English Language Arts

Course Documents

Grade 5
## Course Description

The goal in English Language Arts for fifth grade students is to become independent readers and writers. They will be immersed in language rich environments in which they will have daily opportunities to read, write, speak and listen for many purposes; using technology when appropriate. Students will work both collaboratively and independently to strengthen their communication skills in a multitude of ways. The classroom environment will be a place where student growth is recognized, nurtured and supported throughout the year guiding them to become confident readers, writers, speakers, and listeners.

Fifth grade students will fluently process longer and more complex texts with little overt problem solving. Most of the students will engage in silent reading over longer periods of time connecting ideas as they read. Grade level texts will include abstract concepts, such as freedom, love, hope, and acceptance. Readers will understand diverse perspectives and backgrounds other than their own, which may include settings and people from different time periods and locations. In addition, students will read informational texts with different structures. They will use their background knowledge while reading, and pull ideas from multiple sources to integrate them for the purpose of learning about a topic. Students will acquire and purposefully use descriptive and content-specific vocabulary in speaking and writing along with appropriate conventions. Using what they have learned from reading, students will plan, organize, and write a variety of writing types, such as research projects, narratives, and opinion pieces. Students will use their reading and writing to present ideas for a range of purposes and audiences while incorporating technology and visuals.

## Topics at a Glance

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<tr>
<th>Reading Literature and Informational</th>
<th>Writing</th>
<th>Language</th>
<th>Speaking and Listening</th>
<th>Foundational Skills</th>
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<td>- Key ideas and details</td>
<td>- Text types and purposes</td>
<td>- Conventions of Standard English</td>
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<tr>
<td>- Craft and structure</td>
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<td>- Research to build and present knowledge</td>
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### Reading Literature and Informational
- Key ideas and details
- Craft and structure
- Integrate knowledge and ideas
- Range of reading and level of text complexity

### Writing
- Text types and purposes
- Production and distribution
- Research to build and present knowledge

### Language
- Conventions of Standard English
- Conventions of Standard Spanish (dual language classrooms)
- Vocabulary acquisition and use

### Speaking and Listening
- Comprehension and collaboration
- Presentation of knowledge and ideas

### Foundational Skills
- Phonics and word recognition
- Fluency
**Grade 5 English Language Arts**

<table>
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<th>Assessments</th>
<th>Portrait of a Literate Student</th>
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| Screeners, benchmark and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples: | 1. Demonstrate independence.  
2. Build strong content knowledge.  
3. Respond to the varying demands of audience, task, purpose, and discipline.  
4. Comprehend as well as critique.  
5. Value evidence.  
6. Use technology and digital media strategically and capably.  
7. Come to understand other perspectives and cultures. | Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:  
- Interactive read alouds  
- Whole group lessons  
- Small group lessons  
- One-to-one conferencing  
- Partnership discussions  
- Guided practice  
- Independent practice |
| - Observations/conversations/work samples  
- Group/individual projects – performance tasks  
- District/state literacy assessment  
- Informal running records  
- District writing assessment  
- Anecdotal notes  
- Peer/self-assessment | |

**Grade Level Expectations**

- Use evidence to compare and contrast, make inferences, and determine a theme.  
- Explain how figurative language, structure, and point of view influence and affect a fictional text.  
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text, and compare and contrast themes and topics in the same genre.  
- Quote evidence; infer main ideas and the relationship between them and summarize texts.  
- Use word meaning, text structure, and multiple accounts of a topic to compare and contrast informational texts.  
- Integrate information from multiple sources, and explain how the author uses reasons and evidence to support their points.  
- Read and comprehend grade level text.  
- Write in multiple text types for a variety of purposes using structure and technique.  
- Develop and strengthen writing incorporating technology to produce writing that fits the task, purpose, and audience.  
- Paraphrase and record information from multiple resources to conduct research projects.  
- Write routinely over time adjusting for task, purpose, and audience.  
- Participate in discussions by summarizing a variety of information and building on others’ ideas.  
- Orally present information or ideas to an audience while integrating multimedia components and adapting speech based on context and tasks.  
- Use grade level appropriate conventions (grammar, |
# Grade 5 English Language Arts

| capitalization, punctuation and spelling) when speaking and writing |
| • Use knowledge of language to craft and comprehend messages |
| • Use a variety of strategies to determine new meanings and demonstrate understanding of language |

## Resources used:


Mathematics

Course Documents

Grade 5
Grade 5 Mathematics Course Overview

Course Description

In Grade 5, instructional time should focus on three critical areas:

Fractions:
- Students will add and subtract fractions with unlike denominators, as well as make reasonable estimates.
- Students explain why the procedures for multiplying and dividing fractions make sense.

