The information below will give you an understanding of what your child will be doing in Specials this Semester (Graded Specials Only).

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| Welcome to Physical Education 411! Below are the objectives we will be covering during the first semester. You will receive a packet of expectations for each unit as the unit begins. You can also access it on my blackboard site. Students in grades K-5 will be participating in Locomotor Skills and Space Awareness, Health Related Fitness Components, and Basketball. Some track 3 students may also get a chance to do some Soccer or Throwing and Catching. **Objectives Kindergarten*** Execute recognizable forms of the basic locomotor skills.
* Create transitions between sequential locomotor skills.
* Understand the meaning of words and terms associated with movement.
* Use Recognizable forms of basic manipulative skills.
* Identify one or more of the essential elements of correct form for the five fundamental manipulative skills.
* Use teacher feedback to improve basic motor performance.
* Illustrate activities that increase heart rate.
* Recognize one or more of the five health related fitness components and the associated exercises.
* Use basic strategies and concepts for working cooperatively in group settings.
* Understand how social interaction can make activities more enjoyable.
* Use safe practices when engaging in physical education activities.
 | Welcome to Physical Education 411! Below are the objectives we will be covering during the first semester. You will receive a packet of expectations for each unit as the unit begins. You can also access it on my blackboard site. Students in grades K-5 will be participating in Locomotor Skills and Space Awareness, Health Related Fitness Components, and Basketball. Some track 3 students may also get a chance to do some Soccer or Throwing and Catching.**Objectives First Grade*** Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.
* Use recognizable forms of the basic manipulative skills.
* Generate smooth transitions between sequential locomotor skills.
* Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.
* Use movement and manipulative skills involving equipment.
* Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.
* Understands how to use teacher and peer feedback to improve basic motor performance.
* Illustrate activities that increase heart rate and make muscles strong.
* Recognize two or more of the five health-related fitness components and the associated exercise.
* Use basic strategies and concepts for working cooperatively in group settings.
* Understand how social interaction can make activities more enjoyable.
* Use safe practices when engaging in physical education activities.
 | Welcome to Physical Education 411! Below are the objectives we will be covering during the first semester. You will receive a packet of expectations for each unit as the unit begins. You can also access it on my blackboard site. Students in grades K-5 will be participating in Locomotor Skills and Space Awareness, Health Related Fitness Components, and Basketball. Some track 3 students may also get a chance to do some Soccer or Throwing and Catching. **Objectives Second Grade** * Execute combinations of locomotor skills in different pathways, levels, or directions.
* Apply non-locomotor movements with locomotor patterns and levels in a variety of movement sequences.
* Use equipment to illustrate multiple movement concepts.
* Compare three or more of the essential elements of correct form for the five fundamental manipulative skills.
* Execute a variety of manipulative skills while maintaining good balance and follow-through.
* Generates smooth and timely transitions between sequential locomotor skills.
* Illustrate activities that are associated with three or more of the five components of health-related fitness.
* Recognize three or more of the five health-related fitness components and the associated exercises.
* Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
* Explain the value of working cooperatively in group settings.
* Summarize the benefits of positive social interaction as to make activities more enjoyable.
* Use safe practices when engaging in physical education activities with little or no prompting.
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The information below will give you an understanding of what your child will be doing in Specials First Semester (Graded Specials Only).

