Grade 5 Parent Student Course Information

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning and enhanced academic achievement. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

Sincerely,
Department of Teaching and Learning

Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

General Information

Elementary School Counseling Program
Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Licensed school counselors provide a variety of services, including classroom instruction, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

Parent/Student Handbook
Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

Report Cards
The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

Language Arts

The fifth grade language arts program focuses on the broad areas of communication, reading, writing and research. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency and writing.

Communication and Multimodal Literacies

- Uses effective oral communication skills
- Creates and delivers multimodal, interactive presentations
- Learns how media messages are constructed and for what purposes

Reading

- Expands vocabulary when reading
- Reads and demonstrates comprehension of fictional texts, literary nonfiction and poetry
- Reads and demonstrates comprehension of nonfiction texts

Writing and Research

- Writes in a variety of forms
- Edits writing for capitalization, spelling punctuation, sentence structure, paragraphing and Standard English
- Finds, evaluates and selects appropriate resources to create a research product

Storyboard

Essential Questions: What is this text really about? How does it connect and compare to other texts? How do the choices the author makes impact the reader? How does my audience and purpose guide the way I communicate?

	Quarter 1	Quarter 2
Unit Title and Quarter	Units 1-3 Exploring Text Structures in Fiction and Nonfiction	Chapters 4-5 Character Analysis Author's Purpose in Nonfiction
Image		
Focus of the Story	We begin our reading journey this year by using inquiry to help us explore both fiction and non fiction texts. We use the elements of plot in fiction and text features in nonfiction to navigate our understanding. In our writing, we create detailed and meaningful personal and descriptive stories. Communicate through speaking and listening to share ideas and explain my thinking. Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea. Read, comprehend, and analyze texts in order to construct meaning about the world and themselves. Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience. Engage in research and inquiry to analyze, evaluate source credibility, and become more knowledgeable about a given topic.	As we continue, we analyze how character identifying conflict and resolution we will b features and the author's purpose to help develop as writers through composing mo
Learning Targets	I can ask and answer questions about what I read. I can identify the main idea in nonfiction texts. I can use text features to predict and categorize information. I can compose and edit narrative and descriptive writing.	I can describe character development. I can identify conflict and resolution. I can draw conclusions using text as supp I can compose and edit realistic fiction, fa

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Mathematics

The fifth grade mathematics program continues to develop a conceptual understanding of whole and rational numbers. Students will compute fractions and decimals in the context of real-world problems. An introduction to order of operations and evaluation of numerical expressions is incorporated. Students will examine the relationships among the parts of a circle and apply their understanding of the concepts of perimeter, area, and volume in problem-solving situations. Students use their understanding of the attributes of plane figures to classify them. Students will explore data sets to calculate measures of central tendency and dispersion. The concept of probability is deepened through more complex experiments. The idea of a variable is explored through its use in algebraic equations. More complex patterns will be explored and applied to algebraic concepts.

Numeration and Computation

- Understand the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition, subtraction, multiplication, and division and compute using whole numbers and rational numbers

Geometry and Measurement

- Understand measurable attributes of objects and events, units of measure, and systems of measurement, and apply appropriate techniques and tools to determine measurements
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes and develop mathematical arguments about geometric relationships

Probability and Statistics

- Create questions and construct answers by collecting, organizing and displaying data
- Select and use appropriate statistical methods to analyze data
- Understand and apply basic concepts of probability

Patterns, Functions, and Algebra

- Understand a variety of patterns, relations and functions
- Represent and analyze mathematical situations and structures using algebraic symbols

Science

The fifth grade science program stresses the refinement and application of the science and engineering practices as students investigate and begin to understand how matter and energy can be transformed.