Decimals and place value:
- Students develop understanding of why division procedures work.
- They can model, estimate and solve multi-digit addition, subtraction, multiplication, and division problems to the hundredths.
- Students understand the relationship between decimals, fractions and whole numbers.
- They can multiply and divide by powers of 10.

Volume:
- Students recognize that volume is three-dimensional.
  (Volume = length x width x height)
- They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume.

Topics at a Glance

- Solves problems using parentheses
- Adds and subtracts decimals to hundredths
- Multiplies decimals to hundredths
- Divides decimals to hundredths
- Multiplies multi-digit whole numbers
- Divides multi-digit whole numbers.
- Adds and subtracts fractions with unlike denominators
- Multiplies fractions
-Multiplies mixed numbers
- Divides fractions
- Solves word problems (using drawings and/or equations) with fractions
- Solves volume problems
- Graphs points on a coordinate plane to solve problems

Assessments

- Observation
- Assessments selected from adopted curriculum resources.
- Common Assessments

Standards for Mathematics Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
## Grade 5 Mathematics Course Overview

### Grade Level Expectations

- Students can use expressions with patterns and relationships.
- Understands place value to perform multi-digit operations with whole numbers and decimals.
- Apply strategies of addition and subtraction of fractions to write and solve problems.
- Convert units of measurements.
- Represent and interpret data using line plots.
- Understand concepts of volume.
- Graph points on the coordinate plane to solve problems.
- Classify two-dimensional figures into categories based on their properties.

### Instructional Strategies

- Whole group instruction
- Small group instruction
- One-on-one
- Think–pair-share
- Think aloud
- Math talk
- Math notebooks
- Math Stations/Independent Learning Centers
- Guided practice
- Independent practice
- Review and practice
- Quick practice

(Common Core State Standards Initiative 2012 [http://www.corestandards.org/Math/Content/K/introduction](http://www.corestandards.org/Math/Content/K/introduction))

Science

Course Documents

Grade 5
Grade 5 Science Course Overview

Course Description

Fifth grade science is a journey of investigating, analyzing and interpreting the world through experiments and process models. Students will be given the opportunity to explore the world at a micro and macro level. They will think like scientists and engineers as they practice developing models and begin applying mathematical and computational thinking.

In physical science students will recognize and classify the properties of matter. The study of matter will include chemical reactions, creating new substances, and identifying materials based on their properties.

Earth and space science will focus on the study of Earth’s systems. Students will describe how Earth’s systems interact and are connected. Students will describe gravity, seasons, and moon phases by exploring stars and the importance of Earth’s place in space.

Life and environmental science will include organisms and ecosystems. Students will describe how energy and matter move through all living things.

Fifth grade students will engage in science and engineering practices to increase their knowledge and prepare them to be college, career, and community ready.

Topics at a Glance

Physical Science
- Properties of matter
- Chemical reactions

Earth and Space Science
- Earth’s systems
  - Geosphere, hydrosphere, biosphere, atmosphere
- Stars and solar systems
  - Gravity
  - Earth’s place in space
  - Seasons and moon phases

Life and Environmental Science
- Organisms and ecosystems
  - Transfer of energy through living things
## Assessments

- District Assessments
- Formative Assessments
- Observations/Conversations/Work Samples
- Anecdotal notes
- Peer/Self-Assessment
- Performance Tasks

## Science and Engineering Practices

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

## Grade Level Expectations

- Recognize that all matter is made of particles.
- Recognize that when substances change the amount of matter stays the same.
- Identify materials based on their properties.
- Explain how Earth’s systems interact and are connected.
- Describe factors that affect the appearance of the sun and other stars from Earth.
- Describe daily and seasonal changes caused by the Earth’s rotation and orbit around the sun.
- Explain how energy and matter move through living things.

## Instructional Strategies

- Interactive Read Aloud
- Whole Group Lessons
- Small Group Lessons
- One-to-One Conferencing
- Modeling
- Independent Practice

## Resources Used:


Science

Content Essential Documents

Grade 5
**Content Area: Physical Science (Grade 5 Science)**

**Standard:**

Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems. (SCI.PS1)

**Prepared Graduates:**

- Design a test of a model to ascertain its reliability.
- Develop a model to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
- Identify and successfully use external scientific resources to pose or solve problems.
- Plan and conduct investigations or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
- Select appropriate tools to collect, record, analyze, and evaluate data.
- Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models.
- Apply techniques of algebra and functions to represent and solve scientific and engineering problems.
- Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model makes sense with what is known about the real world.
- Apply mathematical conversions in the context of complicated measurement problems involving quantities with derived or compound units.

**EXPECTATION:**

Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.

- Recognize that all matter is made of particles.
- Recognize that when substances change the amount of matter stays the same.
- Identify materials based on their properties.

**Evidence Outcomes**

**Students can:**

Develop a model to describe that matter is made of particles too small to be seen. (*Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.*)

- Identify the relevant components for the phenomenon including: bulk matter (macroscopic observable matter; e.g., as sugar, air water) and particles of matter that are too small to be seen.