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| Welcome to Physical Education 411! Below are the objectives we will be covering during the first semester. You will receive a packet of expectations for each unit as the unit begins. You can also access it on my blackboard site. Students in grades K-5 will be participating in Locomotor Skills and Space Awareness, Health Related Fitness Components, and Basketball. Some track 3 students may also get a chance to do some Soccer or Throwing and Catching. **Objectives Third Grade*** Execute combinations of simple locomotor skills and manipulative skills.
* Apply basic manipulative skills while moving/traveling.
* Execute mature form when combining locomotor skills with changes in direction.
* Illustrate how practice, attention and effort are required to improve skills.
* Integrate the essential elements of correct form for the five fundamental manipulative skills.
* Evaluate individual skills using a rubric based on critical cues.
* Illustrate a variety of activities that are associated with four or more of the health-related fitness components..
* Summarizes four or more of the five health-related fitness components and the associated exercises.
* Identify enjoyable and challenging physical activities that one can do for increased periods of time without stopping.
* Use self-control to demonstrate personal responsibility and respect for self and others.
* Use cooperation and communication skills to achieve common goals.
* Explain the importance of working productively with others.
 | Welcome to Physical Education 411! Below are the objectives we will be covering during the first semester. You will receive a packet of expectations for each unit as the unit begins. You can also access it on my blackboard site. Students in grades K-5 will be participating in Locomotor Skills and Space Awareness, Health Related Fitness Components, and Basketball. Some track 3 students may also get a chance to do some Soccer or Throwing and Catching.**Objectives Fourth Grade*** Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.
* Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.
* Apply basic concepts of movement to improve individual performance.
* Apply elements of form or motor development principles to help others improve their performance.
* Create movement skill sequences commonly associated with various sports and activities.
* Evaluate skills in a game situation using a rubric based on critical concepts.
* Classify examples of health-related fitness into the five components.
* Understand why and how to complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.
* Use physiological indicators to adjust physical activity.
* Uses self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others. cooperatively in group settings.
* Use cooperation and communications skills to achieve common goals.
* Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.
 | Welcome to Physical Education 411! Below are the objectives we will be covering during the first semester. You will receive a packet of expectations for each unit as the unit begins. You can also access it on my blackboard site. Students in grades K-5 will be participating in Locomotor Skills and Space Awareness, Health Related Fitness Components, and Basketball. Some track 3 students may also get a chance to do some Soccer or Throwing and Catching. **Objectives Fifth Grade** * Execute combinations of more complex locomotor skills and manipulative skills specific to individual and team activities.
* Use increasingly complex skills with power and accuracy.
* Illustrate mature form in combining locomotor and manipulative skills for traditional and nontraditional activities
* Evaluate movement and game skills in order to provide feedback that will lead to improvement
* Identify basic offensive and defensive strategies in modified games situations.
* Analyze the five components of health-related fitness in terms of their relationship to various activities.
* Understand how to achieve the gender and age related health-related physical fitness standards defined by and approved fitness assessment.
* Implement strategies to achieve health-related physical fitness.
* Select physical activities that develop/maintain each of the five components of fitness.
* Use self-control to work independently in developing responsibility and respect for self and others.
* Use cooperation and communications skills to achieve common goals.
* Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.
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The information below will give you an understanding of what your child will be doing in Specials this Semester (Graded Specials Only).

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| Welcome to Art! Listed below are the objectives and skills we will be covering in Art this semester. We will be creating works of art using a variety of tools and media including drawing, cutting painting, and clay. We will focus on various Artists and their work to gain inspiration to help generate individual ideas for a variety of projects.**Objectives Kindergarten*** Identify various art materials and tools.
* Create original art that expresses ideas about oneself
* Recognize various symbols and themes in daily life.
* Understand characteristics of the Elements of Art, including
* lines, shapes, colors, and texture.
* Recognize that artists may view or interpret art differently
* Use sensory exploration of the environment as a source of imagery.
* Create original art that does not rely on copying or tracing.
* Use a variety of tools safely and appropriately to create art. Use a variety of media to create art.
* Create art using a variety of tools, media, and processes,safely and appropriately.
* Use the processes of drawing, painting, weaving, printing,collage, mixed media, sculpture, and ceramics to create art.
* Identify the lines, colors, and shapes in works of art.

. | Welcome to Art! Listed below are the objectives and skills we will be covering in Art this semester. We will be creating works of art using a variety of tools and media including drawing, cutting painting, and clay. We will focus on various Artists and their work to gain inspiration to help generate individual ideas for a variety of projects.**Objectives First Grade*** Identify tools, media and processes.
* Create original art that expresses ideas, themes, and events.
* Recognize that symbols, subjects, or themes are used in the works of others to communicate.
* Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.
* Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.
* Recognize that artistic problems have multiple solutions.
* Use a variety of tools safely and appropriately to create art.
* Execute control of a variety of media.
* Create art using a variety of tools, media, and processes,safely and appropriately.
* Use the processes of drawing, painting, weaving, printing,stitchery, collage, mixed media, sculpture, and ceramics to create Art
* Classify art into categories, such as landscapes, cityscapes,seascapes, portraits, and still life.
* Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts
 | Welcome to Art!  Listed below are the objectives and skills we will be covering in Art this semester. We will be creating works of art using a variety of tools and media including drawing, cutting painting, and clay. We will focus on various Artists and their work to gain inspiration to help generate individual ideas for a variety of projects.**Objectives Second Grade** * Use appropriate art vocabulary when discussing media, processes, or images in art.
* Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
* Understand characteristics of the Principles of Design,including repetition, movement, emphasis, contrast,

 balance, and proportion.* Understand that artistic problems have multiple solutions.
* Use personal point of view of the environment as a source

 of imagery..* Create art from real and imaginary sources of inspiration.
* Use a variety of tools safely and appropriately to create art.
* Recognize characteristics of a variety of media.
* Create art using a variety of tools, media, and processes,safely and appropriately.
* Use the processes of drawing, painting, weaving, printing,stitchery, collage, mixed media, sculpture, and ceramics to create Art
* Understand that artists use natural resources in creating art.
* Understand relationships between art and concepts from other disciplines, such as math, science, language arts,

 social studies, and other arts. |

The information below will give you an understanding of what your child will be doing in Specials this Semester (Graded Specials Only).