Force, Motion, and Energy

- Understand that energy can take many forms, cause change, do work, and can be transformed and conserved
- Explain the relationship among motion, mass, friction, speed, direction, and force
- Understand the basic concept of electricity to include how electrical energy can be transformed to other types of energy

- Identify, diagram, and explain circuits using concepts such as open and closed circuits and insulators and conductors
- Understand the relationship between electricity and magnetism
- Understand sound concepts to include how sound is produced, how it travels, and how it is used
- Understand light concepts to include its characteristics, how it moves, and how it travels through various materials
- Understand that radiant energy can be transformed

Matter

- Understand the basic structure and behavior of matter, atoms, and describe how energy affects matter
- Compare and contrast mixtures and solutions

Earth and Space Systems

- Understand that rocks and other surfaces of Earth are constantly changing
- Recognize how fossils and geologic patterns provide evidence of Earth's change
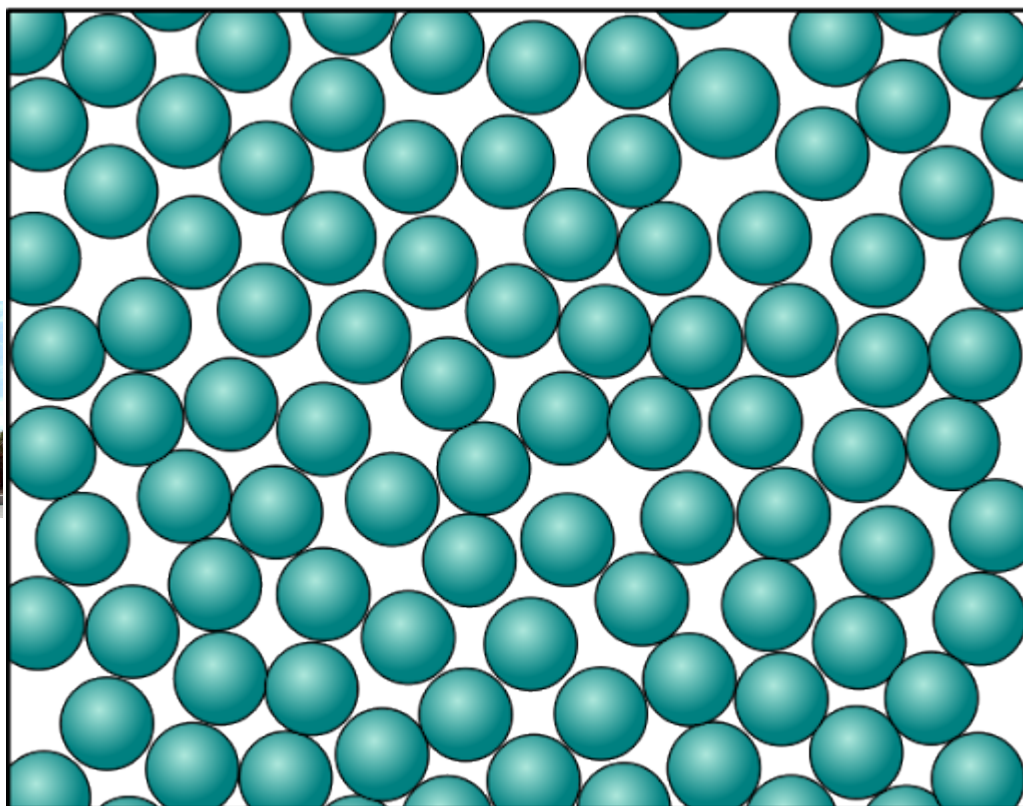
Earth Resources

- Understand how individuals and communities have a means to conserve energy and matter
- Understand that some energy resources are considered renewable and others are not

Storyboard

Essential Questions: How can energy be transformed? How can energy cause matter to transform?

	Quarter 1	Quarter 2		Electricity:
Unit	Force, Motion, Energy:	Matter:		Electricity:
Title and	Whee!	Whoa!		Wait!
Quarter	Energy Causes Motion	Energy Causes Matter to Change		Energy is Us

	Quarter 1	Quarter 2	
Image Cue			
Focus of the Story	Roller coasters and F-18s move fast, but how? We start our year by exploring how forces transfer energy and what happens to an object's motion when multiple forces act upon it. We ask questions, investigate, and analyze data to make sense of motion.	What exactly is matter, and what happens to it when it's combined or heated? Next we take a look at a microscopic level to investigate this question of how matter is mixed and how energy transforms it. We use what we learn to solve real-world problems.	We now kno… but how can… into electric… use it? Next… relationship… electricity, e… magnetism … how to use … creative sol…
Transfer goals	Ask questions driven by curiosity on a given event or process in the natural world based on observations or data. Plan and carry out investigations or use a design process to answer a question or solve a problem. Analyze and interpret data to determine its validity or	Communicate results, solutions, or findings to inspire further inquiry and courses of action. Define problems through research into what is already known and think creatively about what solutions might be possible. Plan and carry out investigations or use a design process to answer a question or solve a problem.	Define prob… research int… known and … about what … possible. Communica… solutions, o… further inqu… action. Analyze and… determine it…

