coach Smith) “Aerobic Bowling” (YouTube, PE4EveryKid)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Rolling and Bowling continued...	4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Discusses problems and solutions with teacher support in a physical activity setting. • Makes fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block C

Dribbling, Kicking, & Trapping

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Ball Handling Skills (throwing, catching, & dribbling)	1.2.1, 1.2.6, 1.2.8, 1.2.9, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationships awareness. • Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • <i>OPEN</i> Ball Handling and Dribbling Skills – “Games for Learning Ball Handling & Dribbling Skills” (<i>OPEN</i>) • “Bubble Breakers” (<i>OPEN</i>) • “Walk the Dog” (<i>OPEN</i>) • “Dribble Fitness” (<i>OPEN</i>) • “7 Dribbles” (<i>OPEN</i>) • “Balance Ball” (<i>OPEN</i>) • “Wall Passing” (<i>OPEN</i>) • “Bounce and Catch” (<i>OPEN</i>) • “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>)
Foot Skills (kicking, dribbling, & trapping)	1.2.1, 1.2.10, 1.2.11, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates dribbling with feet in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes individual challenges through movement. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • <i>OPEN</i> Foot Skills Unit – “Tools for Learning Foot Skills” (<i>OPEN</i>) • “Soccer Stations: Kick Into Fun with 6 Soccer Activities for Elementary PE” (Cap’n Pete’s Power PE) • “PE Games: Soccer Noodle Tag” (The PE Specialist) • “Tools for Teaching with Limited Equipment – Race Base Kickball” (<i>OPEN</i>) • “Hacky Sack 101 with Mr. Jose” (YouTube, Boys & Girls Clubs of the Austin Area) • “How to Hacky Sack for Beginners with Scott” (YouTube, KickFire Classics)

Block D

Striking/ Volleying With and Without Implements

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Volley	1.2.1, 1.2.4, 1.2.12, 2.2.1, 2.2.3, 2.2.4, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.7	<ul style="list-style-type: none"> Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. <ul style="list-style-type: none"> Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. Demonstrates striking with hands in a variety of non-dynamic practice tasks. Recognizes personal space and where to move in general space. Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. Identifies the heart as a muscle that gets stronger with physical activity. Recognizes the feelings of others during a variety of physical activities. Demonstrates ability to encourage others. Uses communication skills to share space and equipment. Responds appropriately to directions and feedback from the teacher. Makes safe choices with physical education equipment. Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> Keepy Uppy – “Keep it Up” (OPEN) “Musical Balloon Bop” (OPEN) “Bull’s Eye” (OPEN) “Air Ball” (OPEN) “Net Ball” (OPEN) Spike Ball – “Passing: Individual Challenges” (OPEN) “Station Day” (OPEN) OPEN Volley Strike Unit – “Tools for Learning Volleying & Striking Skills” (OPEN)
Striking with Short Handed Implement	1.2.1, 1.2.4, 1.2.13, 2.2.1, 2.2.3, 2.2.4, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.7	<ul style="list-style-type: none"> Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks. Recognizes personal space and where to move in general space. Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. Identifies the heart as a muscle that gets stronger with physical activity. Recognizes the feelings of others during a variety of physical activities. Demonstrates ability to encourage others. Uses communication skills to share space and equipment. Responds appropriately to directions and feedback from the teacher. Makes safe choices with physical education equipment. Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> “Paddle it Up” (OPEN) “Musical Paddle Bop” (OPEN) “Net Ball” (OPEN) “Station Day” (OPEN) OPEN Volley Strike Unit – “Tools for Learning Volleying & Striking Skills” (OPEN) “Striking Balloons with Implements” (YouTube, The PE Specialist)

Block D continued...

Topic	Standard	Performance Indicators	Resources & Materials
Strike with Long Handed Implement	1.2.1, 1.2.4, 1.2.14, 2.2.1, 2.2.3, 2.2.4, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.7	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Makes safe choices with physical education equipment. • Recognizes movement strengths and the need for practice for individual improvement. 	<ul style="list-style-type: none"> • Hockey Stations – “Elementary PE Floor: Street Hockey Stations” (YouTube, Eric Swanburg) • “Floor Frenzy” (YouTube, PE4Everykid) • Hockey Drills – “It’s Floor Hockey Time!” (YouTube, The Activity Channel) • “Hockey Stations” (YouTube, PE with Coach Smith) • “5 Fun Striking with Implements Station Activities for PE Class” (The PE Specialist) • “Hockey Phys Ed Ideas with Foam Sticks” (YouTube, The Activity Channel) • “Striking Balloons with Implements” (YouTube, The PE Specialist)

Block E

Fitness and PE Related Health

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Jump Rope	1.2.2, 1.2.16, 2.2.3, 2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • “Jumping Stations” (<i>YouTube</i>, Julia Warner) • How to Teach Jump Rope – “How to Teach a 5 Year Old to Jump Rope” (<i>YouTube</i>, The PE Specialist) • Basics of Jump Rope – “Tools for Learning Jump Rope: Back to Basics” (<i>OPEN</i>) • “Elevate Your PE Class with 25 Jump Rope Tricks, Skills, and Essential Tips” (Cap’n Pete’s Power PE)

Block E continued...

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition	2.2.1, 2.2.2., 2.2.11	<ul style="list-style-type: none"> • Recognizes personal space and where to move in general space. • Identifies simple strategies in chasing and fleeing activities. • Recognizes food and hydration choices that provide energy for physical activity. 	<ul style="list-style-type: none"> • “Instant Activities – Food is Fuel Tag” (OPEN) • “Instant Activities – Harvest Tag” (OPEN) • “Instant Activities – Whole Grain Scramble” (OPEN) • “Instant Activities – Yum Yum Yum” (OPEN) • “Instant Activities – Fuel Collector” (OPEN)
Heart Health/ Intro to Fitness	1.2.2, 1.2.16, 2.2.3, 2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Demonstrates the ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. 	<ul style="list-style-type: none"> • 5 Components of Physical Fitness – “Teaching the 5 Components of Health Related Fitness” (<i>The PE Specialist</i>) • <i>OPEN</i> Run for Fun – “Tools for Teaching Students to Run for Fun” (OPEN) • Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (OPEN) • “A Fun and Active Game to Teach Health-Related Fitness Concepts” (Gopher Sports - PE Blog) • “Instant Activities – Heart Tag” (OPEN)

Block E continued...

Topic	Standard	Performance Indicators	Resources & Materials
Heart Health/ Intro to Fitness continued...		<ul style="list-style-type: none"> • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block F

Balance, Flexibility, & Tumbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Balance, Flexibility, & Tumbling	1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.16, 2.2.7, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.1, 4.2.5, 4.2.6, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness • Demonstrates jumping and landing in a non-dynamic environment • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates transferring weight on multiple body parts. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes the importance of stretching before and after physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Makes safe choices with physical education equipment. • Identifies physical activities that can meet the need for self-expression. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • <i>OPEN</i> Gymnastics – “Tools for Learning Educational Gymnastics” (<i>OPEN</i>) • “Balance Tag” (<i>OPEN</i>) • “Kids Parkour” (<i>YouTube</i>, Parkour Generations) • “Parkour for Schools” (<i>YouTube</i>, Parkour Generations) • “Teaching Gymnastics Skills in Elementary PE” (<i>YouTube</i>, The PE Specialist) • “Teaching Gymnastics in PE – A Unit Intro Example” (<i>YouTube</i>, The PE Specialist) • “Tools for Learning Circus Arts – Basic Juggling” (<i>OPEN</i>)
Yoga	1.2.2, 1.2.3, 1.2.5, 1.2.16, 2.2.7, 3.2.2, 3.2.3, 3.2.7, 4.2.1, 4.2.6, 4.2.10	<ul style="list-style-type: none"> • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates transferring weight on multiple body parts. • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes the importance of stretching before and after physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Makes safe choices with physical education equipment. 	<ul style="list-style-type: none"> • <i>OPEN</i> Yoga and Mindfulness – “Tools for Teaching Yoga & Mindfulness” (<i>OPEN</i>) • Cosmic Kids Yoga – “Squish the Fish: Yoga for Kids!” (<i>YouTube</i>, Cosmic Kids Yoga)

Block F continued...

Topic	Standard	Performance Indicators	Resources & Materials
Yoga continued...		<ul style="list-style-type: none"> Identifies physical activities that can meet the need for self-expression. Sets observable short-term goals. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful 	<ul style="list-style-type: none">

Block G

Rhythm/ Individual Activities

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Dance/ Cardio Drumming	1.2.1, 1.2.2, 1.2.5, 1.2.16, 2.2.1, 2.2.5, 3.2.4, 3.2.5, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4	<ul style="list-style-type: none"> Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationships awareness. Demonstrates jumping and landing in a non-dynamic environment. Demonstrates balancing on different body parts in a non-dynamic environment. Demonstrates jumping rope in a non-dynamic environment. Recognizes personal space and where to move in general space. Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. Responds appropriately to directions and feedback from the teacher. Demonstrates respectful behaviors that contribute to positive social interactions in movement. Identifies and participates in physical activities representing different cultures. Identifies physical activities that can meet the need for self-expression. Identifies physical activities that can meet the need for social interaction. Lists ways that movement positively affects personal health. Identifies preferred physical activities based on personal interests. 	<ul style="list-style-type: none"> “Moving 8s” (OPEN) “The Hokey Pokey” (OPEN) “Pop See Ko” (OPEN) “The Dancing Duke of York” (OPEN) “The Birdy Dance” (OPEN) “Sitting Square Dance” (OPEN) “Kinder Polka” (OPEN) “Basic Cardio Drumming Moves” (Spark) “Cardio Drumming Activity for Grades K-5 – ‘Baby Shark’ Theme” (S & S Blog) Drumtastic/ Drums Alive Curriculum

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field	1.2.1, 1.2.2, 2.2.1, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies physical activities that contribute to fitness. • Recognizes the importance of stretching before and after physical activity. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Run for Fun – “Tools for Teaching Student to Run for Fun” (<i>OPEN</i>) • “Track and Field Skills: Enhancing PE with Track and Field Activities for Elementary Students” (Cap’n Pete’s Power PE)

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Outdoor Activities	1.2.1, 2.2.1, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 3.2.1, 3.2.4, 3.2.6, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activities. • Responds appropriately to directions and feedback from the teacher. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Ideas: <ul style="list-style-type: none"> ○ Snowshoeing ○ Ice Skating ○ Hiking ○ Rock Climbing ○ Learn to Bike

Block H

NYO

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Native Youth Olympics (NYO)	1.2.1, 1.2.2, 2.2.6, 2.2.9, 2.2.10, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Identifies physical activities that contribute to fitness. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • How to Videos for NYO – “Competitive Events” (<i>NYO Games Alaska</i>) • See Appendix for: <ul style="list-style-type: none"> ○ NYO Lesson Plan 1 ○ NYO Lesson Plan 2 ○ NYO Lesson Plan 3

Grades 3 - 5

Course Introduction:

Physical Education for third through fifth grade students should be a safe, respectful, and inclusive environment, where students develop and refine motor skills, learn to apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students will learn self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

Adopted Textbook: *Spark PE* (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units (Recommended Order) Module Resource: OPEN	
Semester 1	Semester 2
<ul style="list-style-type: none"> • Block A is required every year. Then choose at least one topic from Blocks B, C, and D. Alternate the units in Blocks B, C, and D every year so different skills are covered. <ul style="list-style-type: none"> ○ Block A ○ Block B ○ Block C ○ Block D <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary 	<ul style="list-style-type: none"> • Best practice is to review Block A, then choose at least one topic from Blocks E, F, G, and H. Alternate the units every year so different skills are covered. <ul style="list-style-type: none"> ○ Block E ○ Block F ○ Block G ○ Block H <p>Feel free to substitute sports or activities that are not listed here:</p> <ul style="list-style-type: none"> • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary