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| Welcome to Art!  Listed below are the objectives and skills we will be covering in Art this semester. We will be creating works of art using a variety of tools and media including drawing, cutting painting, and clay. We will focus on various Artists and their work to gain inspiration to help generate individual ideas for a variety of projects.**Objectives Third Grade*** Use art vocabulary, including specific artistic terms
* Understand that artists use their art to express personal
* ideas.
* Identify themes from masters’ works.
* Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
* Understand characteristics of the Principles of Design,including repetition, movement, emphasis, contrast,balance, proportion, harmony, and unity.
* Create art through a process that includes generating ideas,planning solutions, and producing original art.
* Use personal point of view and experiences as sources for creating art
* Create art from realistic sources of inspiration.
* Understand how a single tool can be manipulated in multiple ways, safely and appropriately.
* Use a variety of media with refined skills.
* Create art using a variety of tools, media, and processes,safely and appropriately.
* Create art using the processes of drawing, painting,weaving, printing, stitchery, collage, mixed media,sculpture, ceramics, and current technology
* Use local, natural, or recycled resources to create art.
 | Welcome to Art!Listed below are the objectives and skills we will be covering in Art this semester. We will be creating works of art using a variety of tools and media including drawing, cutting painting, and clay. We will focus on various Artists and their work to gain inspiration to help generate individual ideas for a variety of projects.**Objectives Fourth Grade*** Use appropriate art vocabulary to compare artists’ styles.
* Apply personal choices while creating art.
* Infer meaning from art.
* Understand how the Elements of Art are used to develop a composition.
* Use the language of visual arts to communicate effectively.
* Understand how the Principles of Design work in relation to each other.
* Identify different successful solutions to artistic problems.
* Use ideas and imagery from North Carolina as sources for

 creating art.* Create abstract art that expresses ideas.
* Apply a variety of methods of manipulating a single tool,

 safely and appropriately.* Compare characteristics of a variety of media.
* Create art using a variety of tools, media, and processes,safely and appropriately.
* Create art using the processes of drawing, painting,weaving, printing, stitchery, collage, mixed media,sculpture, ceramics, and current technology.
* Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of North Carolina.
* Recognize key contributions of North Carolina artists in art history
 | Welcome to Art!Listed below are the objectives and skills we will be covering in Art this semester. We will be creating works of art using a variety of tools and media including drawing, cutting painting, and clay. We will focus on various Artists and their work to gain inspiration to help generate individual ideas for a variety of projects.**Objectives Fifth Grade** * Use appropriate art vocabulary to describe art movements.
* Create art that reflects personal voice and choice.
* Classify works of art in terms of whether they are realistic,

 abstract, or non-objective.* Understand the relationship between the Elements of Art

 and the Principles of Design.* Use the language of visual arts to communicate effectively.
* Apply the Principles of Design in creating compositions.
* Evaluate solutions to artistic problems, including their

 effectiveness* Use ideas and imagery from the global environment as

 sources for creating art.* Apply creative and critical thinking skills to artistic expression.
* Create realistic, imaginative, abstract, and non-objective art
* Evaluate how to manipulate tools safely and appropriately

 to reach desired outcomes.* Use appropriate media for the creation of original art.
* Create art using a variety of tools, media, and processes,safely and appropriately.
* Create art using the processes of drawing, painting,weaving, printing, stitchery, collage, mixed media,sculpture, ceramics, and current technology.
* Understand how the visual arts have affected, and are reflected in, the culture, traditions, and history of the United States
* Recognize key contributions of NorthAmerican artists in history
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The information below will give you an understanding of what your child will be doing in Specials this Semester (Graded Specials Only).

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| Welcome to Music!During the first semester, students will engage in various learning opportunities including singing, playing instruments, and movement activities which will connect to the objectives outlined below. **Objectives Kindergarten*** Exemplify proper technique when singing and playing a variety of music.
* Use accurate pitch to imitate two-pitch melodic patterns.
* Recognize how music changes (such as dynamics and tempo).
* Illustrate a steady beat.
* Use singing, playing, and/or moving to respond to a variety of musical ideas.
* Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting).
* Recognize that music is performed in a variety of settings and for a variety of purposes.
* Use music to illustrate how people express themselves differently.
* Classify sound sources as musical or environmental.
* Recognize the relationships between music and concepts from other areas.
 | Welcome to Music!During the first semester, students will engage in various learning opportunities including singing, playing instruments, and movement activities which will connect to the objectives outlined below.**Objectives First Grade*** Use proper technique when singing and playing a variety of music.
* Use accurate pitch to imitate three-pitch melodic patterns.
* Apply changes in dynamics and tempo when singing and playing music.
* Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.
* Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.).
* Recognize how music is used in customs and traditions of various cultures.
* Classify timbre by pitched or unpitched instruments and sounds.
* Understand the relationships between music and concepts from other areas.
 | Welcome to Music!During the first semester, students will engage in various learning opportunities including singing, playing instruments, and movement activities which will connect to the objectives outlined below.**Objectives Second Grade** * Apply problem solving strategies to improve musical technique when singing and playing instruments.
* Use accurate pitch to sing three-pitch patterns.
* Apply changes in music to the elements of dynamics, tempo, melody, and form.
* Illustrate prominent musical characteristics or specific musical events while listening to and/or singing music.
* Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.
* Exemplify music representing the heritage, customs, and traditions of various cultures.
* Differentiate various instruments based on how their sounds are produced.
* Understand the relationships between music and concepts from other areas.
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The information below will give you an understanding of what your child will be doing in Specials this Semester (Graded Specials Only).