	Quarter 1	Quarter 2	
	usefulness, identify patterns and relationships, and/or draw conclusions.		usefulness, and relation conclusions
	I can ask questions about how energy works through forces to move objects.		I can explain between en magnetism.
Learning Targets	I can plan and conduct an experiment to determine the effects of the net force acting on an object.	I can construct a simple model to show that matter is composed of atoms. I can solve a problem by designing a process to separate two or more types of matter within a mixture. I can use data to show what happens when energy causes a phase change.	I can design problem usi about electr electromag
	I can collect and interpret data related to force and the motion of objects.		I can use da solutions fo energy.
Demo of Learning	Design an amusement park ride using what you know about forces	Investigate whether salt really works to melt ice on sidewalks	Use data to usage at yo design a so energy

Social Studies

In fifth grade, the social studies program focuses on the continued study of Virginia history which began in grade 4. Students will use the process of inquiry to further investigate the history of Virginia from the American Revolution to the modern era.

The students will demonstrate knowledge and understanding of:

- Life in Virginia during the American Revolution
- The influence of key Virginia documents in the political development of the United States
- Life in Virginia during the Civil War
- Life in Virginia after the Civil War
- Life in Virginia in the 20th and 21st centuries

Storyboard

Essential Questions: What are the original ideals of the American people? How did these ideals change or stay the same over time?

	Quarter 1	Quarter 2
Unit Titles	Securing the 'Blessings of Liberty' *'Revolutionary War' and 'Reflections of Democracy' units*	Pursuit of a 'More Perfect Union' *'Civil War' and 'Rebuilding VA' units*

Image Cue	

Focus of the Story

We begin by exploring battles and perspectives that Virginians engaged in to secure independence.

Next, we examine the differences in persp[...] enslavement, the role Virginia played in ou[...] conflict.

THINK: Comprehend how (evidence-based) sources and perspectives can clarify and contradict key information to better understand core issues (across contexts) in the past and present.

Transfer Goals

QUESTION: Ask and pursue a line of questioning based on curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions

QUESTION: Ask and pursue a line of quest[...] ongoing research to establish patterns, dra[...]

ENGAGE: Engage in respectful discourse to exchange and process diverse information, ideas, and points of view in order to inform one's own perspective and explanation

ENGAGE: Engage in respectful discourse t[...] order to inform one's own perspective and [...]

Learning Targets

I can recognize the points of view of the colonists and British Parliament that led to the Revolutionary War.

I can describe the differences between no[...]

I can explain the importance of the Declaration of Independence.

I can use multiple sources to explain the e[...]

I can explain and identify the importance of Virginians in the early ideas and leadership of our new nation.

I can identify the effects of Reconstruction[...]

Health and Physical Education

The fifth grade health and physical education objectives reflect the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Motor Skill Development

• Performs fundamental motor skills and specialized movement patterns

Anatomical Basis of Movement

• Uses cognitive information to enhance motor skill acquisition and performance

Fitness Planning

- Communicates the knowledge to achieve and maintain a health-enhancing level of fitness

Social Development

- Expresses and uses responsible personal and social behaviors in activity settings

Energy Balance

- Uses health concepts related to health promotion and improvement of personal health

Personal Health

- Demonstrates the ability to access, evaluate and use health information to recognize the relationship between personal behavior and personal health

Family Life Education

The Family Life Education (FLE) program for the Virginia Beach City Public Schools is a part of the FLE Virginia Standards of Learning and is taught by a fifth grade teacher. The focus is on human growth and development and appropriate boundaries. An opportunity is provided for parents or guardians to opt their children out of the FLE program if they do not wish their children to participate in some or all of the program lessons. Display copies of the program curriculum, including a description of the resource materials used, are available for review at all public schools. Resource materials are available electronically at the request of parents or guardians. For further information, call the coordinator of health and physical education, Department of Teaching and Learning at (757) 263-1070.