Block A

Back to School Basics

Suggested Teaching Time: 1-2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Rules & Routines/ Good Sportsmanship & Teamwork	2.5.9, 2.5.11, 2.5.13, 2.5.17, 3.5.2, 3.5.3, 3.5.4, 4.5.3, 4.5.9	<ul style="list-style-type: none"> • Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies the need for warm-up & cool-down relative to various physical activities. • Explains the benefits of physical activity. • Describes the impact of food and hydration choices on physical activity. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Describes how movement positively affects personal health. • Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. • Describes the perspective of others during a variety of activities. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. 	<ul style="list-style-type: none"> • First 2 weeks – “My First Week of School PE Lesson Overview” (YouTube, The PE Specialist) • Rules and Expectations – “PE Rules and Procedures Overview During First Week of School” (YouTube, The PE Specialist) • OPEN Classroom Management • Personal and Social Responsibility – “Tools for Learning Personal & Social Responsibility” (OPEN) • “Every Day is Game Day” (OPEN) • “Learning Growth Mindset with Minute to Win Challenges” (OPEN) • “Tools for Learning Personal & Social Responsibility” (OPEN) • “Tools for Learning Team Fitness Adventure” (OPEN) • “P.E. Games – Yoshi” (YouTube, PhysEdGames) • “Hungry Hippos PE Edition” (YouTube, Jacob Benson) • “Toxic Waste” (YouTube, GYM)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Locomotor/ Invasion	1.5.1, 2.5.1, 2.5.2, 2.5.3, 2.5.5, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.6, 4.5.5	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates problem-solving strategies in a variety of games/activities. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates safe behaviors independently with limited reminders. • Makes choices that are fair according to activity etiquette. • Recognizes group challenges through movement. 	<ul style="list-style-type: none"> • Yoshi – “PE Games – Yoshi” (YouTube, PhysEdGames) • OPEN Instant Activities • Any tag game • “Movement Wheel” (Montana State University: Josh Stanish’s Health Enhancement Notebook; Wordpress)
Tag Games	1.2.1, 1.2.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4	<ul style="list-style-type: none"> • Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies simple strategies in chasing and fleeing activities. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. 	<ul style="list-style-type: none"> • “Tools for Learning Flag Tag Games” (OPEN) • “Tag Games” (The PE Shed) • “Tag Games for Kinder-5th! Fun and Easy to Play” (YouTube, PE with Coach Smith)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Recess Games	1.2.6, 1.2.7, 1.2.8, 1.2.9, 1.2.10, 1.2.11, 1.2.12, 1.2.13, 1.2.14	<ul style="list-style-type: none"> • Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a variety of non-dynamic practice tasks. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrate dribbling with feet in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. 	<ul style="list-style-type: none"> • “Game Library” (Playworks) • “Active Recess” (OPEN)

Block B

Throwing/ Catching, Rolling, & Dribbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Throwing and Catching	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • Container Ball – “Physed Games – Container Ball” (YouTube, PhysEdGames) • Castle Ball – “PE Game – Castleball” (YouTube, PhysEdGames) • “Make it, Take It” (underhand) (YouTube, PE4EveryKid) • Money in the Bank • “Tools for Learning Ultimate Disc – Toss-Up” (OPEN) • “Backyard Games – Disc Golf” (OPEN) • “How to Throw a Frisbee and an Instant Activity for PE Lesson” (YouTube, The PE Specialist) • “Disc Slam” (OPEN) • “Van Meter Elem PE – Angry Birds Frisbee Throwing” (YouTube, Bart Jones) • “Frisbee Golf, Frolf, PE Frisbee Golf Lesson Plan” (YouTube, Matthew Hagy)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Rolling/ Bowling	1.5.1, 1.5.9, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates rolling a ball in a non-dynamic environment. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • Pin Down Shuffle – “Bowling Rolling Games K-2” (<i>YouTube</i>, JSU HealthAndPhysicalEducation) • Pin Down • Bowling – “Bowling in PE” (<i>YouTube</i>, Paul Stewart)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Target Sports	1.5.9, 1.5.10, 1.5.21, 2.5.4, 2.5.5, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7	<ul style="list-style-type: none"> • Demonstrates rolling a ball in a non-dynamic environment. • Demonstrates throwing in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. 	<ul style="list-style-type: none"> • “Backyard Games” (OPEN) • Ideas: <ul style="list-style-type: none"> ○ Bowling ○ Golf ○ Archery ○ Frisbee Golf ○ Bocce Ball ○ Darts ○ Shuffleboard

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Flag Football	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. 	<ul style="list-style-type: none"> • “Flag Football” (OPEN) • “Tools for Learning Flag Tag Games” (OPEN) • “10 Fun U12 Flag Football Drills” (YouTube, YouGotMojo) • “10 Football Passing and Throwing Drills” (YouTube, YouGotMojo) • “P.E. Games – Eraser Football” (YouTube, PhysEdGames)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Flag Football continued...		<ul style="list-style-type: none"> • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block C

Dribbling, Kicking, & Trapping

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Soccer Skills	1.5.1, 1.5.17, 1.5.18, 1.5.20, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates kicking a ball using the instep in a variety of practice tasks. • Demonstrates dribbling with feet in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. 	<ul style="list-style-type: none"> • Soccer Skills – “Tools for Learning Soccer Skills” (OPEN)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Soccer Skills continued...		<ul style="list-style-type: none"> Explains the rationale for one's choices related to physical activity based on personal interests. Recognizes group challenges through movement. Identifies movement strengths and opportunities for practice for individual improvement. Identifies physical activity opportunities outside of physical education class. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Basketball Skills	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.19, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> Combines varied locomotor skills in a variety of practice tasks. Demonstrates throwing in a variety of practice tasks. Demonstrates catching in a variety of practice tasks. Demonstrates sending and receiving an object in a variety of practice tasks. Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. Applies movement concepts and strategies for safe movement within dynamic environments. Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. Demonstrates problem-solving strategies in a variety of games/activities. Recognizes and explains how physical activity influences physiological changes in their body. Recognizes the critical elements that contribute to proper execution of a skill. Describes the perspective of others during a variety of activities. Uses communication skills to negotiate roles and responsibilities in a physical activity setting. 	<ul style="list-style-type: none"> Basketball – “Tools for Learning Skillastics Basketball” (OPEN) Basketball Skills – “Tools for Learning Basketball Skills” (OPEN)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Basketball Skills continued...		<ul style="list-style-type: none"> • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Base Games	1.5.1, 1.5.9, 1.5.10, 1.5.11, 1.5.15, 1.5.16, 1.5.17, 1.5.18, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3,	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates rolling a ball in a non-dynamic environment. • Demonstrates throwing in a variety of practice tasks. • Demonstrates striking with a long-handled implement in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Demonstrates striking an object with a short-handled implement in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates kicking a ball using the instep in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. 	<ul style="list-style-type: none"> • “Tools for Learning Bat and Ball Games” (OPEN) • “Fun at Bat” (USA Baseball) • “Van Meter Elem PE – K-1 Partner Kickball” (YouTube, Bart Jones) • “Big Base Kickball” (YouTube, Patricia DeCorah)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Base Games continued...	3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block D

Striking/ Volleying With and Without Implements

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Volleyball	1.5.1, 1.5.13, 1.5.14, 1.5.15, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates striking with hands above waist in a variety of practice tasks. • Demonstrates striking with hands below waist in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. 	<ul style="list-style-type: none"> • Volleyball – “Tools for Teaching Volleyball” (<i>OPEN</i>)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Volleyball continued		<ul style="list-style-type: none"> Explains the rationale for one's choices related to physical activity based on personal interests. Recognizes group challenges through movement. Identifies movement strengths and opportunities for practice for individual improvement. Identifies physical activity opportunities outside of physical education class. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Striking with Short Implements	1.5.1, 1.5.15, 1.5.16, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> Combines varied locomotor skills in a variety of practice tasks. Demonstrates serving an object in a non-dynamic environment. Demonstrates striking an object with a short-handled implement in a variety of practice tasks. Applies movement concepts and strategies for safe movement within dynamic environments. Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. Demonstrates problem-solving strategies in a variety of games/activities. Recognizes and explains how physical activity influences physiological changes in their body. Recognizes the critical elements that contribute to proper execution of a skill. Describes the perspective of others during a variety of activities. Uses communication skills to negotiate roles and responsibilities in a physical activity setting. Demonstrates respectful behaviors that contribute to positive social interactions in group activities. Demonstrates safe behaviors independently with limited reminders. Solves problems independently, with partners, and in small groups. Makes choices that are fair according to activity etiquette. 	<ul style="list-style-type: none"> Pickleminton – “Tools for Learning Pickleminton” (OPEN) Street Racket – “Tools for Teaching Street Racket” (OPEN) Bat and Ball – “Tools for Learning Bat and Ball Games” (OPEN)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Striking with Short Implements continued		<ul style="list-style-type: none"> Explains how preferred physical activities meet the need for personal self-expression. Explains how preferred physical activities meet the need for social interaction. Explains the rationale for one's choices related to physical activity based on personal interests. Recognizes group challenges through movement. Identifies movement strengths and opportunities for practice for individual improvement. Identifies physical activity opportunities outside of physical education class. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Striking with Long Implements	1.5.11, 1.5.15, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> Demonstrates striking with a long-handled implement in a variety of practice tasks. Demonstrates serving an object in a non-dynamic environment. Applies movement concepts and strategies for safe movement within dynamic environments. Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. Demonstrates problem-solving strategies in a variety of games/activities. Recognizes and explains how physical activity influences physiological changes in their body. Recognizes the critical elements that contribute to proper execution of a skill. Describes the perspective of others during a variety of activities. Uses communication skills to negotiate roles and responsibilities in a physical activity setting. Demonstrates respectful behaviors that contribute to positive social interactions in group activities. Demonstrates safe behaviors independently with limited reminders. 	<ul style="list-style-type: none"> Hockey Stations – “Elementary PE Floor: Street Hockey Stations K-5” (<i>YouTube</i>, Eric Swanburg) Floor Frenzy – “Floor Hockey Frenzy” (<i>YouTube</i>, PE4EveryKid) Hockey Drills – “It's Floor Hockey Time! 5 Fantastic Drills for PE Class” (<i>YouTube</i>, The Activity Channel) Lacrosse – “Tools for Learning Lacrosse Games” (<i>OPEN</i>)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Striking with Long Implements continued		<ul style="list-style-type: none"> • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Block E

Fitness and PE Related Health

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Fitness	1.5.1, 1.5.2, 2.5.7, 2.5.8, 2.5.9, 2.5.12, 2.5.13, 2.5.14, 2.5.17, 4.5.3, 4.5.6, 4.5.7	<ul style="list-style-type: none"> Combines varied locomotor skills in a variety of practice tasks. Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. Defines and provides examples of movement activities for developing the health-related fitness components. Establishes goals related to enhancing fitness development. Defines and explains how to implement the FITT Principle for skill fitness development. Identifies location of pulse and provides examples of activities that increase heart rate. Explains the benefits of physical activity. Recognizes and explains how physical activity influences physiological changes in their body. Describes the impact of food and hydration choices on physical activity. Describes how movement positively affects personal health. Sets observable long-term goals. Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> Fitnessgram Test – “How do you do Fitness Testing in PE” (<i>The PE Specialist</i>) Fitness Knowledge – “Tools for Learning Fitness Knowledge” (<i>OPEN</i>) Plug and Play Fitness – “Tools for Learning Plug & Play Fitness” (<i>OPEN</i>) “Teaching the 5 Components of Health Related Fitness” (<i>The PE Specialist</i>) Run for Fun – “Tools for Teaching Students to Run for Fun” (<i>OPEN</i>) Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (<i>OPEN</i>)
PE Related Health	4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9, 4.5.10	<ul style="list-style-type: none"> Describes how movement positively affects personal health. Explains the rationale for one’s choices related to physical activity based on personal interests. Recognizes group challenges through movement. Sets observable long-term goals. Identifies movement strengths and opportunities for practice for individual improvement. Identifies physical activity opportunities outside of physical education class. Recognizes personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> “The 5 Components of Health Related Physical Fitness” (YouTube, The PE Specialist) “Nutrition Quick-Starts with MyPlate” (<i>OPEN</i>) “Heart Adventure Obstacle Course Setup” (YouTube, PE4EveryKid)

Block F

Balance, Flexibility, & Tumbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Balance, Flexibility, & Tumbling	1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 1.5.8, 2.5.1, 2.5.6, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates rolling with the body in a non-dynamic environment. • Combines jumping/landing, rolling, balancing and transfer of weight • from feet to hands in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. • Demonstrates respectful behaviors that contribute to positive social interaction in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Ninja Warrior “Tools for Learning Ninja Warrior Skills” (OPEN) • Gymnastics – “Tools for Learning Educational Gymnastics” (OPEN) • “Balance Tag” (OPEN) • “Kids Parkour” (YouTube, Parkour Generations) • “Parkour for Schools” (YouTube, Parkour Generations)

Block F continued

Topic	Standard	Performance Indicators	Resources & Materials
Yoga/ Flexibility	1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 1.5.8, 2.5.1, 2.5.6, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates rolling with the body in a non-dynamic environment. • Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Yoga and Mindfulness – “Tools for Teaching Yoga & Mindfulness” (OPEN) • Cosmic Kids Yoga – “Squish the Fish: Yoga for Kids!” (YouTube, Cosmic Kids Yoga)

Block G

Rhythm, Individual Activities

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Jumping	1.5.6, 1.5.7, 2.5.8, 2.5.9, 2.5.12, 2.5.13, 3.5.2, 3.5.3, 3.5.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.10	<ul style="list-style-type: none"> • Demonstrates jumping rope in a variety of practice tasks. • Demonstrates jumping and landing in a non-dynamic environment. • Establishes goals related to enhancing fitness development • Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies location of pulse and provides examples of activities that increase heart rate. • Explains the benefits of physical activity. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Jump Rope – “Tools for Learning Jump Rope” (<i>OPEN</i>)

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Dance/ Cardio Drumming	1.5.5, 1.5.8, 2.5.1, 2.5.15, 2.5.16, 3.5.2, 3.5.3, 3.5.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.10	<ul style="list-style-type: none"> • Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Recognizes the critical elements that contribute to proper execution of a skill. • Identifies technology tools that support physical activity goals. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • Dance – “Tools for Learning Dance” (OPEN) • Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (OPEN) • “Basic Cardio Drumming Moves” (Spark) • “Cardio Drumming Activity for Grades K-5 – ‘Baby Shark’ Theme” (S & S Blog) • Drumtastic/ Drums Alive Curriculum