**Inquiry Questions:**

Promotes deeper thinking, reflection, refined understanding related to grade level expectation.

- How do we know that matter exists even though we can’t always see it?
- How is matter conserved even when it appears to vanish?
Identify and describe the relationship between bulk matter and tiny particles that cannot be seen (e.g., tiny particles of matter that cannot be seen make up bulk matter).

Identify and describe the relationship between the behavior of a collection of many tiny particles of matter and observable phenomena involving bulk matter (e.g., an expanding balloon, evaporating liquids).

Use the model to describe how matter composed of tiny particles too small to be seen can account for observable phenomena (e.g., air inflating a basketball, ice melting into water).

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (Examples of reactions or changes could include phase changes, dissolving, and mixing that form a new substance.)

- Measure and graph the weight of substances before they are heated, cooled or mixed, using standard units (e.g., Kool-Aid (powder, sugar, water)).
- Measure and graph the weight of substances, including any new substances produced by a reaction, after they are heated, cooled or mixed, using standard units.
- Measure and/or calculate the difference between the total weight of the substances (using standard units) before and after they are heated, cooled, and/or mixed.
- Describe the changes in properties observed during and/or after heating, cooling, or mixing substances.
- Use the measurements and calculations to describe that the total weights of the substances did not change, regardless of the reaction or changes in properties that were observed.

Make observations and measurements to identify materials based on their properties. (Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity.)

Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context. Characteristics were taken from the Science and Engineering Practices in the Next Generation Science Standards.

- Bake cookies with a family member.
- Use safety when using or working with different substances.
- Use appropriate materials based on their properties.

Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the Science and Engineering Practices in the Next Generation Science Standards.

- Develop and use models.
- Plan and carry out investigations.
- Use mathematics and computational thinking.
thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.

- Identify the purpose of the investigation, which includes collecting data to serve as the basis for evidence for an explanation about the idea that materials can be identified based on their observable and measurable properties.
- Describe how the data will be collected. Examples could include:
  - Quantitative measures of properties.
  - Observations of properties such as color, conductivity, and reflectivity.
  - Determination of conductors vs. non-conductors and magnetic vs. non-magnetic materials.
- Describe how the observations and measurements made will allow materials to be identified based on their properties.
- Collect and record data, according to the given investigation plan.

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

- Identify the purpose of the investigation, which includes providing evidence for whether new substances are formed by mixing two or more substances, based on the properties of the resulting substance (e.g., slime, oil and water).
- Describe the evidence from data that will be collected.
  - Quantitative (e.g., weight) and qualitative properties (e.g., state of matter, color, texture, odor) of the substances mixed.
  - Quantitative and qualitative properties of the resulting substance.
- Describe how the collected data can serve as evidence for whether the mixing of the two or more tested substances results in one or more new substances.
- Describe how the data will be collected.
  - How quantitative and qualitative properties of the two or more substances to be mixed will be determined and measured.
  - How quantitative and qualitative properties of the substances that resulted from the mixture of the two or more substances will
| be determined and measured.  
| o Number of trials for the investigation.  
| o How variables will be controlled to ensure a fair test (e.g., the temperature at which the substances are mixed, the number of substances mixed together in each trial). |
Content Area: Earth and Space Science (Grade 5 Science)

Standards:
Students use science and engineering practices, crosscutting concepts, and an understanding of Earth’s place in the universe to make sense of phenomena and solve problems. (SCI.ESS1)

Students use science and engineering practices, crosscutting concepts, and an understanding of Earth’s systems to make sense of phenomena and solve problems. (SCI.ESS2)

Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems. (SCI.ESS3)

Prepared Graduates:
- Develop a model to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
- Consider limitations of data analysis when analyzing and interpreting data.
- Evaluate the impact of new data on a model of a proposed process or system.
- Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model makes sense with what is known about the real world.
- Apply mathematical conversions in the context of complicated measurement problems involving quantities with derived or compound units.
- Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations, constraints, and ethical issues.
- Use observations and prior knowledge to make conjectures and construct arguments.
- Listen, understand, analyze, and respond to the arguments of others.
- Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments.
- Read, interpret, and produce scientific and technical text.
- Compare, integrate and evaluate sources of information presented in different media or formats.
- Communicate scientific and/or technical information or ideas in multiple formats.

EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Explain how Earth’s systems interact and are connected.
- Describe factors that affect the appearance of the sun and other stars from Earth.
- Describe daily and seasonal changes caused by the Earth’s rotation and orbit around the sun.
Students can:

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. (Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.)

