

DOMAINS	LONG TERM COMPETENCIES	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><i>Geometry (K-12)</i></p>	<ul style="list-style-type: none"> Describe, classify, and compare objects by their attributes. Compose / decompose shapes or attributes to form new shapes. Infer properties of an object from its shape, location and measurements. Infer the relationship between objects based on their shape, location, and measurements. Apply appropriate theorems and formulas to determine the unknown. 	<ul style="list-style-type: none"> Objects in the world can be described by their shape. Every shape has properties that define it. Shapes in different categories may share attributes that can define a larger category. The properties of a shape do not change when it is reflected, rotated, or translated. If one object can be dilated into a second object and a uniform change of scale, then the two objects are similar. Shapes can be described synthetically or analytically. Every geometric theorem or formula is an established relationship that can be applied to a specific set of figures. Analytic geometry allows you to visualize algebraic relationships. Trigonometry is based on the relationship between sides and the angles in any triangle. <p>2-D:</p> <ul style="list-style-type: none"> When a line intersects a 2-D shape, the areas of the new shapes add up to the area of the original. Given a 2-D shape and its scale, mathematicians can compute its area and perimeter. 2-D shapes can be categorized by the number and nature of the attributes that form them. <p>3-D:</p> <ul style="list-style-type: none"> When a plane intersects with a 3-D shape, the volume of the new shapes add up to the volume of the original. Given a 3-D shape and its scale, mathematicians can compute its surface area and volume. 3-D shapes can be categorized by the number and nature of their surfaces. 	<ul style="list-style-type: none"> What kinds of attributes/ characteristics would I use to describe this object? What category do they belong to? How do these shapes (categories of shapes) compare with one another? What shape(s) can I create? How do I show its attributes? How can I tell if these shapes are congruent, similar, or neither? (Gr. 8-12) How do I justify my argument analytically? How do I use measurements about the shape to calculate additional information about it? (Gr. 5-12) What is the theorem/formula necessary to solve this problem? (Gr. 3-12) How much space does this shape take up/enclose? (2-D and 3-D) What does an object(s) location in space tell me? How do some values in a triangle determine others?

MAJOR PHYSICAL AND SPATIAL CONCEPTS

Overall Essential Question: How do I get better at this?(as we move from one grade band to the other)

Overall Enduring Understanding: Consistent practice and openness to feedback improves performance.

Domains	Understandings	Essential Questions	Grade Level Band Skill Progressions	Key Activities
Balance	Staying focused on your body in space keeps you grounded.	How do I stay upright? OR How do I stay focused on what I am doing?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Yoga Pilates Balance beam
Body and Space Awareness	Knowing where my body is located in space keeps me moving where I want to go.	How do I use my body to move around the ____ (field, gym, dance floor)?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Dodge ball Dance Sporting activities
Chasing, Fleeing, and Dodging	Moving away from a person/projectile requires fluent lateral and non-lateral movements.	How do I keep myself alive by moving?	<ul style="list-style-type: none"> • 3yr-K: run in a given a direction (circle, side to side) • Grades 1-2: straightforward motion • Grades 3-5: non-directional or lateral motion; strategically ducking 	Freeze tag
Fitness Concepts	Working to be fit helps my brain and body to be healthy. Stress can be reduced by intently	What are the movements/ activities that I need to do to keep my body fit and safe?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Stretching Aerobics Weight training Yoga Pilates

	focusing on a physical activity.			
Jumping and Landing	Being deliberate about the way you move protects your joints while strengthening muscle groups and technique.	How do I start and stop without getting hurt?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Basketball Volleyball Hurdles in track Obstacle courses Frisbee Plyometrics Jump rope
Kicking and Punting	Effective execution of kicks is determined by the amount of power and technique I use to get the ball to its destination.	How do I kick the ball to get it where I want it to go?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Flag football Soccer Hackey sack Kickball
Locomotor Skills	Knowing where my body is located in space keeps me moving where I want to go.	How do I use my body to get where I want to go?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Sliding into first base Galloping as part of a dance class Backpedaling to catch a fly ball or to get back on defense
Rhythms and Dance	Identifying the beat in music requires fluidity and responsiveness in movement.	How do I move to the beat/music?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Line dances Square dancing Pop dance (Wii)
Striking with Implements	Knowing the techniques (body position, correct movements) makes it more likely to hit	How do I hit the ball/object to get it where I want it to go?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Tennis Badminton Floor hockey

	the ball/object effectively.			Whiffle ball, softball
Teamwork	The way we communicate with one another has a predictable effect on the team's success.	How do we work together to get the job done?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	All team sports Cooperative games
Throwing and Catching	Demonstrating proper technique (body position, correct movements) creates a predictable outcome that makes the activity more enjoyable.	<p>How do I get the ball/object where I want it to go?</p> <p>How do I get ready to catch the ball?</p>	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Soccer Baseball Kickball Basketball
Volleying	Keeping the ball in the air requires rhythm and force that can be sustained over time.	How do I keep the ball alive?	<ul style="list-style-type: none"> • 3yr-K • Grades 1-2 • Grades 3-5 	Hitting a beach ball Serving a volley ball Hitting a ball on a tennis racquet