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field	1.5.1, 1.5.7, 2.5.1, 2.5.8, 2.5.9, 2.5.10, 2.5.11, 2.5.15, 2.5.16, 2.5.17, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates jumping and landing in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Establishes goals related to enhancing fitness development. • Defines and explains how to implement the FITT Principle for skill fitness development. • Defines and provides examples of movement activities for developing the skill-related fitness components. • Identifies the need for warm-up & cool-down relative to various physical activities. • Recognizes the critical elements that contribute to proper execution of a skill. • Identifies technology tools that support physical activity goals. • Describes the impact of food and hydration choices on physical activity. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. 	<ul style="list-style-type: none"> • Field Day – “Tools and Resources for Field Day Planning” (OPEN) • “Sprinting and Running Games” (YouTube, Livestrong.com)

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field continued...		<ul style="list-style-type: none"> Identifies physical activity opportunities outside of physical education class. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	
Outdoor Activities	1.5.1, 2.5.1, 2.5.8, 2.5.9, 2.5.10, 2.5.13, 2.5.14, 2.5.16, 3.5.1, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> Combines varied locomotor skills in a variety of practice tasks. Applies movement concepts and strategies for safe movement within dynamic environments. Establishes goals related to enhancing fitness development. Defines and explains how to implement the FITT Principle for skill fitness development. Defines and provides examples of movement activities for developing the skill-related fitness components. Explains the benefits of physical activity. Recognizes and explains how physical activity influences physiological changes in their body. Identifies technology tools that support physical activity goals. Describes the perspective of others during a variety of activities. Demonstrates respectful behaviors that contribute to positive social interactions in group activities. Demonstrates safe behaviors independently with limited reminders. Solves problems independently, with partners, and in small groups. Makes choices that are fair according to activity etiquette. Explains how preferred physical activities meet the need for personal self-expression. Explains how preferred physical activities meet the need for social interaction. Describes how movement positively affects personal health. Explains the rationale for one's choices related to physical activity based on personal interests. Recognizes group challenges through movement. Identifies movement strengths and opportunities for practice for individual improvement. Identifies physical activity opportunities outside of physical education class. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> Ideas: <ul style="list-style-type: none"> Snowshoeing Ice Skating Hiking Rock Climbing Learn to Bike

Block H

NYO

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Native Youth Olympics (NYO)	1.5.1, 1.5.2, 1.5.7, 1.5.8, 2.5.7, 2.5.8, 2.5.13, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.8, 4.5.10	<ul style="list-style-type: none"> • Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Defines and provides examples of movement activities for developing the health-related fitness components. • Establishes goals related to enhancing fitness development. • Explains the benefits of physical activity. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	<ul style="list-style-type: none"> • How to Videos for NYO – “Compleitive Events” (<i>NYO Games Alaska</i>) • See Appendix for: <ul style="list-style-type: none"> ○ NYO Lesson Plan 1 ○ NYO Lesson Plan 2 ○ NYO Lesson Plan 3 ○ NYO Lesson Plan 4

Middle School Courses



Grades 6 – 8

Middle School Introduction

The goal of middle school Physical Education is to empower the whole student, within a safe, respectful, and inclusive environment, by refining developed motor skills, applying their knowledge of movement and fitness to different concepts, and practice and strengthen social and personal skills. Students will be able to develop self-confidence and self-efficacy in these areas through developmentally appropriate activities and learn the value and importance of fitness for physical and mental health throughout their lifetime.

Aquatics

<p>Grade(s): 6-8</p> <p>Length: One quarter</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Aquatics</i> covers a wide variety of aquatic activities. All students will have the opportunity to learn multiple swim strokes. Enrichment activities may include water polo, cold-water safety/ rescue, canoe/ kayak skills, basic diving skills, snorkeling, advanced diving skills, water slides, and recreational swim time. Swimsuit, towel, and waterproof bag are required; goggles are strongly recommended.</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • Water Safety • Foundational Techniques • Swimming Strokes • Lap Swimming • Diving • Enrichment Activities

Unit: Water Safety			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Safe and Responsible Behavior While in the Pool Facility	3	<ul style="list-style-type: none"> • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. 	<ul style="list-style-type: none"> • Proper Locker Room Rules • Pool Deck Rules • Swimming Lane Etiquette • “Swimming Safety” (<i>American Red Cross</i>)
Self Rescue	1, 2	<ul style="list-style-type: none"> • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Swim England Resource Pack – “Swimming and Water Safety in Schools” (<i>Swim England</i>)
Use of Lifejacket	1, 2	<ul style="list-style-type: none"> • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • How to properly size and wear a life jacket • Perform compact jump with life jacket • Water Safety USA resources
Swimming with Clothing On	1	<ul style="list-style-type: none"> • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. 	
Ice Safety	3	<ul style="list-style-type: none"> • 3.8.5 Explains the value of a specific physical activity in culture. 	<ul style="list-style-type: none"> • Students analyze what seasons in outdoor water sources may pose dangers to recreationalists. • Ice rescue techniques
Hypothermia	4	<ul style="list-style-type: none"> • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. 	<ul style="list-style-type: none"> • Identify causes, symptoms, and treatments of hypothermia. • Identify Alaskan outdoor pursuits that may pose risks of hypothermia.

Unit: Foundational Techniques			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Body Movement	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Gliding • Forward Movement • Backward Movement • Surface v. Underwater Movement
Floating	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Front Flotation • Back Flotation • Survival Floating
Kicking	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Flutter Kick • Dolphin Kick • Backstroke Kick • Butterfly Kick • Kickboard Kicking • Game: Gladiator – “Swimming Games to Make Swim Practice Fun” (<i>Sport Fitness Advisor</i>)

Unit: Foundational Techniques continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Arm Movement Drills	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Sculling • Winging • Finning • Pulling
Breathing	2, 4	<ul style="list-style-type: none"> • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. 	<ul style="list-style-type: none"> • Breath Control • Rhythmic Breathing
Treading Water	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Treading with arms with sculling arm motions and kicks. • Treading with different kicks.

Unit: Swimming Strokes			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Competitive Strokes	1, 2, 4	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Breaststroke • Butterfly • Freestyle (Front Crawl) • Backstroke (Back Crawl)
Non-Competitive Strokes	1, 2, 4	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Sidestroke • Elementary Backstroke

Unit: Lap Swimming			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Turns	1, 2	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Open Turns • Closed Turns • Flip Turns
Endurance	2	<ul style="list-style-type: none"> • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. 	<ul style="list-style-type: none"> • Laps for Distance or Time • Students can adjust intensity according to distance while rating their effort according to a RPE Scale.
Team Work	3, 4	<ul style="list-style-type: none"> • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Relays

Unit: Diving			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Deep Diving	1	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 	<ul style="list-style-type: none"> • Progressions until student can retrieve an item from the deepest depth of the pool. • Equalizing • Buoyancy Control
Entry Diving	1	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 	<ul style="list-style-type: none"> • Progressions from side of pool: sitting, kneeling, crouching, and standing • 1 Meter Diving Board • 3 Meter Diving Board • Competition-Style Entry

Unit: Enrichment Activities			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Paddling	1, 4	<ul style="list-style-type: none"> • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Kayak Paddling • Canoe Paddling
Team Games	1, 2, 3, 4	<ul style="list-style-type: none"> • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. 	<ul style="list-style-type: none"> • Beach Ball Volleyball • Water Polo • Sharks and Minnows

Enrichment Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Snorkeling	1, 2	<ul style="list-style-type: none"> • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. 	<ul style="list-style-type: none"> • Mask Use and Clearing • Snorkel Use and Clearing • Fin Use (if available)
Goal Setting	2, 4	<ul style="list-style-type: none"> • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. 	<ul style="list-style-type: none"> • Students identify individual strengths and weaknesses, and develop goals for the quarter.

Grade 6 PE

<p>Grade(s): 6</p> <p>Length: Three quarters</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Grade 6 PE</i> is designed to be an introduction to middle school physical education. This course is designed for students to learn foundational skills, as well as game rules, while engaging in fitness, individual, team, and outdoor pursuits. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below. • Course should include activities that cover: <ul style="list-style-type: none"> ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> Alaska Native Games Archery Badminton Bowling Cross-Country Skiing Dance Fitness Walking Footbag Golf (e.g. traditional, frisbee, ring, foxtail) Gymnastics Juggling Pickleball Rollerblading/Roller Skating Shuffleboard Table Tennis Track and Field Tumbling Wrestling Knockout (Basketball) 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> 1.8.1 Demonstrates correct technique in a variety of outdoor activities. 1.8.2 Demonstrates movement sequences within varied dance forms. 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 1.8.5 Demonstrates a striking motion with a long-handled implement. 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 	<ul style="list-style-type: none"> <i>OPEN</i> <i>Spark Family</i>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities			
Suggested Teaching Time: 2-3 weeks			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <i>OPEN</i> • <i>Spark Family</i>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. <p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Wilderness Skills 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. <p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	

Grade 7 PE

<p>Grade(s): 7</p> <p>Length: Three quarters</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Grade 7 PE</i> is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students also learn to become active individuals through participation in a variety of physical activities while engaging in fitness, individual, team, and outdoor pursuits categories</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below. • Course should include activities that cover: <ul style="list-style-type: none"> ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. <p>4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.</p>	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> Alaska Native Games Archery Badminton Bowling Cross-Country Skiing Dance Fitness Walking Footbag Golf (e.g., traditional, frisbee, ring, foxtail) Gymnastics Juggling Pickleball Rollerblading/Roller Skating Shuffleboard Table Tennis Track and Field Tumbling Wrestling Knockout (Basketball) 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> 1.8.1 Demonstrates correct technique in a variety of outdoor activities. 1.8.2 Demonstrates movement sequences within varied dance forms. 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 1.8.5 Demonstrates a striking motion with a long-handled implement. 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> <i>OPEN</i> <i>Spark Family</i>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities			
Suggested Teaching Time: 2-3 weeks			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Grade 8 PE

<p>Grade(s): 8</p> <p>Length: Three quarters</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Grade 8 PE</i> is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below. • Course should include activities that cover: <ul style="list-style-type: none"> ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Pickleball • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Track and Field • Tumbling • Wrestling • Knockout (Basketball) 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Wilderness Skills 	Standard 1, Standard 2, Standard 3, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<p>implement in a variety of practice tasks and modified small-sided games.</p> <ul style="list-style-type: none"> • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Integrated Health & PE 6

Grade(s): 6 Length: Two semesters Prerequisite: None	Course Overview: The 6th grade Integrated Health & Physical Education course effectively merges health and physical education to underscore the essential link between physical/health literacy. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. The primary focus is on acquiring fundamental health and physical education information while simultaneously fostering the development of healthy, active individuals through engaging in a diverse range of physical activities. <i>Integrated Health and Physical Education 6 is a yearlong course and combines the following two courses: Health 6 (one quarter) and Physical Education 6 (three quarters).</i> See grade 6 Health and PE curriculum for more information. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
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Integrated Health & PE 7

Grade(s): 7 Length: Two semesters Prerequisite: None	Course Overview: <i>Integrated Health & Physical Education 7</i> integrates the 7th grade health and physical education objectives to emphasize the essential relationship between physical, intellectual, social, and emotional health. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. It focuses on the acquisition of accurate health information and the ability to make healthy decisions while learning how to become healthy, active individuals through participation in a variety of physical activities. <i>Integrated Health and Physical Education 7</i> is a yearlong course and combines the following two courses: Health 7 (one quarter) and Physical Education 7 (three quarters). See grade 7 Health and PE curriculum for more information. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
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Integrated Health & PE 8

Grade(s): 8 Length: Two semesters Prerequisite: None	Course Overview: <i>Integrated Health & Physical Education 8</i> is essential for students to learn in tandem resulting in maximum efficiency and effectiveness in supporting life-long concepts of health and well-being. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. The core concepts of Integrated Health/P.E. have a natural evolution in which the physical experience of P.E. builds on and supports the integration and internalization of health concepts and knowledge within students. To embrace the unique challenges of Alaska’s geographic location, cultural diversity, climate and local school structure, indoor and outdoor facilities will be used. <i>Integrated Health and Physical Education 8</i> is a yearlong course and combines the following two courses: Health 8 (one quarter) and Physical Education 8 (three quarters). See grade 8 Health and PE curriculum for more information. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
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Middle School PE

Grade(s): 6-8 Length: Three quarters Prerequisite: None	Course Overview: <p>The middle school physical education (PE) curriculum is specifically tailored to cater to students across multiple grade levels, offering a diverse array of activities and games to develop their fine and gross motor skills. Through a multi-grade level classroom environment, students have the opportunity to engage in a wide range of physical activities similar to those offered in grade-specific PE classes. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. The curriculum emphasizes the establishment of a strong foundation in physical literacy by imparting knowledge on skill development, safety practices, rules, and the proper maintenance of equipment for both team-based and individual sports. This comprehensive approach is designed to instill a deep understanding and appreciation for physical activity while nurturing a sense of teamwork and fostering individual growth.</p> <p>Grade-specific PE curriculums offer a range of activities, games, and skills that can be adapted to suit each teacher's unique classroom environment and the varying skill levels of their students. See the Grade 6, 7, and 8 PE curriculum</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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High School Courses



Grades 9-12

High School Introduction

The high school physical education curriculum is designed to provide a variety of movement and activity experiences within a safe, respectful, and inclusive environment. The activity areas have been chosen for their unique contributions to the well-rounded development of young people so they can identify their preferred physical activity, its lifelong benefits, refine and hone their motor skills, have the functional ability to develop social skills through peer interaction, and understand and value the importance of fitness for physical and mental health throughout their lifetime.