- Use the model to identify the relevant components of their example, including features of two of the following systems that are relevant for the given example:
  - Geosphere (i.e., solid and molten rock, soil, sediment, continents, mountains).
  - Hydrosphere (i.e., water and ice in the form of rivers, lakes, glaciers).
  - Atmosphere (i.e., wind, oxygen)
  - Biosphere (i.e., plants, animals)

- Identify and describe relationships (interactions) within and between the parts of the Earth systems identified in the model that are relevant to the example.

- Use the model to describe a variety of ways in which the parts of two major Earth systems in the specific given example interact to affect the Earth's surface materials and processes in that context.

Describe and graph the amounts and percentages of water in various reservoirs to provide evidence about the distribution of water on Earth.

- Graph the given data (using standard units) about the amount of salt water and fresh water in oceans, lakes, rivers, glaciers, ground water and polar ice caps.
- Graph the given data about the amount of salt water and fresh water in all the reservoirs combined.
- Use the graphs of the relative amounts of total salt water and total fresh water in each reservoir to describe that:
  - The majority of water on Earth is found in the oceans.

Inquiry Questions:
Promotes deeper thinking, reflection, refined understanding related to grade level expectation.

- How do Earth’s systems interact to affect Earth surface materials and processes?
- How does the constant movement of Earth affect our daily lives?

Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.

- Identify ways to conserve or reuse Earth’s resources.
- Locate sources of water in the community.
- Anticipate the change in seasons and length of day.

Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the Science and Engineering Practices in the Next Generation Science Standards.

- Develop and use models.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.
Most of the Earth's freshwater is stored in glaciers or underground.
A small fraction of freshwater is found in lakes, rivers, wetlands, and the atmosphere.

**Obtain and combine information about ways individual communities use science ideas to protect Earth’s resources and environment.**
- Obtain information from books and other reliable media about human activities that affect land, vegetation, other living things, bodies of water, air, and outer space.
- Combine information from two or more sources to provide and describe evidence about the effects (positive and negative) of human activities (agriculture, industry, and everyday life) on land, vegetation, other living things, bodies of water, air, and outer space.
- Obtain information from books and other reliable media about communities or individuals who are working to protect Earth’s resources and environments using scientific ideas.
- Combine information from two or more sources to provide and describe evidence about how individual communities can use scientific ideas and a scientific understanding of interactions between components of environmental systems to protect a natural resource and the environment in which the resource is found.

**Support an argument that the gravitational force exerted by Earth on objects is directed down.** *(“Down” is a local description of the direction that points toward the center of the spherical Earth.)*
- Identify and describe the given evidence, data, and/or models that support the claim, including:
  - Multiple lines of evidence that indicate that the Earth’s shape is spherical (e.g., observation of ships sailing beyond the horizon, the shape of the Earth’s shadow on the moon during an eclipse, the changing height of the North Star above the horizon as people travel north and south).
  - That objects dropped appear to fall straight down.
That people live all around the spherical Earth, and they all observe that objects appear to fall straight down.

- Evaluate the evidence to determine whether it is sufficient and relevant to supporting the claim.
- Describe whether any additional evidence is needed to support the claim.
- Use reasoning to connect the relevant and appropriate evidence to support the claim with argumentation.
- Describe a chain of reasoning that includes:
  - If Earth is spherical, and all observers see objects near them falling directly “down” to the Earth’s surface, then all observers would agree that objects fall toward the Earth’s center.
  - Since an object is initially stationary when held moves downward when it is released, there must be a force (gravity) acting on the object that pulls the object toward the center of Earth.

Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

- Identify a given claim to be supported about a given phenomenon.
- Describe the evidence, data, and/or models that support the claim, including:
  - The sun and other stars are natural bodies in the sky that give off their own light.
  - The apparent brightness of a variety of stars, including the sun.
  - A luminous object close to a person appears much brighter and larger than a similar object that is very far away from a person.
  - The relative distance of the sun and stars from Earth (e.g., although the sun and other stars are all far from the Earth, the stars are very much farther away; the sun is much closer to Earth than other stars).
- Evaluate the evidence to determine whether it is relevant to supporting the claim, and sufficient to describe the relationship between apparent size and apparent brightness of the sun and other stars and their relative distances from Earth.
Determine whether additional evidence is needed to support the claim.
Use a chain of reasoning to connect the relevant and appropriate evidence to the claim that includes:

- Because stars are defined as natural bodies that give off their own light, the sun is a star.
- The sun is many times larger than Earth but appears small because it is very far away.
- Even though the sun is very far from Earth, it is much closer than other stars.
- Because the sun is closer to Earth than any other star, it appears much larger and brighter than any other star in the sky.
- Because objects appear smaller and dimmer the farther they are from the viewer, other stars, although immensely large compared to the Earth, seem much smaller and dimmer because they are so far away.
- Similar stars vary in apparent brightness, indicating that they vary in distance from Earth.

Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.)