Instructional Technology

The fifth grade Digital Learning Integration Standards offer children a variety of instructional technology experiences based on the Profile of a Virginia Graduate. These standards are comprehensive statements that explain foundational knowledge, skills, and experiences aligned to the grade 3-5 curriculum standards.

Empowered Learner: Students leverage technologies, including assistive technologies, to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.

Digital Citizenship: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of digital resources using appropriate technologies, including assistive technologies, to construct knowledge, produce creative digital works, and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies, including assistive technologies, within a design process to identify and solve problems by creating new, useful or imaginative solutions or iterations.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods, including those that leverage assistive technologies, to develop and test solutions

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using appropriate technologies (including assistive technologies), styles, formats, and digital media appropriate to their goals.

Global Collaborator: Students use appropriate technologies, including assistive technologies, to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Essential Information Literacy Skills (EILS)

The fifth grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, inquiry, collaboration, and engaging with knowledge products safely and ethically. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- Develop and revise questions about topics that interest the student
- Make a plan to find needed information
- Create a product to show learning and act on feedback to improve the product
- Participate in an ongoing inquiry-based process

Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

- Evaluate print and digital information resources for bias and point of view
- Interact with a diverse group of peers in a respectful manner and by sharing their perspectives
- Use digital tools to connect with a variety of learners

Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

- Actively listen in a group and work with others to solve problems
- Use a variety of communication tools and resources
- Break down complex problems into smaller steps

Curate: Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- Identify possible sources of information.
- Evaluate print and digital resources and make critical choices about information
- Collect information representing diverse perspectives
- Assess the validity and accuracy of information
- Access and evaluate information resources before sharing
- Ethically use and repurpose others' work
- Use digital tools to collect, analyze and reflect on accuracy resources or relevant data sets

Explore: Discover and innovate in a growth mindset developed through experience and reflection.

- Develop and satisfy personal curiosity by reading widely and deeply in multiple formats and writing for a variety of purposes
- Solve problems through cycles of design and implementation. Persist in self-directed pursuits
- Develop innovative means of investigation and collaboratively identify innovative solutions
- Problem solve through reflection and revision; be open to feedback

Engage: Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

- Follow ethical and legal guidelines for gathering and using information by complying with the school division's Acceptable Use Policy
- Evaluate information for accuracy, validity and appropriateness
- Recognize the importance of citing sources
- Ethically use, cite, and reproduce others' work to avoid plagiarism
- Keep personal digital identity safe and be aware of the lasting effect of their digital footprint

Art

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines creative process, critical thinking and communication, history, culture and citizenships, innovations in the arts, technique and application and the core curriculum.

Fifth grade art develops concepts and skills essential to appreciating art, creating art and making reasoned judgments about artwork. Examination of artworks enables students to explore art as a major form of inquiry and communication. By studying the disciplines of art history, aesthetics, art criticism and art production, students develop an understanding of the role of art in society. Students participate in an art class each week that is taught by an art teacher.

Creative Process

- Applies the creative process through inquiry, investigation, generating ideas, testing solutions, refining and reflecting on process and product

Critical Thinking and Communication

- Demonstrates an understanding and appreciation that art can have diverse values, meanings and definitions; uses appropriate vocabulary and communication when responding to works of art

History, Culture and Citizenship

- Demonstrates an understanding that art is a reflection of time, place and culture, and identifies the value and reasons for creating art within communities

Innovation in the Arts

- Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers

Technique and Application

- Uses artistic skills and techniques when developing ideas for creative expression through a variety of media

Storyboard

Essential Questions: What Are the Big Issues About Art? How and Why Do We Make Art? How Does Art Relate to History and Culture? How Do We Respond to Works of Art?