The *Fundamentals of Physical Education* course is a prerequisite for many of the high school physical education courses. It provides a comprehensive overview of physical education with a variety of physical fitness activities (see [Suggested Activities](#)). The remaining course choices provide students the opportunity to continue their physical education experience through a variety of activities.

Graduation Requirements

One and one half (1.5) physical education credits (three semesters) are required for graduation.

Application for PE Credit

Per School Board Policy 984 (Advancement in Instruction – Graduation Requirements) students may earn $\frac{1}{4}$ credit of physical education credit for each full season of participation in approved interscholastic and intramural athletic competition. The total credit earned shall not exceed one full credit.

Suggested Activities for High School PE

Fitness	Individual	Team	Outdoor Pursuits
Activities may include, but are not limited to:			
<ul style="list-style-type: none"> • Aerobics (e.g., aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g., adventure racing, ropes) • Pilates • Plyometrics • Prevention and Care of Injuries • Resistance Training (e.g., partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g., machines, free weights, stretch bands) • Yoga • HIIT Training 	<ul style="list-style-type: none"> • Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g., traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle/Marksmanship • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling • HIIT Training 	<ul style="list-style-type: none"> • Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo 	<ul style="list-style-type: none"> • Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g., biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills

Fundamentals of PE

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite: None</p>	<p>Course Overview:</p> <p><i>Fundamentals of Physical Education</i> is designed to be an introduction to high school physical education. It is strongly recommended that students take this course their 9th grade year because it provides a comprehensive overview of physical education and is a prerequisite for many other physical education courses. Competency is developed in a wide range of activities and students are prepared to make informed decisions about future recreation and fitness pursuits. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. This course includes the instruction of a variety of physical fitness activities from the fitness category and multiple activities from two or more of the following categories: Individual, Team, and Outdoor Pursuits (see Suggested Activities).</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • For this semester long course pick at least 2 from each column of the “Suggested Activities for High School PE” • Course should include activities that cover: <ul style="list-style-type: none"> ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g., aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g., adventure racing, ropes) • Pilates • Plyometric • Prevention and Care of Injuries • Resistance Training (e.g., partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g., machines, free weights, stretch bands) • Yoga 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> Alaska Native Games Aquatics Archery Badminton Bowling Cross-Country Skiing Dance Fencing Fitness Walking Footbag Golf (e.g. traditional, frisbee, ring, foxtail) Gymnastics Juggling Martial Arts Pickleball Rifle/Marksanship Rollerblading/Roller Skating Shuffleboard Table Tennis Tennis Track and Field Tumbling Wrestling 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. Demonstrates activity-specific movement skills in a variety of recreational and backyard games. Demonstrates activity-specific movement skills in a variety of outdoor pursuits. Demonstrates and creates movement sequences based on one or more forms of dance. Demonstrates appropriate technique in cardiovascular training. Demonstrates appropriate technique in muscular strength and endurance training. Demonstrates appropriate technique in flexibility training. Demonstrates appropriate technique in skill-related fitness training. Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. Demonstrates knowledge of tactics and strategies within lifetime sports & activities. Demonstrates knowledge of tactics and strategies within recreational & backyard games. Demonstrates knowledge of tactics and strategies within outdoor pursuits. Applies knowledge of movement sequences to create or participate in one or more forms of dance. Analyzes how health and fitness will impact quality of life after high school. Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> <u>OPEN</u> <u>Spark Family</u>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g., biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. 	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Fitness: Individual

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview:</p> <p><i>Fitness: Individual</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Fitness and Individual, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Emphasis will be on individual skill development, goal setting, and self-evaluation. Fitness/Individual includes the instruction of a minimum of two (2) Fitness and two (2) Individual activities (see Physical Education Standards for suggested activities).</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> From the suggested activities in the charts on the pages below, choose a minimum of 2 units from Fitness Activities and 2 units from the Individual Activities. These will vary in length from 2-3 weeks to make your semester long course.

Unit: Fitness Activities

Per semester, select a minimum of two Fitness activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Pilates • Plyometric • Prevention and Care of Injuries • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g. machines, free weights, stretch bands) • Yoga 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. 	<ul style="list-style-type: none"> • OPEN • Spark Family

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> Analyzes how health and fitness will impact quality of life after high school. Establishes a goal and creates a practice plan to improve performance for a self-selected skill. Applies the principles of exercise in a variety of self-selected lifetime physical activities. Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises Evaluates perceived exertion during physical activity and adjusts effort. Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. Discusses the benefits of a physically active lifestyle as it relates to young adulthood. Applies knowledge of rest when planning regular physical activity. Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). Identifies and discusses the historical and cultural roles of games, sports and dance in a society. Analyzes and applies technology as tools to support a healthy, active lifestyle. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. 	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Individual Activities

Per semester, select a minimum of two Individual Activities form the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> Alaska Native Games Aquatics Archery Badminton Bowling Cross-Country Skiing Dance Fencing Fitness Walking Footbag Golf (e.g., traditional, frisbee, ring, foxtail) Gymnastics Juggling Martial Arts Pickleball Rifle/Marksanship Rollerblading/Roller Skating Shuffleboard Table Tennis Tennis Track and Field Tumbling Wrestling 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15,	<ul style="list-style-type: none"> Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. Demonstrates activity-specific movement skills in a variety of recreational and backyard games. Demonstrates activity-specific movement skills in a variety of outdoor pursuits. Demonstrates and creates movement sequences based on one or more forms of dance. Demonstrates appropriate technique in cardiovascular training. Demonstrates appropriate technique in muscular strength and endurance training. Demonstrates appropriate technique in flexibility training. Demonstrates appropriate technique in skill-related fitness training. Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. Demonstrates knowledge of tactics and strategies within lifetime sports & activities. Demonstrates knowledge of tactics and strategies within recreational & backyard games. Demonstrates knowledge of tactics and strategies within outdoor pursuits. Applies knowledge of movement sequences to create or participate in one or more forms of dance. 	<ul style="list-style-type: none"> OPEN Spark Family

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> Analyzes how health and fitness will impact quality of life after high school. Establishes a goal and creates a practice plan to improve performance for a self-selected skill. Applies the principles of exercise in a variety of self-selected lifetime physical activities. Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises Evaluates perceived exertion during physical activity and adjusts effort. Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. Discusses the benefits of a physically active lifestyle as it relates to young adulthood. Applies knowledge of rest when planning regular physical activity. Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). Identifies and discusses the historical and cultural roles of games, sports and dance in a society. Analyzes and applies technology as tools to support a healthy, active lifestyle. Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Individual/ Team

<p>Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview: <i>Individual/Team</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Individual and Team, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on both individual and team improvement. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. This course includes the instruction of a minimum of two Individual and two Team activities.</p> <p>Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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<p>Units (Recommended Order)</p>
<ul style="list-style-type: none"> From the Suggested Activities columns on the pages below, choose a minimum of two from Individual Activities and two from the Team Activities. These will vary in length from 1-3 weeks to make your semester long course.

Unit: Individual Activities

Per semester, select a minimum of two individual activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle Marksmanship • Rollerblading/ Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> Establishes a goal and creates a practice plan to improve performance for a self-selected skill. Applies the principles of exercise in a variety of self-selected lifetime physical activities. Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises Evaluates perceived exertion during physical activity and adjusts effort. Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. Discusses the benefits of a physically active lifestyle as it relates to young adulthood. Applies knowledge of rest when planning regular physical activity. Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). Identifies and discusses the historical and cultural roles of games, sports and dance in a society. Analyzes and applies technology as tools to support a healthy, active lifestyle. Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. 	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Unit: Team Activities

Per semester, select a minimum of two team activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. 	<ul style="list-style-type: none"> • <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> Establishes a goal and creates a practice plan to improve performance for a self-selected skill. Applies the principles of exercise in a variety of self-selected lifetime physical activities. Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises Evaluates perceived exertion during physical activity and adjusts effort. Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. Discusses the benefits of a physically active lifestyle as it relates to young adulthood. Applies knowledge of rest when planning regular physical activity. Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). Identifies and discusses the historical and cultural roles of games, sports and dance in a society. Analyzes and applies technology as tools to support a healthy, active lifestyle. Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. 	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Outdoor Education

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview:</p> <p><i>Outdoor Education</i> provides students with the skills and knowledge essential for safety, competence, and confidence in outdoor/ backcountry activities. Hiking, backpacking, fishing, skiing, berry picking, snow machining, and boating are some of the Alaskan outdoor activities in which students may participate. Through adequate preparation, good judgment, competent decision-making, and knowledge of emergency procedures, students can learn how to be survivors instead of statistics. Emphasis in this course will also be placed on skill, social development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of outdoor fitness concepts. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and positive communication skills during games and activities. This course also promotes awareness and appreciation of the cultural, environmental, and experiential values of the outdoors. Outdoor Education includes the instruction of a minimum of four Outdoor Pursuits activities.</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> From the Suggested Activities column on the pages below, choose 4-10 activities. These will vary in length from 1-3 weeks to make your semester long course.

Unit: Outdoor Pursuits

Per semester, select 4-10 activities from the Suggested Activities column below.

Suggested Teaching Time:

Suggested Activities	Standard	Performance Indicators	Resources & Materials
<ul style="list-style-type: none"> • Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g. biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/ Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills 	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • 	<ul style="list-style-type: none"> • <i>OPEN</i> • <i>Spark Family</i> • <i>“Outdoor Skills Education Handbook: A Guide for Developing and Implementing School-Based Outdoor Skills Education”</i> (Association of Fish and Wildlife Agencies) • <i>“Hunter Information and Training (HIT) Program”</i> (Alaska Department of Fish and Game)

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	<ul style="list-style-type: none"> • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. 	

Outdoor Pursuits			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		<ul style="list-style-type: none"> • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. 	

Weight Training

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview:</p> <p>This physical education course will provide in-depth instruction in weight training. The main focus of the course will be to improve muscular strength and endurance, cardiovascular fitness, and flexibility. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Prior to any training, students will learn about safe lifting, weight room safety, and cleaning and disinfecting the instructional space. Focus within the course will also include learning about periodization, the principles of overload and specificity, and determining personal best lifts. Emphasis will be placed on the student's ability to plan for improvement after developing goals and a personal fitness plan.</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • Weight room safety • Types of training <ul style="list-style-type: none"> ○ Free weights ○ Machine weights ○ Body weight ○ Isometric ○ Plyometric • Goals of training <ul style="list-style-type: none"> ○ Shaping ○ Toning ○ Stretching ○ Strength development • Program Practice <ul style="list-style-type: none"> ○ Picking a program that works for you

- Designing an Individualized program

Unit: Weight Room Safety

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Weight Room Safety	3.12.6, 3.12.2, 3.12.7	<ul style="list-style-type: none"> • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Weight Room Rules for High School” (PLT4M) • “Safety” (Mrs. Tilson; Essex District High School, Ontario – Weebly)

Unit: Types of Training

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Types of Training	1.12.1, 1.12.6, 1.12.7, 1.12.8, 2.12.1, 4.12.3	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Identifies and participates in physical activity that positively affects health. 	<ul style="list-style-type: none"> • Spark Family

Unit: Goals of Training

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Goals of Training	2.12.6, 2.12.7, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.9	<ul style="list-style-type: none"> Establishes a goal and creates a practice plan to improve performance for a self-selected skill. Applies the principles of exercise in a variety of self-selected lifetime physical activities. Selects and participates in physical activities that meet the need for social interaction. Identifies and participates in physical activity that positively affects health. Chooses and participates in physical activity based on personal interests. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. 	<ul style="list-style-type: none"> “What are Some Realistic Weight Lifting Goals to Aim For?” (<i>Caliber</i>) “Five Goals for Strength Training” (<i>Revelation Wellness</i>) “5 Beginner Goals for Resistance Training” (<i>Howdy Health</i>) “Defining and Setting Your Personal Goals” (<i>Fitness Health 101</i>)

Unit: Program Practice

Suggested Teaching Time: 7 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Program Practice	1.12.1, 1.12.6, 1.12.7, 1.12.8, 2.12.1, 2.12.6, 2.12.7, 3.12.2, 3.12.6, 3.12.7, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.9	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Selects and participates in physical activities that meet the need for social interaction. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. 	<ul style="list-style-type: none"> • “Strength Training” (<i>Fitness Health 101</i>)