- Use graphical displays (e.g., bar graphs, pictographs), to organize data pertaining to daily and seasonal changes caused by the Earth's rotation and orbit around the sun that include:
  - The length and direction of shadows observed several times during one day.
  - The duration of daylight throughout the year, as determined by sunrise and sunset times.
  - Presence of absence of selected stars and/or groups of stars that are visible in the night sky at different times of the year.
- Use the organized data to find and describe relationships within the datasets, including:
- The apparent motion of the sun from east to west results in patterns of changes in length and direction of shadows throughout a day as Earth rotates on its axis.
- The length of the day gradually changes throughout the year as Earth orbits the sun, with longer days in the summer and shorter days in the winter.
- Some stars and/or groups of stars (i.e., constellations) can be seen in the sky all year, while others appear only at certain times of the year.
- Similarities and differences in the timing of observable changes in shadows, daylight, and the appearance of stars show that events occur at different rates (e.g., Earth rotates on its axis once a day, while its orbit around the sun takes a full year).
### Content Area: Life and Environmental Science *(Grade 5 Science)*

**Standard:**
Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problems. *(SCI.LS1)*

Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems. *(SCI.LS2)*

**Prepared Graduates:**
- Develop a model to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
- Use observations and prior knowledge to make conjectures and construct arguments.

**EXPECTATION:**
- Explain how energy and matter move through living things.

<table>
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<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
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<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
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<td>Use models to describe that energy in animals’ food (used for body growth, repair, motion, and to maintain body warmth) was once energy from the sun. <em>(Examples of models could include diagrams, and flow charts.)</em></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
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<td>- Identify and describe the components of the model that are relevant for describing the phenomenon, including: energy, the sun, animals (including their bodily functions) and plants.</td>
<td>- What is the sun’s importance in relation to the food web?</td>
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<td>- Identify and describe the relationship between plants and the energy they get from sunlight to produce food.</td>
<td>- How is energy conserved in the food web?</td>
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<td>- Identify and describe the relationship between food and the energy and materials that animals require for bodily functions.</td>
<td><strong>Relevance and Application:</strong></td>
</tr>
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<td>- Identify and describe the relationship between animals and the food they eat, which is either other animals or plants (or both), to obtain energy for bodily functions and materials for growth and repair.</td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
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<tr>
<td>- Use models to describe causal accounts of the relationships between energy from the sun and animals’ needs for energy, including that:</td>
<td>- Grow a garden.</td>
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<tr>
<td>o Since all food can eventually be traced back to plants, all of the energy that animals use for body growth, repair, motion, and</td>
<td>- Recognize the human role in the food web and where food comes from.</td>
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<td><strong>Nature of Discipline:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
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<td>- Develop and use models.</td>
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<td>- Engage in argument from evidence.</td>
<td>- How is energy conserved in the food web?</td>
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body warmth maintenance is energy that once came from the sun.
- Energy from the sun is transferred to animals through a chain of events that begins with plants producing food, then being eaten by animals.

Support an argument that plants get the materials they need for growth chiefly from air and water. (Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.)
- Describe evidence of plant growth over time.
- Describe evidence of changes in the weight of soil and water within a closed system with a plant, indicating:
  - Soil does not provide most of the material for plant growth (e.g., changes in weight of soil and a plant in a pot over time, hydroponic growth of plants).
  - Plants’ inability to grow without water.
- Describe evidence of plants’ inability to grow without air.
- Describe evidence that air is matter.
- Determine whether the evidence supports the claim, including:
  - Whether a particular material (e.g., air, soil) is required for growth of plants.
  - Whether a particular material (e.g., air, soil) may provide sufficient matter to account for an observed increase in weight of a plant during growth.
- Use a chain of reasoning to connect the evidence to support the claim that includes:
  - During plant growth in soil, the weight of the soil changes very little over time, whereas the weight of the plant changes a lot. Additionally, some plants can be grown without soil at all.
  - Because some plants don’t need soil to grow, and others show increases in plant matter (as measured by weight) but not decreases in soil matter, the material from soil must not enter the plant in sufficient quantities to be the chief contributor of plant growth.
Therefore, plants do not acquire most of the material for growth from soil.

A plant cannot grow without water or air. Because both air and water are matter and are transported into the plant system, they can provide the materials plants need for growth.

Since soil cannot account for the change in weight as a plant grows and since plants take in water and air, both of which could contribute to the increase in weight during plant growth, plant growth must come chiefly from water and air.

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.)