Music Department K-12 Scope and Sequence - Performing

Vocal Performance Scope & Sequence

Domain	K-2	3-4	5-6	7-8	9-12
Technique	<p>* Posture</p> <p>-Tall and proud</p> <p>- Stand like a champion</p> <p>* Breath</p> <p>-deep breath</p>	<p>* Posture</p> <p>- hands at your sides</p> <p>-lift your sternum</p> <p>* Breath</p> <p>- deep diaphragmatic breathing</p> <p>- Phrasing</p> <p>* Vowel shape</p> <p>- golf ball/ marble</p> <p>- frame</p> <p>- all ah</p> <p>* Diction</p> <p>- strong and clear consonants</p>	<p>Posture</p> <p>- hands at your sides</p> <p>- feet separated same width as shoulders</p> <p>- straight back</p> <p>Breath</p> <p>- breath manag. - exercises for longer phrases</p> <p>- emph. more silent breathing</p> <p>Vowel Shape</p> <p>- reinforce thru exercises</p> <p>- foreign pronunciation</p> <p>Diction</p> <p>- ending vowel/beginning consonant comb</p> <p>- cut-off consonants</p> <p>- for. pronun</p> <p>- compound consonants</p>	<p>* Posture</p> <p>- Hands at your sides</p> <p>- shoulders down and back</p> <p>-sternum lifted</p> <p>-feet shoulder width apart</p> <p>Breath</p> <p>- breath manag. - exercises for longer phrases</p> <p>- emph. more silent breathing</p> <p>* Vowel shape</p> <p>- Diphthongs</p> <p>- matching vowel exercises</p> <p>-uniform vowel shapes</p> <p>* Diction</p> <p>- concentrated attention on delivering the text of the poetry.</p> <p>*syllabic stress, every note does not have equal stress.</p> <p>-vowel modification in upper register</p>	<p>Posture</p> <p>- Hands at your sides</p> <p>- shoulders down and back</p> <p>-sternum lifted</p> <p>-feet shoulder width apart</p> <p>*Breath</p> <p>- breath manag. - exercises for longer phrases</p> <p>- emph. more silent breathing</p> <p>* Vowel shape</p> <p>- Diphthongs</p> <p>- matching vowel exercises</p> <p>-uniform vowel shapes</p> <p>* Diction</p> <p>- concentrated attention on delivering the text of the piece.</p> <p>-consonant articulation</p> <p>*syllabic stress, every note does not have equal stress.</p> <p>-vowel modification in upper register</p>
Pitch	<p>* Accurate pitches (Mi, Re, Do)</p>	<p>* Singing in tune with correct pitches</p> <p>* Accurate pitches Do, Re, Mi, Sol (4th La)</p> <p>* Singing songs in minor keys</p>	<p>* Singing in tune with correct pitches</p> <p>* Accurate pitches Do, Re, Mi, Sol, La</p> <p>* major and minor keys</p>	<p>Singing in tune using all pitches of major and minor scale.</p> <p>*concentrated use of Kodaly hand signs</p> <p>*major scale singing with arpeggios throughout vocal</p>	<p>- Singing in tune using all pitches of major and minor scale.</p> <p>- major scale singing with arpeggios throughout vocal ranges.</p>

				ranges.	
Tone	<ul style="list-style-type: none"> * Singing voice * Healthy vocal production 	<ul style="list-style-type: none"> * Singing voice * Healthy vocal production 	<ul style="list-style-type: none"> * Singing voice * Healthy vocal production * Breath support and management * Resonance and focus 	<p>Chest voice, mixed voice, head voice and falsetto.</p> <p>*processing singers through the wiles of “stereotypical middle school airy, raspy, and changing” voice characteristics.</p>	<ul style="list-style-type: none"> - Chest voice, mixed voice, head voice and falsetto. - generating an understanding that breath support, vowel shape, vocal placement and posture have a direct impact on tone.
Rhythm	<ul style="list-style-type: none"> * 2nd grade duple rhythms -echo -decode -create -reading 	<ul style="list-style-type: none"> * echo * decode * create * reading 	<ul style="list-style-type: none"> * echo * decode * create * reading 	Continue number counting system from the switch over at TBS..	Number Counting system

Orchestra Performance Scope & Sequence

Domain	Grade 4	Grades 5-6	Grades 7-8	Grades 9-12
Technique	<ul style="list-style-type: none"> • Rest Position • Playing Position • Pizzicato Position • Bow Hold / Tilt • Bow Placement & Stroke • Slurs, Staccato, Legato 	<ul style="list-style-type: none"> • Dynamics - bow speed, weight, and location • Hooks • Accents • ½ Steps • Celli - 2nd position • Basses - 2, 2.5, 3 position 	<ul style="list-style-type: none"> • Articulations: spiccato, trills, tenuto • Bow distribution • Vibrato • ½ steps as they relate to key signatures • Shifting <ul style="list-style-type: none"> ○ vln - 3rd ○ vla - 3rd ○ c - 2nd, 4th ○ b - 2, 2.5, 3 	<ul style="list-style-type: none"> • Posture • Proper instrument playing position • Articulation- accents, staccato, legato, • Violins/Violas 3rd and 5th position • Cellos/Bass 3rd, 4th and 5th position
Pitch	<ul style="list-style-type: none"> • Scales/Keys (D & G) 	<ul style="list-style-type: none"> • Scales/Keys (D G C F, e d, e dorian) • Arpeggios (D G C) • Accidentals & chromatic scale 		<ul style="list-style-type: none"> • Accuracy • Proper tuning • Intonation- individual, section and ensemble •
Tone	<ul style="list-style-type: none"> • Bow speed, weight, location 	<ul style="list-style-type: none"> • Bow speed, weight, location 		<ul style="list-style-type: none"> • Quality sound • Appropriate Tone • Proper support
Rhythm	<ul style="list-style-type: none"> • Meter - duple • Note Values - half, quarter, eighth 	<ul style="list-style-type: none"> • Meter - duple, triple, compound • Note Values - whole, dotted half, half, quarter, dotted quarter, eighth, dotted eighth, sixteenth 		<ul style="list-style-type: none"> • Accuracy • Note recognition- Whole, half, quarter, eighth • dotted rhythms • Triple time • Cut time • Multi-Meter