Unit: Designing an Individualized Program

Suggested Teaching Time: 2-3 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Designing an Individualized Program	2.12.1, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.12	<ul style="list-style-type: none"> • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises. • Applies knowledge of rest when planning regular physical activity. 	<ul style="list-style-type: none"> • <i>Spark Family</i> • <i>“Strength Training”</i> (<i>Fitness Health 101</i>)

Yoga

<p>Grade(s): 9-12</p> <p>Length: One semester</p> <p>Credit: 0.5</p> <p>Prerequisite: <i>Fundamental of PE</i></p>	<p>Course Overview:</p> <p><i>Yoga</i> is an ancient form of exercise that incorporates a wide variety of styles. It helps to bring balance into the body and mind through physical postures and breathing exercises. Yoga allows one to develop strength, flexibility, and concentration through a variety of challenging poses and movement sequences. Benefits of yoga include enhanced physical, mental, and emotional health. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during activities.</p> <p>Adopted Textbook:</p> <p><i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • Part 1: Introduce basic yoga poses & postures • Part 2: Practice slow and basic yoga sequences with a new addition of breathing techniques • Part 3: Develop more advanced yoga flows that introduce new movements throughout the workout

Unit: Introduction

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Introduce Basic Yoga Poses and Postures	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)

Unit: Breath to Movement Flows

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Practice Slow and Basic Yoga Sequences with a New Addition of Breathing Techniques	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)

Unit: Advanced Yoga Flows

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Develop More Advanced Yoga Flows that Introduce New Movements Throughout the Workout	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	<ul style="list-style-type: none"> • Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 	<ul style="list-style-type: none"> • “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701



Fairbanks North Star Borough School District

Health Curriculum



Grades K-12
2024 – 2025 Revision – Draft 2

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Acknowledgements

Health Curriculum Writers

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Maggie Samson – Barnet Magnet School

Health Researchers

Health teachers met during professional development in October 2021 and August of 2022 to begin the research stage for Health curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Michelle Daml (Curriculum Coordinator during research stage in 2021-2023.)
Rachel Reilly (Curriculum Coordinator during research stage in 2021-2023.)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statement

Health is essential for every student's education and lifelong well-being. The FNSBSD Health Curriculum addresses core principles of physical, mental, and social health within a safe, respectful, and inclusive learning environment. These principles promote self-efficacy and wellness throughout life, so that students can actively apply the skills and make informed personal choices that lead to healthy and fulfilling lives. This curriculum will equip students with the practical health information and skills necessary for wellness, and to understand how their health is interconnected to their environment.

To support health and well-being of self and others, FNSBSD students will be confident in their ability to:

- Use practical health information.
- Analyze influences that affect self and others.
- Access valid and reliable resources.
- Use interpersonal communication skills, decision-making processes, and goal-setting processes.
- Advocate and promote the health and well-being of self and others.

Health Curriculum Overview

The elementary health curriculum contains a broad range of topics. It is designed to be taught in a manner that best meets the needs of students. Delivery may involve classroom teachers, support staff, counselors, nurses, and principals. The elementary health curriculum may be covered in multiple curricular areas.

The secondary level offers stand-alone health courses in grades 6-12.

The goal of sex education in the Fairbanks North Star Borough School District (FNSBSD) is to help young people navigate sexual development and grow into sexually healthy adults. To be effective, sex education must include medically accurate information about a broad range of topics such as:

- Consent and healthy relationships;
- Puberty and adolescent development;
- Sexual and reproductive anatomy and physiology;
- Interpersonal and sexual violence;
- Contraception, pregnancy, and reproduction;
- HIV and other STDs/STIs.

“Quality sex education goes beyond delivering information. It provides young people with opportunities to explore their own identities and values, along with the values and beliefs of their families and communities. It also allows young people to practice the communication, negotiation, decision-making, and assertiveness skills they need to create healthy relationships—both sexual and nonsexual—throughout their lives.”¹

“Research shows that quality sex education programs can help young people delay the onset of sexual activity, reduce the frequency of sexual activity, reduce their number of sexual partners, and increase condom and contraceptive use.”²

An involved, coordinated effort at all levels will ensure topics are within the focus of the curriculum. All areas of health curriculum will be taught with sensitivity and in a safe and inclusive environment.

Alaska Safe Children’s Act

The Alaska Safe Children’s Act (also known as Erin’s and Bree’s Law) went into effect June 30, 2017.

AS 14.30.355 (Erin’s Law) requires that the governing body of each school district to adopt and implement a policy, establish a training program for employees and students, and provide parental notices relating to sexual abuse and sexual assault awareness and prevention for students enrolled in grades kindergarten through twelve.

AS 14.30.356 (Bree’s Law) requires that the governing body of each school district shall adopt and implement a policy, establish a training program for employees and students, and provide parental notices relating to dating violence and abuse in grades seven through twelve. A training program adopted under this section must emphasize prevention and awareness.

¹ *National Sex Education Standards: Core Content and Skills, K-12.* (Second ed.) Future of Sex Education (FOSE), 2020. Page 6.

² *National Sex Education Standards: Core Content and Skills, K-12.* (Second ed.) Future of Sex Education (FOSE), 2020. Page 6.

Explanation of Terms

Alaska Cultural Standards:

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments. For more information, visit the [Alaska Dept. of Education and Early Development website](#).

Society of Health & Physical Education (SHAPE):

[SHAPE America's National Health Education Standards](#) serve as an important framework to ensure consistency and quality in school health education. This framework (as with national standards of other content areas) is used by teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress.

National Sex Education Standards (NSES)

The National Sex Education Standards: Core Content and Skills, K–12 (Second Edition) were developed by the Future of Sex Education (FoSE) Initiative, a partnership between Advocates for Youth, Answer, and SIECUS: Sex Ed for Social Change that seeks to create a national dialogue about the future of sex education and to promote the institutionalization of quality sex education in public schools. To learn more, please visit the [SHAPE National Sex Education Standards](#).

Performance Indicators:

Articulate more specific goals that lead toward progress of the standard.

Standards

The Health Curriculum is aligned to the:

- SHAPE standards (revised 2024),
- National Sex Education Standards (*FOSE, 2020*), and
- Alaska Content Standards – Skills for a Healthy Life (revised 2016).

Elementary Courses



Grades K-5

Kindergarten – Grade 2

Adopted Textbook:

Health and Fitness, Harcourt, 2007;

Lauren’s Kingdom Kit, Lauren’s Kids Foundation, 2014; and

Safer, Smarter Kids Prevention Education Curriculum Kit, Lauren’s Kids Foundation, 2024.

Topic	Standard	Performance Indicators	Resources & Materials
Personal Health and Development (Including Disease Prevention)	<ul style="list-style-type: none"> Standard 1: Use functional health information to support health and well-being of self and others. Standard 2: Analyze influences that affect health and well-being of self and others. Standard 3: Access valid and reliable resources to support health and well-being of self and others. Standard 4: Use interpersonal communication skills to support health and well-being of self and others. Standard 5: Use a decision-making process to support health and well-being of self and others Standard 6: Use a goal-setting process to support health and well-being of self and others. Standard 7: Demonstrate practices and behaviors to support health. Standard 8: Advocate to promote health and well-being of self and others. AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> 1.2.1 Identify strengths and assets that support health and well-being. 1.2.2 Identify dimensions of wellness. 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. 1.2.4 Describe health-promoting behaviors. 1.2.5 Explain the importance of health and well-being. 1.2.6 Identify how the environment affects personal and community health. 1.2.7 Explain when it is important to seek health care. 2.2.1 Identify various influences that affect health and well-being. 2.2.2 Determine the ways various influences affect personal health and well-being. 2.2.3 Explain how various influences affect the health and well-being of others. 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. 3.2.3 Locate school and community health helpers. 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. 4.2.2 Use active listening skills in a variety of situations. 	<ul style="list-style-type: none"> Kindergarten: <ul style="list-style-type: none"> Chapter 10 - Feelings Have students role-play asking for help in life situations. Use a feelings chart to demonstrate emotions. Have students model appropriate personal space in different settings. Grades 1-2: <ul style="list-style-type: none"> Chapter 10 – Feelings Invite the school counselor to discuss bullying. StopBullying.gov (US Dept. of Health & Human Services) Role-play threatening situation and appropriate responses. Invite a police officer to make a presentation.

Topic	Standard	Performance Indicators	Resources & Materials
Personal Health and Development continued		<ul style="list-style-type: none"> • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Resources & Materials
Relationships	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES: <ul style="list-style-type: none"> ○ GI.2.IC.1 ○ CHR.2.IC.1 ○ CHR.2.IC.2 ○ IV.2.IC.1 ○ IV.2.DM.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Health Community ○ FNSBD Technology Policy ○ Role-play listening skills, taking turns, sharing, and asking appropriate questions. ○ Create a bubble map to describe a friend. ○ Draw a picture of their family. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Have students role-play situations where they would say “No!” ○ Talk with the class about peacemaking and peace breaking behaviors with the school counselor. ○ Use a Weekly Reader or other medium with a current health topic and discuss with the class.

Topic	Standard	Performance Indicators	Resources & Materials
Relationships continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Resources & Materials
Consumer Health	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Ask a dental or other professional to make a class presentation. ○ Visit a firehouse. ○ Have the class make a list of trusted adults. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Brainstorm about the different types of health care careers and the work involved. ○ Invite a health care professional to make a presentation. ○ Identify and explain warning on products.

Topic	Standard	Performance Indicators	Resources & Materials
Consumer Health continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Communication	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Have students role-play asking for help in life situations. ○ Use a feeling chart to demonstrate emotions.

Topic	Standard	Performance Indicators	Resources & Materials
Communication continued	<p>health and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. 	<ul style="list-style-type: none"> ○ Have students model appropriate personal space in different settings. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Invite the school counselor to discuss bullying. ○ StopBullying.gov (<i>US Dept. of Health & Human Services</i>) ○ Role-play threatening situations and appropriate responses. ○ Invite a police officer to make a presentation.

Topic	Standard	Performance Indicators	Resources & Materials
Communication continued		<ul style="list-style-type: none"> • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Safety and First Aid	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ How and when do students call 911. ○ Review school rules. ○ Have students role play <i>No! – Go Tell</i> situations with their classmates. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing – Safer and Smarter Kids

Topic	Standard	Performance Indicators	Resources & Materials
Safety and First Aid continued	<p>health and well-being of self and others</p> <ul style="list-style-type: none"> • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES <ul style="list-style-type: none"> ○ IV.2.AI.1 ○ IV.2.AI.2 • AK STATUTE: AS.14.30.355 <p>AK Content Standards: Skills for a Healthy Life A-D</p>	<ul style="list-style-type: none"> • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. 8.2.3 Encourage others to make health-promoting choices. 	<ul style="list-style-type: none"> ○ Talk with students about how schools and recess rules are made to prevent accidents that may cause injuries. ○ Show students a first aid kit and what might be inside. ○ Review when to call 911 and have students practice making 911 calls on an unplugged phone.

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition and Fitness	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ The President's Challenge (<i>US Dept. of Health & Human Services</i>) ○ Brainstorm healthy activities and foods. ○ Introduce students to Healthy Futures. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Have students participate in the Healthy Futures Programs with the help of parents/ guardians. ○ Design a well balanced meal and identify the food groups in their school lunch. ○ Use Kids Health for more nutrition information (<i>Nemours Children's Health</i>).

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition and Fitness continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	

Topic	Standard	Performance Indicators	Resources & Materials
Healthy Life Skills	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Study the nutrition pie chart. ○ Make a collage of healthy foods. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Create a collage of healthy activities. ○ Find pictures of food and place them in the correct food group. ○ My Plate (USDA)

Topic	Standard	Performance Indicators	Resources & Materials
Healthy Life Skills continued		<ul style="list-style-type: none"> • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	
Health Advocacy	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.2.1 Identify strengths and assets that support health and well-being. • 1.2.2 Identify dimensions of wellness. • 1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. • 1.2.4 Describe health-promoting behaviors. • 1.2.5 Explain the importance of health and well-being. • 1.2.6 Identify how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Kindergarten: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ Brainstorm situations when you would need to ask for help.

Topic	Standard	Performance Indicators	Resources & Materials
Health Advocacy continued	<ul style="list-style-type: none"> • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES <ul style="list-style-type: none"> ○ GI.2.IC.1 ○ CHR.2.IC.1 ○ CHR.2.IC.2 ○ IV.2.IC.1 ○ IV.2.DM.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.2.7 Explain when it is important to seek health care. • 2.2.1 Identify various influences that affect health and well-being. • 2.2.2 Determine the ways various influences affect personal health and well-being. • 2.2.3 Explain how various influences affect the health and well-being of others. • 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being. • 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community. • 3.2.3 Locate school and community health helpers. • 4.2.1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.2.2 Use active listening skills in a variety of situations. • 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed. • 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. • 4.2.5 Demonstrate ways to show kindness and compassion. • 5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. • 5.2.2 Recognize when help is needed for a health-related decision. • 5.2.3 Describe options and potential outcomes for a health-related decision. • 5.2.4 Choose an option that supports health and well-being. • 6.2.1 Determine a health behavior to change or reinforce. • 6.2.2 Identify a goal that supports health and well-being. • 6.2.3 Determine who can help when assistance is needed to achieve a health-related goal. • 6.2.4 Describe actions that support reaching a health-related goal. • 6.2.5 Take action to achieve a health-related goal. • 6.2.6 Reflect on the results of goal-setting. • 7.2.1 Identify practices and behaviors that support health and well-being of self and others. 	<ul style="list-style-type: none"> ○ Role play the situations of how to ask for help. • Grades 1-2: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ Brainstorm good health choices. ○ Pair students and have them role play encouraging a friend to make a good choice. ○ Encourage students to remind each other to wash their hands.