Unit Title and Quarter	QUARTER 1 **What is Art?**	QUARTER 2 **World Around Us**	QUARTER 3 **Culture & Tradition**	QUARTER 4 **Innovation & Animation**
Image Cue	 **Umberto Boccioni, Dynamism of a Soccer Player (dinamismo di un footballer), 1913. Oil Painting**	 **Daniel Dancer, Beluga Peacemaker, 1989.**	 **Keisai Eisen, Carp, ca. 1800s. Woodblock print.**	 **Jim McNeill, Skateboarder, 2006.**
Focus of the Story	We begin by starting our journey by asking "What is art" and building on the definition we have started to form throughout the elementary years. We look to this as a foundation of the purpose of our journey in the art classroom.	Once we understand the beginning steps, we can continue observing the world around us and how artists are inspired by their environments, nature, and current events. We can look at personal connections of community and cultural backgrounds to build the foundation and share our stories.	Now, we can start to think more deeply about our own culture and traditions and how we, as artists, can record who we are in our own work. Artists are often inspired by different cultures, traditions, celebrations and customs. They serve as a foundation of what and why we create as artists.	Finally, we can start to recognize how art reflects the technology and innovation of today's world. We can collaborate to create a positive art experience and recognize our own strengths. Challenging us to see art through various lenses.
Transfer Goals	The Creative Process Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist. History/Culture/Citizenship Explore and understand historical influences of art through the work of self and others while cultivating an awareness that art is a reflection of time, place and culture. Students identify and interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively. Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively. History/Culture/Citizenship Explore and understand historical influences of art through the work of self and others while cultivating an awareness that art is a reflection of time, place and culture. Students identify and interact with art as a community	Critical Thinking & Communication Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively. History/Culture/Citizenship: Explore and understand historical influences of art through the work of self and others while cultivating an awareness that art is a reflection of time, place and culture. Students identify and interact with art as a community member and citizen,

		member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.	developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.
	Technique and Application Uses artistic skills and techniques when developing ideas for creative expression through a variety of media.	Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.	Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.
		Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media. As an artist, I can:	Techniques & Application Able to transfer and apply knowledge of artistic skills and techniques when developing ideas for creative expression through a variety of media.
Learning Targets	As an artist, I can: Creatively thinking and using different processes to make art. Express personal ideas through artistic choices of media, techniques, and subject matter. Problem solve and be resourceful to solve problems creatively. Formulate questions about works of art.	As an artist I can: Explore ways artmaking skills are used for problem-solving. Use craftsmanship with attention to detail. Apply a different media, materials, techniques, and processes including sculpture, ceramics, and craft for works of art. Create works of art inspired by a variety of ideas, subjects, and content areas. Processes.	Explore different cultures and historical influences of art. Describe how criteria used to assess the importance of art may change over time. Look at the influence of historical events on works of art. Describe similarities and differences among art and artists from different cultures and experiences. Compare and contrast contemporary and historical works of art, including architecture. Use craftsmanship with attention to detail through use of different media, materials, techniques for sculpture, ceramics, and craft.	As an artist, I can: Use skills and techniques when developing ideas using a variety of media. Explore approaches to time-based media, traditional animation, and game design. Demonstrate skills needed to work collaboratively in an art community. Effectively use communication skills in class discussions and presentations. Recognize a variety of strengths in others and oneself in the art classroom.

Music

The Virginia Standards of Learning for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. Students document questions about music and explore sources for investigating music concepts. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances. Students continue to develop recorder playing skills. Students participate in a weekly music class taught by a music specialist.

Creative Process

- Improvise and compose music

- Apply a creative process for music

Critical Thinking and Communication

- Analyze music
- Describe how music evokes personal ideas and emotions
- Demonstrate collaboration and communication skills for music rehearsal and performance

History, Culture, and Citizenship

- Explore historical and cultural aspects of music
- Describe roles of music and musicians in communities
- Identify appropriate sources for listening to music

Innovation in the Arts

- Identify how individuals create music
- Identify how music can be created using technology tools
- Identify relationships between music and other fields of knowledge

Technique and Application

- Demonstrate music literacy
- Develop skills for individual and ensemble singing performance
- Develop skills for individual and ensemble instrumental performance
- Classify, perform and count rhythmic patterns
- Understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments and voice
- Respond to music with movement

Chorus

The elementary school chorus provides unique opportunities for students whose aptitudes and interests include expanding and refining their vocal and choral abilities. Emphasis is placed on reading music, tone production, blend, intonation, ensemble singing and incorporating choral techniques and vocal skills from the 4th and 5th Grade General Music curriculum. Students will be provided the opportunity to experience a variety of vocal styles and literature. Students participate in a weekly chorus class taught by a music specialist.