- Describe the relationships in the system between organisms that consume other organisms, including: animals that consume other animals, animals that consume plants, organisms that consume dead plants and animals and the movement of matter between organisms during consumption.
- Describe the relationship between organisms and the exchange of matter from and back into the environment (e.g., organisms obtain matter from their environments for life processes and release waste back into the environment, decomposers break down plant and animal remains to recycle some materials back into the soil).
- Use the model to describe the cycling of matter in the system between plants, animals, decomposers, and the environment.
- Use the model to describe how interactions in the system of plants, animals, decomposers, and the environment allow multiple species to meet their needs.
- Use the model to describe that newly introduced species can affect the balance of interactions in a system (e.g., a new animal that has no predators consumes much of another organism's food within the ecosystem).
- Use the model to describe that changing an aspect (e.g., organisms or environment) of the ecosystem will affect other aspects of the ecosystem.
## Course Description

The goal in social studies is for fifth grade students to learn and participate collaboratively in a classroom that integrates the disciplines of geography, history, political science and citizenship, economics, and behavioral sciences. Students will read, write, speak, listen, and think deeply as they explore a greater understanding of the development of the United States. Students will become critical thinkers as they explore and compare multiple perspectives.

Fifth grade students will use map skills to explore physical features and populations throughout the United States. They will examine multiple perspectives related to historical events and people in order to understand how the United States has changed and developed over time.

Students will study the role and structure of the US (federal) government and learn how to be an active participant in a democratic society. In addition, students will explore some aspects of the economy (supply and demand, trade among nations) and factors that influence economic decisions (educational and career choices, budgeting).

Examining perspectives of individuals and groups within the United States will provide a greater understanding of interactions among people. Furthermore, students will gain a better understanding of themselves and their place in a culturally diverse society.

## Topics at a Glance

### Geography
- People, places and environments
  - Map skills
  - Physical and human features of the United States
  - Population distribution

### History
- Time, continuity, and change
  - Historical events and people in the United States
  - United States development
  - Multiple perspectives

### Political Science and Citizenship
- Power, authority, governance and responsibility
  - US (federal) government
  - Rights, responsibilities, and roles

### Economics
- Production, distribution, exchange, consumption
  - Economic decision making
  - Interdependence

### Behavioral Sciences
- Individuals, institutions, and cultures
  - Personal identity
  - Societal influences
  - Cooperation and interdependence
  - Cultural contributions

## Assessments
- District Assessments
- Formative Assessments
- Observations/Conversations/Work Samples
- Anecdotal notes
- Peer/Self-Assessment
- Performance Tasks

## Portrait of a Knowledgeable, Thinking, and Active Citizen

1. Have an awareness of changing cultural and physical environments.
2. Know the past.
3. Read, write, listen, speak and think deeply.
4. Act in ways that promote the common good.
5. Participate in a democratic society.
6. Navigate an increasingly complex world.
# Grade 5 Social Studies Course Overview

## Grade Level Expectations

- Describe the interactions between people, places and environments within the United States.
- Interpret information from a variety of maps and other geographical tools.
- Describe how people and events in United States history affect the present and the future.
- Explain the structure of government.
- Explain an individual’s rights, responsibilities, and role in a democratic society.
- Explain how the economy is based on the production, distribution, exchange, and consumption of goods and services.
- Describe factors that influence economic decisions.
- Explain how personal identity and society influence perceptions and interactions.

## Instructional Strategies

Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:

- Interactive Read Aloud
- Whole Group Lessons
- Small Group Lessons
- One-to-One Conferencing
- Partnership Discussions
- Guided Practice
- Independent Practice

## Resources used:


Art

Course Documents

Grade 5
Fifth Grade Art Course Overview

Course Description
In order to be successful in our global society, students need to be creative problem solvers and critical thinkers. The visual arts provide students with tools and knowledge that will help them become college, career, and community ready in any chosen path. The Green Bay Area Public Schools will ensure that art students develop lifelong learning skills by introducing and building upon the areas of creating, presenting, responding, and connecting to art at each grade level.

Fifth grade artists will build upon their skills in a variety of art media techniques, including cutting, gluing, drawing, painting, sculpting, and weaving. They will generate and combine innovative ideas for their art. Children will demonstrate and explain the importance of safe handling of tools and materials while creating art and demonstrating quality craftsmanship. They will identify and use art elements and principles of design, including value and shading, complementary, monochromatic, intermediate (tertiary), and analogous color schemes, perspective, proportion, movement, rhythm, harmony, and unity, while looking at and making art. Students will use art vocabulary to talk about and critique art by describing, analyzing, interpreting, and judging it. In addition, they will be able to discuss art preservation techniques, the reasons for art preservation, and different careers in art. Fifth grade artists will explore various styles of art and identify how art influences society.

Art education provides a pathway for developing literacy skills, understanding math concepts, and facilitating cross-cultural understanding. In art class, students will work on ways of connecting their art knowledge to other subject areas, everyday life events, and the world in which they live. Students who participate in visual art education increase their 21st century skills, including decision-making, strategy-building, planning, creativity, innovation, perseverance, and reflection.