Topic	Standard	Performance Indicators	Resources & Materials
Health Advocacy continued		<ul style="list-style-type: none"> • 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.2.1 Make requests to support personal health and well-being. • 8.2.2 Identify a variety of ways to support others in making health-promoting choices. • 8.2.3 Encourage others to make health-promoting choices. 	

Grades 3 – 5

Adopted Textbook:

Health and Fitness, Harcourt, 2007;

Lauren's Kingdom Kit, Lauren's Kids Foundation, 2014; and

Safer, Smarter Kids Prevention Education Curriculum Kit, Lauren's Kids Foundation, 2024.

Topic	Standard	Performance Indicators	Resources & Materials
Personal Health and Developments (including disease prevention)	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • . 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapters 1, 8, and 10 ○ Have the class research different germs and how they spread. ○ For more information, use www.fightbac.org (<i>Partnership for Food Safety Education</i>). ○ Invite a guest speaker to discuss disease prevention. • Grade 5: <ul style="list-style-type: none"> ○ Chapters 1, 8, and 10 ○ Research different types of communicable diseases and resources available in students' home areas. Relate health choices to the effects on the body systems. ○ Guest speaker to discuss immunizations.

Topic	Standard	Performance Indicators	Resources & Materials
Personal Health and Developments continued	<p>health and well-being of self and others.</p> <ul style="list-style-type: none"> • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • PD.5.CC.1 • PD.5.GS.1 	<ul style="list-style-type: none"> • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. 	<ul style="list-style-type: none"> ○ Guest speaker – local mental health representative to discuss bullying and its effects or DARE officer. ○ Discuss ways self-esteem affects how people meet their personal needs (e.g. love, acceptance, belonging).

Topic	Standard	Performance Indicators	Resources & Materials
Personal Health and Developments continued		<ul style="list-style-type: none"> • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. • Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset of puberty and progression of puberty can vary. • Make a plan for maintaining personal hygiene during puberty. 	

Topic	Standard	Performance Indicators	Resources & Materials
Relationships	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Have a class discussion about decisions with the help of the school counselor. ○ Role-play different conflict situations and talk in groups to resolve the conflicts. ○ Use role-plays focused on I-messages. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community ○ FNSBSD Technology Policy ○ Create a collage of different cultures. ○ Use Kagan Cooperative Learning games for team building. ○ Role-play both pros and cons of passive, assertive, and aggressive communication styles.

Topic	Standard	Performance Indicators	Resources & Materials
Relationships continued	<ul style="list-style-type: none"> • NSES <ul style="list-style-type: none"> ○ GI.5.ADV.1 ○ SO.5.ADV.1 ○ CHR.5.CC.1 ○ CHR.5.CC.2 ○ CHR.5.AI.1 ○ CHR.5.IC.1 ○ CHR.5.CC.2 • AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Resources & Materials
Relationships continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Consumer Health	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • . 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 2 – Staying Healthy ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Brainstorm with the class about where to get correct information.

Topic	Standard	Performance Indicators	Resources & Materials
Consumer Health continued	<ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • NSES: PD.5.AI.1 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> ○ Students use/ develop their research skills (e.g. internet) to develop a pamphlet of these resources. ○ Invite the school's technology teacher to address the class regarding appropriate use of the internet. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ FNSBSD Technology Policy ○ Research second hand smoke, and rights and responsibilities of non-smokers. ○ View different types of advertisements and note what they are trying to sell, how they are selling it, and to whom. ○ Group students and have them research public health information.

Topic	Standard	Performance Indicators	Resources & Materials
Consumer Health continued		<ul style="list-style-type: none"> • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being 	

Topic	Standard	Performance Indicators	Resources & Materials
Communication	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Discuss peacemaking/peace-breaking strategies. ○ Role-play different conflict situations and talk in groups to resolve the conflicts. ○ Brainstorm appropriate responses to resolve conflict. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 10 – Feelings ○ Guest speaker – local mental health representative to discuss bullying and its effects of a DARE officer. ○ Discuss ways self-esteem affects how people meet their personal needs (e.g. love, acceptance, belonging). ○ Role-play playground situations that can be resolved peacefully.

Topic	Standard	Performance Indicators	Resources & Materials
Communication continued	<ul style="list-style-type: none"> • NSES: PD.5.GS.1 • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Resources & Materials
Communication continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Safety and First Aid	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ Brainstorm options in health-related situations. ○ Have students use the dictionary to look up the word “risk,” discuss

Topic	Standard	Performance Indicators	Resources & Materials
Safety and First Aid continued	<ul style="list-style-type: none"> • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. 	<ul style="list-style-type: none"> ○ their findings, and then create a class definition. ○ Invite a Police Department speaker to discuss internet and other safety issues. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 6 – Home and Travel Safety ○ Chapter 7 – Safety While Playing: Safer and Smarter Kids ○ Make a poster about drug use/ abuse. ○ Use Ready.gov for procedures in emergency scenarios (<i>US Dept. of Homeland Security</i>). ○ Discuss the Fairbanks Police Department handout on Internet Safety. ○ Teach Alaskan survival skills. • Online Safety and Screen Time (kidshealth.org)

Topic	Standard	Performance Indicators	Resources & Materials
Safety and First Aid continued		<ul style="list-style-type: none"> • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition and Fitness	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Participate in Healthy Futures ○ Keep a food and fitness journal for a week; have students write a reflection looking for positive and negative trends in their eating habits. ○ The President's Challenge (<i>Office of Disease Prevention and Health Promotion</i>) ○ Use GoNoodle for activities • Grade 5: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Create posters of nutritious foods. ○ Maintain food and exercise logs. ○ Discuss food choices in small groups.

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition and Fitness continued	<ul style="list-style-type: none"> AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> 4.5.2 Use active listening skills and strategies in a variety of situations. 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. 4.5.5 Demonstrate refusal skills to use in a variety of situations. 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. 5.5.4 Choose a health-promoting option when making a decision. 5.5.5 Reflect on the results of a health-related decision on self and others. 6.5.1 Set a goal and explain how the goal supports health and well-being. 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. 6.5.5 Track progress toward attaining a health-related goal. 6.5.6 Reflect on the goal-setting process and outcomes. 7.5.1 Examine practices and behaviors that support health and well-being of self and others. 	

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition and Fitness continued		<ul style="list-style-type: none"> • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Healthy Life Skills	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Participate in Red Ribbon week. ○ Have the class role-play saying “No!” to drugs. ○ Discuss the effects of drugs and the symptoms of dependence with help from the school nurse and/or counselor. • Grade 5: <ul style="list-style-type: none"> ○ Chapter 4 – Food for Health ○ Chapter 5 – Being Active

Topic	Standard	Performance Indicators	Resources & Materials
Healthy Life Skills continued	<ul style="list-style-type: none"> • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. • AK STATUTE: AS.14.30.355 • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. 	<ul style="list-style-type: none"> ○ Chapter 9 – Medicines Help – Drugs Hurt ○ Teach Alaska Safe Children’s Act components using a child sexual abuse prevent and education program (<i>Safer, Smarter Kids Prevention Kit</i> is the material adopted by the Alaska DEED and must be used). ○ Explain that physical maturity is reached earlier than the cognitive and social maturity necessary for the demands of parenting. ○ Identify the relationship between personal health choices and individual well-being.

Topic	Standard	Performance Indicators	Resources & Materials
Healthy Life Skills continued		<ul style="list-style-type: none"> • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	
Health Advocacy	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. 	<ul style="list-style-type: none"> • Grades 3-4: <ul style="list-style-type: none"> ○ Chapter 11 – Family Life ○ Chapter 12 – A Healthy Community

Topic	Standard	Performance Indicators	Resources & Materials
Health Advocacy continued	<p>and well-being of self and others.</p> <ul style="list-style-type: none"> Standard 3: Access valid and reliable resources to support health and well-being of self and others. Standard 4: Use interpersonal communication skills to support health and well-being of self and others. Standard 5: Use a decision-making process to support health and well-being of self and others Standard 6: Use a goal-setting process to support health and well-being of self and others. Standard 7: Demonstrate practices and behaviors to support health. Standard 8: Advocate to promote health and well-being of self and others. NSES <ul style="list-style-type: none"> GI.5.ADV.1 SO.5.ADV.1 CHRT.5.IC.1 AK STATUTE: AS.14.30.355 AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. 1.5.5 Examine how health literacy supports health and well-being. 1.5.6 Examine how the environment affects personal and community health. 1.5.7 Explain when and why it is important to seek health care. 2.5.1 Explain how various influences affect health and well-being. 2.5.2 Determine the ways various influences affect the health and well-being of self and others. 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. 2.5.4 Use strategies and resources to manage influences that impact health and well-being. 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. 3.5.2 Locate home, school, and community resources to support health and well-being. 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. 3.5.4 Explain how misinformation and disinformation affect health and well-being. 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 4.5.2 Use active listening skills and strategies in a variety of situations. 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. 4.5.5 Demonstrate refusal skills to use in a variety of situations. 	<ul style="list-style-type: none"> Have students share their healthy activities. Talk with the class about stress and its effects; brainstorm strategies for coping. Have the class brainstorm situations where they should listen to their inner voice. Grade 5: <ul style="list-style-type: none"> Chapter 11 – Family Life Chapter 12 – A Healthy Community Have students research and find accurate information on a health related topic. Discuss and practice appropriate nonverbal communication skills. Have students create a PowerPoint or other presentation about a health-related topic using accurate information.

Topic	Standard	Performance Indicators	Resources & Materials
Health Advocacy continued		<ul style="list-style-type: none"> • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Topic	Standard	Performance Indicators	Resources & Materials
Human Growth and Development	<ul style="list-style-type: none"> • Standard 1: Use functional health information to support health and well-being of self and others. • Standard 2: Analyze influences that affect health and well-being of self and others. • Standard 3: Access valid and reliable resources to support health and well-being of self and others. • Standard 4: Use interpersonal communication skills to support health and well-being of self and others. • Standard 5: Use a decision-making process to support health and well-being of self and others • Standard 6: Use a goal-setting process to support health and well-being of self and others. • Standard 7: Demonstrate practices and behaviors to support health. • Standard 8: Advocate to promote health and well-being of self and others. 	<ul style="list-style-type: none"> • 1.5.1 Explain how to build upon strengths and assets to support health and well-being. • 1.5.2 Describe health-promoting behaviors for the dimensions of wellness. • 1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries. • 1.5.4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. • 1.5.5 Examine how health literacy supports health and well-being. • 1.5.6 Examine how the environment affects personal and community health. • 1.5.7 Explain when and why it is important to seek health care. • 2.5.1 Explain how various influences affect health and well-being. • 2.5.2 Determine the ways various influences affect the health and well-being of self and others. • 2.5.3 Explain how influences affect the health and well-being of people and communities in different ways. • 2.5.4 Use strategies and resources to manage influences that impact health and well-being. • 3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. • 3.5.2 Locate home, school, and community resources to support health and well-being. • 3.5.3 Determine the validity and reliability of health information, products, services, and other resources. • 3.5.4 Explain how misinformation and disinformation affect health and well-being. 	<ul style="list-style-type: none"> • Grades 3-5: <ul style="list-style-type: none"> ○ <i>Always Changing</i> videos and resources

Topic	Standard	Performance Indicators	Resources & Materials
Human Growth and Development continued	<ul style="list-style-type: none"> • AK Content Standards: Skills for a Healthy Life A-D 	<ul style="list-style-type: none"> • 4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. • 4.5.2 Use active listening skills and strategies in a variety of situations. • 4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. • 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. • 4.5.5 Demonstrate refusal skills to use in a variety of situations. • 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. • 4.5.7 Demonstrate effective ways to communicate with kindness and compassion. • 5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. • 5.5.2 Determine whether assistance or collaboration is needed in making a health-related decision. • 5.5.3 Compare and contrast options and potential outcomes for a health-related decision. • 5.5.4 Choose a health-promoting option when making a decision. • 5.5.5 Reflect on the results of a health-related decision on self and others. • 6.5.1 Set a goal and explain how the goal supports health and well-being. • 6.5.2 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. 	

Topic	Standard	Performance Indicators	Resources & Materials
Human Growth and Development continued		<ul style="list-style-type: none"> • 6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. • 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal. • 6.5.5 Track progress toward attaining a health-related goal. • 6.5.6 Reflect on the goal-setting process and outcomes. • 7.5.1 Examine practices and behaviors that support health and well-being of self and others. • 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others. • 8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others. • 8.5.2 Explain how collaboration and communication support advocacy. • 8.5.3 Identify advocacy skills and strategies to support health and well-being. • 8.5.4 Demonstrate how to advocate for health and well-being. 	