Orchestra

The Virginia Standards of Learning for Elementary Instrumental Music enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Students identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure, and tone production. Music literacy skills are emphasized as students read, notate, and perform music. Students begin to respond to, describe, interpret, and evaluate works of music both as performers and listeners. Students use a creative process to identify and apply the skills involved in creating original work. Opportunities are

provided for students to participate in local events as appropriate to level, ability and interest. Students are usually expected to provide their own instruments and supplies. Students participate in two weekly orchestra classes taught by a music specialist.

Creative Process

- Create music as a means of individual expression
- Apply a creative process for music

Critical Thinking and Communication

- Analyze, interpret, and evaluate music
- Formulate and justify personal responses to music
- Identify and demonstrate collaboration and communication skills for music

History, Culture, and Citizenship

- Explore historical and cultural influences of music
- Explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment
- Identify intellectual property as it relates to

  music

Innovation in the Arts

- Identify career options in music
- Identify ways in which culture and technology influence the development of music and musical styles
- Identify the connections of instrumental music to the other fine arts and other fields of knowledge

Technique and Application

- Demonstrate music literacy
- Identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures
- Demonstrate preparatory instrumental basics and playing procedures
- Demonstrate proper instrumental techniques
- Demonstrate musicianship and ensemble skills at a beginning level

Storyboard

Essential Questions: How do we see what we hear? How do we hear what we read? How does that inspire us to create music?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	**Creating and Living a Musical Life**	**I read it, I wrote it; It's MINE!**	**Where do we go from here? Music is everywhere!**	**Musical Me + Numerous Choices = Infinit Possibilities and Directions**

Image Cue				
Focus of the Story	We begin our year by studying music through time and place while building on previous knowledge to refine pitch, rhythm, technique, and literacy skills. We continue to grow as collaborators, communicators, and participators in diverse musical experiences.	Our journey continues as we learn to identify, read, classify and perform rhythms of increasing difficulty. Our knowledge of music history expands as we explore music from a variety of cultures and composers.	The year continues as we relate career fields that are influenced by music and the science of sound. We apply our music literacy knowledge through student compositions and further develop our ability to analyze and evaluate our creations.	We close out our year with opportunities to apply our knowledge more challengingly through composing, reading, and performing. Opportunities for assessing instrumental and vocal performances round out the year as we explore innovative ways to make music using technology.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Use technology as a strategic mechanism for improving music literacy and improving music performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Use technology as a strategic mechanism for improving music literacy and improving music performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Use technology as a strategic mechanism for improving music literacy and improving music performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Explore and connect personal interests, experiences, and aspirations through vocation, advocacy, and arts patronage. Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Use technology as a strategic mechanism for improving music literacy and improving music performance.
Learning Targets	I can use musical language to describe my opinion of musical compositions and how people are participating. I can connect music to other things I am learning.	I can identify treble clef pitches. I can read melodies on the treble clef staff. I can read and notate complex rhythms. I can use musical vocabulary appropriately to discuss compositions.	I can compose. I can explain the purpose of developing a musical product from creation to performance. I can describe basic ideas in the science of sound.	I can use music terminology to describe musical qualities. I can use appropriate and positive language to describe the quality of music. I can actively listen to music. I can create music using technology.

I can use good citizenship to show appropriate audience and participant behavior in a music setting.

I can work with my group to reach our goal.

I can create a rubric for self-reflection.

I can play written music.

I can use proper playing techniques.

I can play expressively.

I can read and perform melodies and accompaniments.

I can demonstrate an accent.

I can identify and perform duple and triple meter.

I can read, notate, and perform melodies and rhythms.

I can describe expression in music.

I can identify a Baroque composer and composition.

I can use music vocabulary to compare and contrast a variety of musical styles.