Topics at a Glance

Creating
- Brainstorm ideas and multiple approaches for art
- Know and use age-appropriate art vocabulary
  - Value and shading
  - Complementary colors
  - Monochromatic colors
  - Intermediate (tertiary) colors
  - Analogous colors
  - Color wheel
  - Perspective
  - Proportion
  - Movement, rhythm, harmony, and unity
- Build upon basic art skills
  - Cutting
  - Gluing
  - Drawing
  - Painting
  - Sculpting
  - Weaving
- Demonstrate safe and proper art procedures

Presenting
- Discuss how and why art is preserved
- Discuss careers in art

Responding
- Look at and talk about art using art vocabulary
- Critique a work of art: describe, analyze, interpret, and judge

Connecting
- Explore various art styles while making art
- Identify how art influences society
# Fifth Grade Art Course Overview

## Grade Level Expectations
- Experiment and develop skills in multiple art-making techniques and approaches through practice.
- Demonstrate quality craftsmanship through care for and skilled use of materials, tools, and equipment while creating art.
- Investigate, generate, and refine ideas for a work of art.
- Explain the roles and responsibilities involved with a career as a curator.
- Describe and/or demonstrate how artwork can be preserved and protected for exhibition.
- Explain your interpretation of a work of art and compare it with the interpretation of others.
- Describe how the art elements and principles of design are used in a work of art.
- Evaluate works of art based on styles, genres, media, and/or historical and cultural context.
- Create images in different styles by applying the characteristics of the styles.
- Apply art vocabulary while creating and critiquing art.

## Standards For Course

### Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

### Performing
4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

### Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

### Connecting
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### Assessments

#### Formative Assessments
- e.g. preliminary sketches, artwork in progress, classroom discussions, verbal or written quizzes, Google forms, graphic organizers, journaling, notes, online student response systems, exit slips, photographs and videos, baseline assessments, comparison against a rubric or checklist, summaries

#### Summative Assessments
- e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist

#### Common Assessments
Developed from Standards Based Essential Questions
- e.g. common rubrics (learning targets and skills)

### Instructional Strategies
- Whole group instruction
- Small group instruction
- Collaborative groups
- One-on-one conferencing
- Guided practice
- Independent practice
- Modeling
- Differentiation
- Process-based learning
- Read-alouds
- Brainstorming
- Artist’s sketchbook
- Web-based resources
- Videos and multimedia presentations
- Virtual tours of museums and exhibitions

## Resources Used:
Art

Content Essential Documents

Grade 5
## Content Area: Creating (Grade 5 Art)

### Standards:
- Generate and conceptualize artistic ideas and work. (NCAS Anchor Standard 1)
- Organize and develop artistic ideas and work. (NCAS Anchor Standard 2)
- Refine and complete artistic work. (NCAS Anchor Standard 3)

### Prepared Graduates:
- Create works of art that articulate ideas, feelings, emotions, and points of view about art and design through the use of various media and technologies.
- Demonstrate persistence, willingness to experiment, and skill development in trying multiple art-making approaches and techniques.
- Apply relevant criteria to revise, refine, and complete artistic work.
- Maintain a balance between experimentation and safety, and between freedom and responsibility, while developing and creating artworks.
- Select, organize, and design images and words to make visually clear and compelling presentations.

### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Experiment and develop skills in multiple art-making techniques and approaches through practice.
- Demonstrate quality craftsmanship through care for and skilled use of materials, tools, and equipment while creating art.
- Investigate, generate, and refine ideas for a work of art.

### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students can:</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5)</td>
<td>Inquiry/Essential Questions:</td>
</tr>
<tr>
<td>- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. (VA:Cr1.2.5)</td>
<td>- What are some methods to generate ideas and inspiration for my art?</td>
</tr>
<tr>
<td>- Experiment and develop skills in multiple art-making techniques and approaches through practice. (VA:Cr2.1.5)</td>
<td>- How do we create quality art?</td>
</tr>
<tr>
<td>- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. (VA:Cr2.2.5)</td>
<td>- What makes a place or object significant to me?</td>
</tr>
<tr>
<td>- Identify, describe, and visually document places and/or objects of personal significance. (VA:Cr2.3.5)</td>
<td>- Why would an artist write an artist’s statement?</td>
</tr>
<tr>
<td>- Create artist statements using art vocabulary to describe personal choices in art-making. (VA:Cr3.1.5)</td>
<td>- How can artists’ statements influence the way we interpret a work of art?</td>
</tr>
</tbody>
</table>

### Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- List people, places, and things that is important to you that could inspire your art.
- Draw, paint, or photograph a place that is important to you.
- Create two works of art depicting your pet or your favorite animal using two different art materials (examples: markers, play dough, crayon, watercolor, sidewalk chalk, sandbox sculptures).
- Keep an art sketchbook at home. Create drawings, and journal about your experiences with making art.
- Create a scrapbook or greeting card.
<table>
<thead>
<tr>
<th>Nature of Discipline:</th>
<th>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
<tr>
<td></td>
<td>● Find at least one arts discipline in which to develop sufficient competence to continue active involvement in creating, performing, and/or responding to art as an adult.</td>
</tr>
<tr>
<td></td>
<td>● Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
</tbody>
</table>
**Content Area: Presenting (Grade 5 Art)**