Middle School Courses



Grades 6-8

Grade 6

<p>Grade(s): 6</p> <p>Length: One quarter</p> <p>Prerequisite(s): None</p>	<p>Course Overview:</p> <p>This course provides students an introduction to Health topics for middle schoolers. Topics include character development, online safety, healthy communication, goal setting, decision making, conflict resolution, and other age-appropriate topics relevant to sixth graders.</p> <p>Adopted Textbook:</p> <p><i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • Personal Health and Wellness • Health Resources • Goal Setting and Decision Making • Nutrition • Mental and Emotional Health • Safety and First Aid • Healthy Relationships and Communication • Physical Activity and Healthy Lifestyles

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Introduction to Health/ Healthy Life Skills	Standard 1	<ul style="list-style-type: none"> 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Lesson 1.1 Create your own Health Triangle with preferred activities to promote social, physical, and emotional health. Discuss basic growth and development issues in adolescents.
Influences of Health	Standard 2	<ul style="list-style-type: none"> 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 2.8.1 Analyze the interrelationships between various influences on health and well-being 	<ul style="list-style-type: none"> Lessons 1.2, 14.1, and 14.2 List environmental factors that influence health. Create personal dimension of wellness wheel.
Character Development	Standard 4	<ul style="list-style-type: none"> 4.8.9 Demonstrate strategies to communicate with others with different perspectives and values. 4.8.10 Demonstrate ways to communicate empathy and compassion. 	<ul style="list-style-type: none"> First Tee 9 Core Values Identifying personal character traits (i.e. Walk in My Shoes Assignment)

Unit: Health Resources

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Verifying Reliable Health Information	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. • 3.8.3 Accessing valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Develop a pamphlet on health related topic using verified sources. • View different advertisements and identify advertising approaches.
Accessing Reliable Health Information	Standard 3	<ul style="list-style-type: none"> • 3.8.3 Accessing valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Group students to research public health information and create public service announcements.

Unit: Goal Setting and Decision Making

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Types of Goals	Standard 6	<ul style="list-style-type: none"> 6.8.1 Assess personal health and well-being to identify focus areas for goal-setting. 	<ul style="list-style-type: none"> Students identify long-term and short-term goals.
Goal Setting Practices	Standard 6	<ul style="list-style-type: none"> 6.8.2 Analyze when individual, supported, or collaborative goal-setting is appropriate. 	<ul style="list-style-type: none"> Self-reflections for physical, mental, social, academic, or lifestyle areas that could benefit from goal setting.
Peer Pressure Influences on Decision Making	Standard 5	<ul style="list-style-type: none"> 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Role play peer pressure and responses in different scenarios.
The Decision Making Process	Standard 5	<ul style="list-style-type: none"> 5.8.1 Explain how the use of a decision-making process affects health and well-being. 	<ul style="list-style-type: none"> Partners develop a create-your-own adventure story based on a scenario.

Unit: Nutrition

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Hydration and Its Importance to the Body	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Create poster advertisements of the benefits of water in the body.
Healthy Food Choices	Standard 5	<ul style="list-style-type: none"> 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Lesson 7.1 Identify what foods have empty calories. Compare food nutrients. Factors affecting family/regional eating habits. Develop a healthy foods restaurant menu.
Macronutrients	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Identify macronutrients and food sources. Create a macronutrient superhero.
Healthy Eating	Standard 7	<ul style="list-style-type: none"> 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Lesson 7.2 Design a well-balanced, healthy meal or meal-plan.

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Self-Image and Self-Esteem	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> Lesson 5.1 Identify how perceptions can affect self-belief and health.
Identifying Stressors	Standards 1, Standard 5	<ul style="list-style-type: none"> 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. 5.8.6 Evaluate the results of a health-related decision on self and others. 	<ul style="list-style-type: none"> Lesson 5.3 Discuss seasonal effects on mental and emotional health in Alaska: Seasonal Affective Disorder. Identify Stressors for individuals and how people are different in their stressors.
Stress Management	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> Identify and practice preferred stress management techniques.
Emotional Health	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 	<ul style="list-style-type: none"> Lesson 5.2 Describe how emotions can affect overall health and activities to relieve stress.

Unit: Safety and First Aid

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
School Safety	Standard 7	<ul style="list-style-type: none"> • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Develop a set of class cultural standards/ values important for each class to uphold. • Review ALICE approaches to emergency response.
Fire Safety	Standard 7	<ul style="list-style-type: none"> • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 13.2 • Develop a home fire response plan. • Guest speakers from local Fire Department to discuss fire prevention and response.
Online Safety	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • Healthy screen time usage/ addictability. • Social media safety. 	<ul style="list-style-type: none"> • Lesson 16.1

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Communication Skills	Standard 4	<ul style="list-style-type: none"> • 4.8.2 Apply active listening skills and strategies in a variety of interpersonal contexts. 	<ul style="list-style-type: none"> • Role Play communication styles. • Identify traits of a good listener.
Healthy Relationships	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 15.2 • Use cooperative games for teams to achieve a goal.
Bullying Prevention and Conflict Resolution	Standard 2, Standard 4	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> • Lesson 15.2 and 16.1 • Analyze what are socially acceptable behaviors in-person and online. • Discuss and role play conflict resolution strategies. • Community guest speakers or counselors discuss the effects of bullying.
Identifying Trusted Adults	Standard 3	<ul style="list-style-type: none"> • 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> • Identify scenarios when a trusted adult should be contacted and who those adults would be for each student.

Unit: Physical Activity and Healthy Lifestyles

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Importance, Benefits, and Recommendations of Physical Activity and Fitness	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Lesson 8.1
The FITT Principle	Standard 7	<ul style="list-style-type: none"> • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 8.2
Disease Prevention	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. • 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> • Lessons 12.1 and 12.3 • Research types of communicable diseases and their prevention. • Relate health choices to the effects on the body. • Develop pamphlets or posters on how to prevent disease.
Addictive Substances and Their Effects on the Body	Standard 7	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 9.1 • Describe how alcohol, cannabis, cigarettes, and vaping can become habit forming. • Describe how addictive substances can alter body functions including decision making processes.
The Adolescent Body and Personal Hygiene	Standard 1	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> • Lesson 3.1 • Anatomy, physiology, and physical changes during puberty. • Develop timely routines for good hygiene practices.

Grade 7

Grade(s): 7 Length: One quarter Prerequisite(s): None	Course Overview: This course provides Health topics for middle schoolers. Units consist of age-appropriate, standards-based topics relevant to seventh graders. Adopted Textbook: <i>Essential Health Skills for Middle School</i> . Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i> , Lauren’s Kids Foundation
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Units (Recommended Order)
<ul style="list-style-type: none"> • Personal Health and Wellness • Addictive Substances • Goal Setting and Decision Making • Mental and Emotional Health • Healthy Relationships and Communication • Safety and First Aid • Sexual Health • Physical Activity and Healthy Lifestyles

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Understanding Health	Standard 1	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 	<ul style="list-style-type: none"> • Lesson 1.2 • Components of health • Understand how health and lifestyle choices affect quality of life.
Influences of Health	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.1 Analyze the interrelationships between various influences on health and well-being 	<ul style="list-style-type: none"> • Lessons 1.2, 14.1, and 14.2 • Identify risk factors and protective factors.

Unit: Addictive Substances

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Basic Human Needs and Choices	Standard 5	<ul style="list-style-type: none"> 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Chapters 9 -11 Maslow's Hierarchy of Needs
Types of Addictive Substances	Standard 1, Standard 3	<ul style="list-style-type: none"> 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. 	<ul style="list-style-type: none"> Chapter 9 -11
Addictive Substances Effects on Individual, Family, and Society	Standard 5, Standard 7	<ul style="list-style-type: none"> 5.8.6 Evaluate the results of a health-related decision on self and others. 7.8.1 Examine supports and barriers to health-related practices and behaviors. 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> Chapter 9 -11
Refusal Skills	Standard 4	<ul style="list-style-type: none"> 4.8.5 Use refusal skills and strategies in a variety of situations. 	<ul style="list-style-type: none"> Lesson 9.3 STOP Refusal Skills Strategy Role Play

Addictive Substances continued

Topic	Standard	Performance Indicator	Resources & Materials
Alternatives to Substance Use	Standard 3, Standard 7, Standard 8	<ul style="list-style-type: none"> • 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. • 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. • 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. • 8.8.5 Evaluate the effectiveness of advocacy efforts for promoting health and well-being. 	<ul style="list-style-type: none"> • Chapter 9 -11

Unit: Goal Setting and Decision Making

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Goal Setting Development	Standard 6	<ul style="list-style-type: none"> • 6.8.3 Develop a goal and explain how it supports health and well-being. • 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. • 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. • 6.8.6 Examine the goal-setting process and outcomes on health and well-being. 	<ul style="list-style-type: none"> • SMART Goals and WOOP Goal Development
Goal Setting Monitoring and Self-Assessment	Standard 6	<ul style="list-style-type: none"> • 6.8.5 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. • 6.8.6 Examine the goal-setting process and outcomes on health and well-being. 	<ul style="list-style-type: none"> • Set short-term goals and analyze results with relevant criteria.
Decision Making Processes and Influences	Standard 5	<ul style="list-style-type: none"> • 5.8.1 Explain how the use of a decision-making process affects health and well-being. • 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. • 5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. • 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 5.8.6 Evaluate the results of a health-related decision on self and others. 	<ul style="list-style-type: none"> • Discuss the DECIDE model of decision making. • Identify how decision making can benefit or reduce health. • Identify how decision making may influence the ability to reach a goal.

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Stress Management	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 5.3
Symptoms of Depression	Standard 2	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> • Lesson 6.1
Suicide Warning Signs and Response	Standard 2, Standard 8	<ul style="list-style-type: none"> • 2.8.1 Analyze the interrelationships between various influences on health and well-being. • 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. • 8.8.2 Determine when individual or collaborative advocacy is appropriate to promote health and well-being. • 8.8.3 Adapt advocacy skills and strategies for a variety of audiences and contexts. • 8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 6.3

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Family Relationships	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.2
Peer Relationships	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.3

Healthy Relationships and Communication continued

Topic	Standard	Performance Indicator	Resources & Materials
Preventing and Responding to Violence	Standard 1, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapter 16
Anger Management	Standard 1, Standard 4	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. 	<ul style="list-style-type: none"> • Lesson 5.2

Unit: Safety and First Aid

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Emergency Response	Standard 4	<ul style="list-style-type: none"> • 4.8.3 Use various communication strategies to seek and offer support and assistance. 	<ul style="list-style-type: none"> • Lesson 13.2 • Check, Call, Care emergency responses.
Media/ Online Safety	Standard 4	<ul style="list-style-type: none"> • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. 	<ul style="list-style-type: none"> • Lesson 16.1 • Personal identifiable information, password safety. • Social media safety.

Unit: Sexual Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
The Beginning of Life	Standard 7, SH.8.cc.4	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 17.1
Contraceptives	Standard 7, SH.8.cc.3	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Reference textbook lesson – Unit 7, Chapters 17-18
Sexually Transmitted Infections	SH.8.cc.6	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Reference textbook lesson: Unit 7, Chapters 17-18
Communication/ Decisions	SH.8.IC.1	<ul style="list-style-type: none"> • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Most or moment activity – reference book “Still More Activities That Teach”

Unit: Physical Activity and Healthy Lifestyles

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Importance, Benefits, and Recommendations of Physical Activity and Fitness	Standard 1	<ul style="list-style-type: none"> • 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. • 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Lesson 8.1
Sleep	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.1 Examine supports and barriers to health-related practices and behaviors. 	<ul style="list-style-type: none"> • Lesson 4.1 • Maintain a sleep journal to analyze average amounts of sleep.

Grade 8

<p>Grade(s): 8</p> <p>Length: One quarter</p> <p>Prerequisite(s): None</p>	<p>Course Overview:</p> <p>This course develops Health topics for middle schoolers. Units consist of age-appropriate, standards-based topics relevant to eighth graders.</p> <p>Adopted Textbook:</p> <p><i>Essential Health Skills for Middle School</i>. Goodheart-Willcox, 2023 and <i>Personal Power – Safer, Smarter Kids Prevention Education Curriculum Kit</i>, Lauren’s Kids Foundation</p>
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Units (Recommended Order)
<ul style="list-style-type: none"> • Personal Health and Wellness • Addictive Substances • Nutrition • Mental and Emotional Health • Healthy Relationships and Communication • Sexual Health • Safety

Unit: Personal Health and Wellness

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Factors that Affect Health and Wellness	Standard 1, Standard 2	<ul style="list-style-type: none"> • 1.8.7 Explain how health care promotes personal health. • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Chapter 1.2 • Identify factors affecting Alaskan communities that may benefit or hinder access to care. • Identify optimal health resources to obtain and maintain health.
Acute and Chronic Diseases and Their Prevention	Standard 2	<ul style="list-style-type: none"> • 2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Chapter 12
Media Awareness	Standard 3	<ul style="list-style-type: none"> • 3.8.3 Access valid and reliable sources of health information, products, services, and other resources. • 3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. • 3.8.5 Use strategies to manage misinformation and disinformation. 	<ul style="list-style-type: none"> • Influences of media on health. • Finding valid and reliable media sources about health related information.