I can sing melodies with proper singing technique.

I can perform choreographed and non-choreographed dances and other musical activities.

I can improvise melodies and rhythms.

I can identify multiple sources for listening to music.

I can develop a list of questions to use in research.

I can perform choreographed and non-choreographed dances and other musical activities.

I can perform movements in duple and triple meter.

I can use good citizenship to show appropriate audience and participant behavior in a music setting.

I can work with my group to reach our goal.

I can use proper posture to sing.

I can sing notated melodies with expression, balance, and blend.

I can sing in harmony.

I can identify music and musicians from the Classical Era.

I can use music terminology to describe musical qualities.

I can use appropriate and positive language to describe the quality of music.

I can explore what inspires musicians to perform or compose.

I can describe different careers in music.

I can use musical vocabulary appropriately to discuss compositions.

I can read melodies on the treble clef staff.

I can read and notate complex rhythms.

I can sing notated melodies with expression, balance and blend.

I can play written music.

I can use proper playing techniques.

I can play melodies and accompaniments expressively.

I can read and perform rhythm patterns using various notes and rests.

I can use musical vocabulary appropriately to discuss compositions.

I can read melodies on the treble clef staff.

I can read and notate complex rhythms using sound and silence.

I can use proper posture to sing.

I can sing with expression, balance and blend.
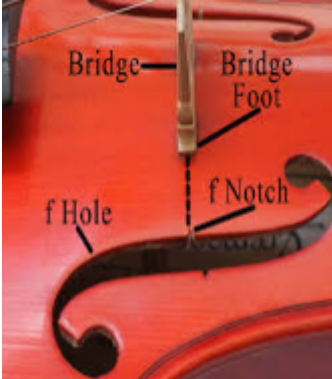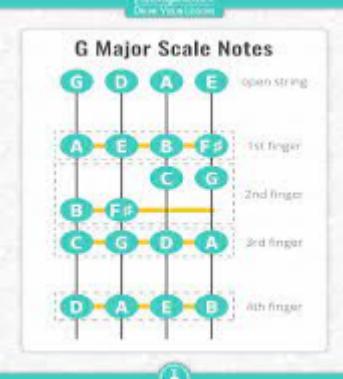
I can sing notated melodies.

I can play written music.

I can use proper playing techniques.

I can play melodies and accompaniments with expression and proper instrument technique.

String Orchestra Storyboard

Essential Question: How does our instrument become our musical voice?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	**Do I choose the instrument or does the instrument choose me?**	**Not only can I produce a sound but I can play seasonal music.**	**Not only do we read the notes but we read AROUND the notes.**	**Look at me! I've got this and am ready for more!**
Image Cue				