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| Welcome to Music!During the first semester, students will engage in various learning opportunities including singing, playing instruments, and movement activities which will connect to the objectives outlined below. **Objectives Third Grade*** Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.
* Execute the performance of major scale tones using the voice.
* Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.
* Interpret through voice and/or instruments visual representation of the major scale.
* Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.
* Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children’s voices, and male and female adult voices.
* Exemplify how music is used by various groups for artistic expression within the local community.
* Understand the relationships between music and concepts from other areas.
 | Welcome to Music!During the first semester, students will engage in various learning opportunities including singing, playing instruments, and movement activities which will connect to the objectives outlined below.**Objectives Fourth Grade*** Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.
* Execute the performance of vocal ostinatos, partner songs, counter-melodies, and rounds in two or more parts.
* Use voice and/or instruments to execute melodic movement through pentatonic melodies on the treble staff.
* Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.
* Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
* Classify instruments into Western orchestral categories of wind, string, percussion, and brass.
* Explain personal preferences for specific musical works and styles, using appropriate music terminology.
* Understand the relationships between music and concepts from other areas.
 | Welcome to Music!During the first semester, students will engage in various learning opportunities including singing, playing instruments, and movement activities which will connect to the objectives outlined below.**Objectives Fifth Grade** * Illustrate independence and accuracy while singing and playing instruments within a group or ensemble.
* Use instruments to perform rhythmic, melodic, and chordal patterns accurately and independently on classroom rhythmic, melodic, and harmonic instruments.
* Apply understanding of standard symbols and traditional terms for dynamics, tempo, articulation, rhythm, meter, and pitch when reading and notating music.
* Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.
* Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.
* Use music terminology in explaining music, including notation, instruments, voices, and performances.
* Understand the relationships between music and concepts from other areas.
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The information below will give you an understanding of what your child will be doing in Specials this Semester (Graded Specials Only).

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| Welcome to Spanish During the first semester, students will use language to engage in interpersonal communication, understand words presented in the target language that relate to various content areas, and have opportunities to compare the student’s culture and the target cultures.**Objectives Kindergarten*** Use culturally appropriate greetings, farewells, apologies and expressions of courtesy.
* Use the target language to recite memorized poetry and songs from the target culture.
* Learn words focused on concepts they are learning in other content areas.
 | Welcome to SpanishDuring the first semester, students will use language to engage in interpersonal communication, understand words presented in the target language that relate to various content areas, and have opportunities to compare the student’s culture and the target cultures.**Objectives First Grade*** Understand the meaning of simple, spoken greetings, words and phrases, when accompanied by visual clues or prompts.
* Use single words and simple, memorized phrases to name common objects and actions related to other disciplines..
 | Welcome to Spanish During the first semester, students will use language to engage in interpersonal communication, understand words presented in the target language that relate to various content areas, and have opportunities to compare the student’s culture and the target cultures.**Objectives Second Grade** * Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.
* Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.
* Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.
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| Welcome to SpanishDuring the first semester, students will use language to engage in interpersonal communication, understand words presented in the target language that relate to various content areas, and have opportunities to compare the students’ culture and the target cultures.**Objectives Third Grade*** Use single words and simple, memorized phrases to express needs, preferences and feelings.
* Identify written words and phrases that are similar to words and phrases in the students’ language.
 | Welcome to SpanishDuring the first semester, students will use language to engage in interpersonal communication, understand words presented in the target language that relate to various content areas, and have opportunities to compare the students’ culture and the target cultures.**Objectives Fourth Grade*** Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.
* Carry out simple exchanges of information using memorized content vocabulary.
* Recognize simple patterns of behavior or interaction from the target culture.
 | Welcome to SpanishDuring the first semester, students will use language to engage in interpersonal communication, understand words presented in the target language that relate to various content areas, and have opportunities to compare the students’ culture and the target cultures.**Objectives Fifth Grade*** Compare the vocabulary of the target and students’ language in different content areas.
* Recall simple, spoken expressions and memorized phrases commonly used in target language communities.
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