

**Class Title: 5<sup>th</sup> Grade Band**

<p><b>Illinois Music Anchor Standard 3:</b> Revise, refine, and complete artistic work          5<sup>th</sup> a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback and explain rationale for changes          b. Present the final version of personal created music to others that demonstrates musicianship and explain connection to expressive intent.  <b>Illinois Music Anchor Standard 6:</b> Convey meaning through the presentation of artistic work</p>	<p>September –December &amp; Demonstration Concert</p>
--	--

Assessments	Resources	Key Vocabulary	Desired Outcomes	Essential Questions
<p>Formative: In class playing Playing for peers/parents</p> <p>Summative: Concert</p>	<ul style="list-style-type: none"> <li>Essential Elements 2000</li> <li>Smart Music</li> </ul>	<p>Embouchure            Music Staff            Ledger Lines            Measures            Barlines            Beat            Rest            Double Bar            Repeat Sign            Clef            Sharp            Flat            Natural            Breath Mark            Time Signature            Key Signature            Counting Mixed Rhythms            Fermata            Pick-up Notes            Dynamics (forte, mezzo forte, piano)</p>	<ul style="list-style-type: none"> <li>Correct Instrument assembly/playing position</li> <li>Characteristic tone</li> <li>Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</li> <li>Perform music, alone or with others, with expression, technical accuracy</li> <li>Demonstrate performance decorum and audience etiquette</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their performance?</li> </ul>

<p><u>Illinois Anchor Standard 5</u>: Develop and refine artistic techniques and work for presentation  <u>Illinois Anchor Standard 7</u>: Perceive and analyze artistic work.  <u>Illinois Anchor Standard 10</u>: Synthesize and relate knowledge and personal experiences to make art.</p>				<p>January –May (Spring Concert)</p>
Assessments	Resources	Key Vocabulary	Desired Outcomes	Essential Questions
<p>Formative:            In class playing            Playing for peers/family            Smart Music assessments for Band Karate :</p> <ul style="list-style-type: none"> <li>Rolling Along</li> <li>Au Claire de la Lune</li> <li>A Mozart Melody</li> <li>Jingle Bells</li> <li>Eighth Note Jam</li> </ul> <p>Summative:            Concert</p>	<p>Essential Elements 2000            Smart Music            Various sheet music repertoire            2019: Zombie Stomp by Rob Grice and            Attack of the Garden Gnomes by            Timothy Loest</p>	<p>Same as 1<sup>st</sup> nine weeks with the addition of :</p> <p>Tempo: Allegro, Moderato, Andante            Dynamics: Crescendo and Decrescendo            Measure Number            Tie            Accent            1<sup>st</sup> and 2<sup>nd</sup> Endings</p>	<p>Same as the 1<sup>st</sup> 9 weeks with the addition of:</p> <ul style="list-style-type: none"> <li>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.</li> <li>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their performance?</li> <li>How do we discern the musical performers' emotions, thoughts, and ideas?</li> <li>How do musicians make meaningful connections to creating, performing, and responding?</li> </ul>

2018-  
2019

# CIS Detailed Curriculum Map

---

Assessments	Resources	Key Vocabulary	Desired Outcomes	Concepts/Content

<p>Standards: 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p>4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p>4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p>				<p>Nine Weeks: Third Unit: Earth Science</p>
<p>1. What effect can water have on land?</p>				<p>Essential Questions:</p>
Assessments	Resources	Key Vocabulary	Desired Outcomes	Concepts/Content
<p>Formative: Worksheets/Homework Quizzes</p> <p>Summative: Lab/Project Unit Assessment</p>	<p>McGraw-Hill Science text Mystery Science online Interactive Notebooks Videos Worksheets Hands on Activities</p>	<p>relative age fossilization abrasion chemical weathering erosion ice wedging mechanical weathering continental glacier glacial till glacier moraine plucking valley glacier loess sand dune delta deposition erosion floodplain wave</p>	<p>Theme: <i>waves and erosion</i></p> <p>Phenomena: -outside of river bends are steeper than inside -slinky can demonstrate waves</p> <p>By the end of the unit students should be able to describe multiple ways the Earth's surface changes through natural processes as well as use evidence from the landscape to support theories behind their explanations for the surface changes.</p>	<ul style="list-style-type: none"> <li>Waves can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach</li> <li>Waves of the same type can differ in amplitude and wavelength</li> <li>Patterns of rock formations reveal changes over time due to earth forces. The presence and location of certain fossil types indicate the order in which rock layers were formed.</li> <li>Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</li> </ul>

<p>Standards: 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.</p> <p>4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans</p>				<p>Nine Weeks: Fourth Unit: Earth Science (2)</p>
<p>1. How can we reduce negative impacts of natural hazards and or resource use?</p>				<p>Essential Questions:</p>
Assessments	Resources	Key Vocabulary	Desired Outcomes	Concepts/Content
<p>Formative: Worksheets/Homework Quizzes</p> <p>Summative: Lab/Project Unit Assessment</p>	<p>McGraw-Hill Science text Mystery Science online Interactive Notebooks Videos Worksheets Hands on Activities</p>	<p>conservation fossil fuel natural resource nonrenewable resource renewable resource continental rifting convergent plate boundary divergent plate boundary intraplate activity island arc plate plate boundary subduction subduction zone transform fault transform plate boundary</p>	<p>Theme: <i>Reducing impacts</i></p> <p>Phenomena: -Hurricanes damage houses -Oil from ground makes gasoline for cars</p> <p>Students will build on the third grade focus on force to facilitate students’ understanding of Earth systems and their changes. By the end of the unit students should be able to explain how features of our changing Earth relate to natural resources as well as suggest ways to reduce the impacts humans have on the natural world.</p>	<ul style="list-style-type: none"> <li>• The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the land and water feature.</li> <li>• Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</li> <li>• A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.</li> </ul>