Focus of the Story	Our learning begins with identifying the parts of our instrument and how to care for it. We practice handling our instruments safely and begin expanding our music literacy skills while learning how to produce sounds.	We now focus on preparing for our first performance. Students will perform various musical selections that showcase beginning left and right hand techniques while reading and performing in the language of music.	Next, our focus is improving our note reading and writing through scales while exploring pitches on new strings. We work to develop our tone and note-reading fluency while learning more challenging exercises.	We end our year with solo and small ensemble music which requires increased and individual ownership of our instruments. We explore more challenging bow strokes and new scales as we demonstrate the ability to perform while focusing on posture, counting, and tone quality.
Transfer Goals	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Explore and connect personal interests, experiences, and aspirations through vocation, advocation, and arts patronage. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Explore and connect personal interests, experiences, and aspirations through vocation, advocation, and arts patronage. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Explore and connect personal interests, experiences, and aspirations through vocation, advocation, and arts patronage. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Use technology as a strategic mechanism for improving music literacy and improving music performance	Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. Explore and connect personal interests, experiences, and aspirations through vocation, advocation, and arts patronage. Curate a portfolio of accomplishments, experiences, and performance materials exhibiting oneself as an artist. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. Use technology as a strategic mechanism for improving music literacy and improving music performance.
Learning Targets	I can explain and demonstrate correct instrument unpacking procedures. I can identify the parts of my instrument and bow. I can demonstrate and explain proper care of my instrument and bow. I can demonstrate a correct beginning bow hold. I can summarize important information about a Baroque composer. I can pull a straight bow on the D and A strings without playing over the fingerboard or bridge. I can demonstrate understanding of staff basics.	I can consistently identify and perform all D and A string pitches on my instrument. I can consistently demonstrate and perform with correct left wrist and finger placement. I can consistently perform with a full bow stroke. I can identify all D and A string pitches on the staff, and consistently perform them on my instrument. I can clap, count, RWP rhythms with half notes and half rests. I can play 4th finger A on the D string (violin/viola) with I can read, write, and perform quarter notes in a D Major scale, pizzicato and arco, with correct	I can demonstrate understanding of staff basics. I can identify and perform G string pitches. I can demonstrate understanding of time signature basics. I can read and understand time signatures of 2/4 and 4/4. I can write countings for basic rhythm exercises using 8th note rhythms in 2/4 and 4/4 time and place bar lines correctly. I can identify and perform 1st and 2nd endings. I can clap, count, RWP rhythms with eighth notes, quarter notes/ quarter rests, half and whole notes/rest; adding dotted half notes.	I can perform an ascending and descending D and G Major Scales using a teacher-selected rhythmic pattern, while playing arco, with correct posture and position, as class warm ups. I can write countings for basic rhythm exercises using 8th note rhythms in 2/4 and 4/4 time and place bar lines correctly. I can identify and perform 1st and 2nd endings. I can consistently perform my spring concert music and selected solo with correct left wrist and finger placement. I can consistently perform with a full bow stroke detache and 2-notes slurs. I can identify all D, A, and G string pitches on the staff, and consistently perform them on my instrument.

I can demonstrate and perform consistently with correct left wrist and finger placement.

I can demonstrate understanding of rhythm basics.

I can write quarter note D and A on staff paper, with correct note head placement and stem directions.

I can write counting for basic rhythm exercises and place bar lines correctly.

posture and position in preparation for my Cornerstone Assessment.

I can compose a 4-measure melody using quarter notes in the key of D major.

I can demonstrate mastery of basic music theory terms and symbols on my Mid-Year Assessment.

I can demonstrate proper stage, audience, and performance etiquette during a solo performance of my 4-measure composition.

I can play 4th finger D on the G string (violin/viola) with correct intonation and left hand shape.

I can perform an ascending and descending G Major Scale using a teacher-selected rhythmic pattern, while playing arco, with correct posture and position, for my Cornerstone Assessment.

I can compose a 4-measure melody using quarter notes in the key of G major.

I can summarize important information about a Romantic composer

I can demonstrate proper stage, audience, and performance etiquette during a solo performance of my 4-measure composition

I can clap, count, RWP all learned rhythmic notes/rest values.

Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum and is differentiated, modified, and expanded to provide appropriate learning challenges. Gifted resource teachers coach, collaborate with and support fifth grade teachers in differentiation of curriculum and instruction for students. Opportunities are provided for students through whole group and small group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes toward themselves and others. For further information, contact the Office of K-12 and Gifted Programs at 757-263-1405.

Gifted Dance Education and Gifted Visual Arts Programs

The Gifted Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts and dance. As a result of the program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills, and demonstrate personal growth. Students participating in this program attend Old Donation School one day a week. Referral forms for the program are available in each elementary school. For further information, call Old Donation School at 757-648-3240.

Old Donation School

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted, and demonstrate Virginia Beach residency in order to attend. Applications are due in January. The curriculum at Old Donation School is designed to provide students with

the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students. Contact the Office of Gifted Testing at 757-263-6870 or visit the Gifted Programs site on vbschools.com for program and application information.

Academic Support

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, contact the principal of your child's school.

Special Education

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided specially designed instruction and supports as delineated in an individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 757-263-2066.

English as a Second Language

The vision of the Virginia Beach City Public Schools English as a Second Language program is to empower English learners to master social and academic English; to achieve academic success; to accomplish personal goals focused on college and career readiness; and to navigate the diverse local and global communities. Instruction is designed to meet the needs of students at various levels of English proficiency and build students' listening, speaking, reading and writing skills. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning at 757-263-1070.