Unit: Addictive Substances

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Effects on Addictive Substances on the Body and Decision Making	Standard 5	<ul style="list-style-type: none"> 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Chapters 9 - 11
Effects of Addictive Substances on Fetal Development	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Chapters 9 - 11
Over the Counter Versus Illegal Addictive Substances	Standard 5	<ul style="list-style-type: none"> 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Chapters 9 – 11 Access to Addictive Substances
Stages of Addiction	Standard 7, Standard 8	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> Chapters 9 – 11 Develop PSAs to help present addiction.
Preventing and Treating Use and/or Abuse	Standard 3, Standard 6	<ul style="list-style-type: none"> 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 6.8.4 Develop a plan that addresses supports and barriers to attaining a health-related goal. 8.8.1 Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. 	<ul style="list-style-type: none"> Chapters 9 – 11 Drug-free pledge

Unit: Nutrition

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Assess Personal Nutrition and Fitness	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	
Energy Drinks and Caffeine	Standard 5	<ul style="list-style-type: none"> 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Lesson 7.1
Six Basic Nutrients	Standard 7	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Identify nutrients and food sources. Create a macronutrient superhero.
Food Labels	Standard 7	<ul style="list-style-type: none"> 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	

Unit: Mental and Emotional Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Stages of Stress and Effects on the Body	Standard 2	<ul style="list-style-type: none"> 2.8.1 Analyze the interrelationships between various influences on health and well-being. 2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways. 	<ul style="list-style-type: none"> Lesson 5.3
Stress Management	Standard 2	<ul style="list-style-type: none"> 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. 5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. 	<ul style="list-style-type: none"> Lesson 5.3
Mental Illnesses	Standard 3	<ul style="list-style-type: none"> 3.8.1 Describe situations that may require support from trusted adults, other individuals, and health professionals. 	<ul style="list-style-type: none"> Lesson 6.1 – 6.2 Identify symptoms and treatments.

Unit: Healthy Relationships and Communication

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Setting Physical and Emotional Boundaries	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.5 Use refusal skills and strategies in a variety of situations. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.4
Passive, Aggressive, and Assertive Behaviors	Standard 1, Standard 2, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 2.8.4 Apply strategies and resources to manage influences that impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.6 Use skills and strategies to prevent, manage, or resolve conflict. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 5.2

Healthy Relationships and Communication continued

Topic	Standard	Performance Indicator	Resources & Materials
Dating Relationships	Standard 1, Standard 4, Standard 7	<ul style="list-style-type: none"> • 1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being. • 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. • 4.8.1 Use effective communication skills across various modes of communication to support health and well-being of self and others. • 4.8.5 Use refusal skills and strategies in a variety of situations. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 15.4

Unit: Sexual Health

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Abstinence	SH.8.CC.3	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Chapter 17
State/ Federal Laws	SH.8.CC.10	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Guest presenter: local law enforcement member (if the topic is sex education, the presenter must be listed on the Approved Supplemental List).
Fetal Development	SH.8.CC.4	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Chapter 17
Contraceptives	SH.8.CC.3	<ul style="list-style-type: none"> 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> Reference textbook lesson – Unit 7, Chapters 17-18
Prenatal Care	SH.8.INF.2	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Flour baby

Unit: Safety

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
First Aid and CPR	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. • 7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Chapter 13 • Compression-only CPR • Choking responses • Burn treatments
Cold Weather Safety	Standard 1, Standard 5, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 5.8.5 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Ice safety. • Wind chill • Preparedness and survival skills in Alaskan winters. • Frostbite, frostnip, hypothermia symptoms, and treatments.
Media/ Online Safety	Standard 1, Standard 7	<ul style="list-style-type: none"> • 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. • 7.8.2 Analyze practices and behaviors that support personal and community health and well-being. 	<ul style="list-style-type: none"> • Lesson 13.2 Positive online behavior, privacy, & social media safety • THINK before you post strategy. • Personal Identifiable Information

High School Courses



Grades 9-12

Graduation Requirements

One half (0.5) credit (one semester) of Health is required for graduation.

All students must complete the following core course to meet the graduation requirement:

- **Health (grades 9-12, one semester, 0.5 credit)**

Health

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite(s): None	Course Overview: <i>Health</i> focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Decision-making and goal-setting skills are presented at developmentally appropriate levels. Students will learn content and practice skills through the study of the following nine strands, mentioned in the units table below. Adopted Textbook: <i>Essential Health Skills for High School</i> . Goodheart-Willcox, 2023.
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Units (Recommended Order)
<ul style="list-style-type: none"> • Fundamentals of Health • Nutritional Health • Healthy Lifestyles • Healthy Relationships • Avoiding Hazardous Substances • Disease and Disorders • Body Systems • Sex and Reproduction • Hygiene

Unit: Fundamentals of Health

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Health and Wellness Introduction	Standard 1, Standard 6	<ul style="list-style-type: none"> 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 	<ul style="list-style-type: none"> Health Continuum Graph: Reference Textbook, Chapter 1
Dimensions of Health	Standard 1, Standard 2	<ul style="list-style-type: none"> 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 	<ul style="list-style-type: none"> Wellness Wheel – “The 4 Dimensions of Educator Wellness” (<i>Solution Tree</i>)
Decision Making/ Goal Setting	Standard 1, Standard 5, Standard 6	<ul style="list-style-type: none"> 1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes. 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 	<ul style="list-style-type: none"> Decision-Making Worksheet (see appendix) D.E.C.I.D.E. Reference, Chapter 1 – Practice goal-setting S.M.A.R.T. Goals: Reference, Chapter 1
Factors Affecting Health and Wellness	Standard 1, Standard 2	<ul style="list-style-type: none"> 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 	<ul style="list-style-type: none"> You and the Environment Activity – Reference Textbook, Chapter 1 Maslow’s Hierarchy of Needs
Identity	Standard 7	<ul style="list-style-type: none"> 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. 	<ul style="list-style-type: none"> Who Are You? Activity - Chapter 4 Lesson 2

Mental and Emotional Well-Being	Standard 2	<ul style="list-style-type: none"> 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. 	<ul style="list-style-type: none"> Mental Health Case Study Stress Test from “Activities that Teach”
Unit: Nutritional Health			
Suggested Teaching Time: 1 week			
Topic	Standard	Performance Indicator	Resources & Materials
Essential Nutrients	Standard 1, Standard 3	<ul style="list-style-type: none"> 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. 	<ul style="list-style-type: none"> MyPlate - “Learn How to Eat Healthy with MyPlate” (<i>USDA MyPlate</i>)
Food and Fitness Choices	Standard 1, Standard 3	<ul style="list-style-type: none"> 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> Diet and Exercise Self Assessment
Reading Food Labels	Standard 3	<ul style="list-style-type: none"> 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> Dietary Guidelines (<i>Health.gov</i>)

Unit: Healthy Lifestyles			
Suggested Teaching Time: 2 weeks			
Topic	Standard	Performance Indicator	Resources & Materials
Factors Affecting Healthy Body Image	Standard 2	<ul style="list-style-type: none"> 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> BMI Chart
Engagement of Physical Activities	Standard 1	<ul style="list-style-type: none"> 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	
Sleep	Standard 1	<ul style="list-style-type: none"> 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Reference Textbook, page 817

Health Management	Standard 7	• 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors.	• School Nurse
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Unit: Healthy Lifestyles continued...			
Topic	Standard	Performance Indicator	Resources & Materials
Screen Time	Standard 7	<ul style="list-style-type: none"> • 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. • 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. • 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being. 	<ul style="list-style-type: none"> • “Personal Health Series – Screen Time” (Kids Health)

Unit: Communication/ Healthy Relationships

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Establishing Healthy Relationships	Standard 4, Standard 7	<ul style="list-style-type: none"> • 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 	<ul style="list-style-type: none"> • Role Plays
Violence Prevention	Standard 2	<ul style="list-style-type: none"> • 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. 	<ul style="list-style-type: none"> • Fairbanks Police Department – Internet Safety Handout • Guest Speaker – Interior Alaska Center for Non-Violent Living representative or Sexual Assault Response Team (SART) Nurse for presentation on domestic violence
Digital Citizenship/ Online Safety	Standard 2, Standard 7	<ul style="list-style-type: none"> • 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity. • 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 	<ul style="list-style-type: none"> • CommonSense.org • Interland Online Game • Reference chapter 16.3 in textbook (pages 580-591)
Prevention/ Intervention	Standard 5	<ul style="list-style-type: none"> • 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 	<ul style="list-style-type: none"> • Guest Speaker – FNSBSD Prevention/ Intervention Specialist (Project Success) • Safe Dating Plan

Unit: Avoiding Hazardous Substances

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Smoking/ Vaping	Standard 1	<ul style="list-style-type: none"> 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> Digital Media Project – Slideshow, Song, etc.
Alcohol	Standard 1, Standard 5	<ul style="list-style-type: none"> 1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors. 1.12.9 Analyze the relationship between access to health care and overall health and well-being 	<ul style="list-style-type: none"> Vision Impaired Goggles – <i>Smashed: Toxic Tales of Teens and Alcohol</i> (DVD); teen and parent discussion questions
Prescription, Over the Counter, and Other Drugs	Standard 5	<ul style="list-style-type: none"> 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 	<ul style="list-style-type: none"> Guest Speaker
Drug Abuse, Prevention, and Recovery	Standard 2, Standard 7, Standard 8	<ul style="list-style-type: none"> 2.12.4 Formulate strategies to manage influences that impact health and well-being. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	<ul style="list-style-type: none"> Guest Speaker – Alaska State Trooper, Fairbanks or North pole city police officer, Fairbanks Youth Facility officer to address consequences “Opioids in Alaska – Get Naloxone (Project Hope)” (Alaska Dept. of Health)

Unit: Disease and Disorders

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Communicable Diseases	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	
Non-communicable Diseases	Standard 1, Standard 8	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. • 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being. 	
STDs/ STIs	Standard 1	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Public Health Department – “I Wanna Know About Sexual Health” (<i>American Sexual Health Association</i>)
HIV/ AIDS	Standard 7	<ul style="list-style-type: none"> • 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. • 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> • Reference Textbook Chapter 19

Unit: Body Systems (optional)

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Cardiovascular	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Pedometer Exercise Activity • Map of How the Heart Flows
Skeletal	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • DIY Bone Activity • Skeletal Crossword Puzzle
Muscular	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Muscle Memory Game
Digestive	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Reference Textbook page 810
Skin System	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	<ul style="list-style-type: none"> • Playdough Layers of Skin • Skin System Bingo
Reproductive System	Standard 1, Standard 3	<ul style="list-style-type: none"> • 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. • 3.12.4 Use valid and reliable sources of health information, products, services, and other resources. 	

Unit: Sex and Reproduction

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicator	Resources & Materials
Abstinence/ Contraception	Standard 4, Standard 5, Standard 8	<ul style="list-style-type: none"> • 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. • 4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts. • 5.12.6 Develop a plan of action to implement a health-related decision. • 8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being. 	<ul style="list-style-type: none"> • School District Nurse or Health Professional • Figure 21.17 of the high school health textbook (page 759)
Pregnancy/ Birth	Standard 1	<ul style="list-style-type: none"> • SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex. • SH.10.CC.4 List the major milestones of each trimester of fetal development, utilizing medically accurate information.* 	<ul style="list-style-type: none"> • NOVA Video – <i>Life's Greatest Miracle</i> (from Library Media Services)
Parenthood	Standard 1, Standard 7	<ul style="list-style-type: none"> • SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g. abstinence, condoms, emergency contraception). 	
Puberty	Standard 1, Standard 7	<ul style="list-style-type: none"> • PD.10.CC.1 Describe the cognitive, social, and emotional changes of early adolescents and early adulthood. 	
Sexual Consent/ High Risk Situations	Standard 4	<ul style="list-style-type: none"> • 4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations. 	<ul style="list-style-type: none"> • Role Play, Skit

Unit: Hygiene

Suggested Teaching Time: 1 week

Topic	Standard	Performance Indicator	Resources & Materials
Hand Washing	Standard 1	<ul style="list-style-type: none"> 1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 	<ul style="list-style-type: none"> Handwashing Demonstration
Soap/ Deodorant	Standard 1	<ul style="list-style-type: none"> 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 	
Shaving/ Hair Management	Standard 1	<ul style="list-style-type: none"> 1.8.5 Analyze connections between health literacy and health outcomes. 1.8.7 Explain how health care promotes personal health. 	<ul style="list-style-type: none"> Shave a Balloon Activity
Oral Hygiene	Standard 1	<ul style="list-style-type: none"> 1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.3 Analyze behaviors that reduce or prevent illnesses and injuries. 	<ul style="list-style-type: none"> Teeth Staining/ Brushing Activity



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

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