**Standards:**
- Analyze, interpret, and select artistic work for presentation. (NCAS Anchor Standard 4)
- Develop and refine artistic work for presentation. (NCAS Anchor Standard 5)
- Convey meaning through the presentation of artistic work. (NCAS Anchor Standard 6)

**Prepared Graduates:**
- Analyze, interpret, and select artistic works for presentation.
- Analyze how artistic work and its presentation reflect the history and values of a community or culture, and can influence ideas, beliefs, and experiences.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Explain the roles and responsibilities involved with a career as a curator.
- Describe and/or demonstrate how artwork can be preserved and protected for exhibition.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td>Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. (VA:Pr4.1.5)</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. (VA:Pr5.1.5)</td>
<td>- Why do we protect and preserve art for exhibition?</td>
</tr>
<tr>
<td>Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. (VA:Pr6.1.5)</td>
<td>- Why do we put art in museums and galleries?</td>
</tr>
<tr>
<td><strong>Relevance and Application:</strong></td>
<td>- When is art ready to be displayed in a museum or gallery?</td>
</tr>
<tr>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
<td>- Would I want to be a curator? Why or why not?</td>
</tr>
<tr>
<td>- Visit a museum or gallery and analyze how the physical space affects your experience.</td>
<td>- How does an art exhibition in a museum or other venue communicate ideas and information to the viewer?</td>
</tr>
<tr>
<td>- Ask your parent about the tools and techniques they use to stay safe as part of their job (examples: protective gear for welding, facemasks in health care, ergonomic chairs and keyboards in computer use).</td>
<td></td>
</tr>
<tr>
<td>- Visit a zoo and think about how the displays and signs help to educate viewers about the animals and habitats.</td>
<td></td>
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<tr>
<td>- Create a work of art that you intend to give to someone at a future time, and develop a way to keep it safe until then.</td>
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</tr>
<tr>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
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</tr>
<tr>
<td>• Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.</td>
<td></td>
</tr>
<tr>
<td>• Collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.</td>
<td></td>
</tr>
</tbody>
</table>
**Content Area: Responding (Grade 5 Art)**

**Standards:**
- Perceive and analyze artistic work. (NCAS Anchor Standard 7)
- Interpret intent and meaning in artistic work. (NCAS Anchor Standard 8)
- Apply criteria to evaluate artistic work. (NCAS Anchor Standard 9)

**Prepared Graduates:**
- Analyze how artistic work and its presentation reflect the history and values of a community or culture, and can influence ideas, beliefs, and experiences.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Analyze how visual imagery influences the viewer’s understanding of and responses to the world.
- Interpret artistic work by engaging in the process of art criticism.
- Create a convincing and logical argument to support an evaluation of art based on personal or established criteria.

**EXPECTATION:**
- Explain your interpretation of a work of art and compare it with the interpretation of others.
- Describe how the art elements and principles of design are used in a work of art.
- Evaluate works of art based on styles, genres, media, and/or historical and cultural context.

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<tr>
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<tr>
<td>Students can:</td>
<td>Inquiry/Essential Questions:</td>
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<tr>
<td></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- How do the art elements and principles of design convey mood?</td>
</tr>
<tr>
<td></td>
<td>- How do you understand the art elements and principles of design affect your interpretation of a work of art?</td>
</tr>
<tr>
<td></td>
<td>- If there are different interpretations of a work of art, which one is correct? Explain your answer.</td>
</tr>
<tr>
<td></td>
<td>- How do we develop criteria for evaluating art?</td>
</tr>
<tr>
<td></td>
<td>- How do characteristics within a work of art help us to identify its cultural origin?</td>
</tr>
<tr>
<td></td>
<td>- How has the availability of materials affected the art created by cultures?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application:</td>
</tr>
<tr>
<td></td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Choose a work of art you created when you were younger and redesign it using materials available to you today.</td>
</tr>
<tr>
<td></td>
<td>- Visit a museum and compare and contrast the artifacts from different cultures.</td>
</tr>
</tbody>
</table>

- "Characteristics of form "refers to terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.

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3/10/16 Grade 5 Art Property of Green Bay Area Public Schools
- Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. (VA:Re9.1.5)

- Create works of art depicting different emotions and discuss how emotions affect the creation of, and responses to, art.

- Look at a work of art with a friend or family member, and discuss how your reactions are similar and/or different.

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.

- Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. Seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.
### Content Area: Connecting (Grade 5 Art)

#### Standards:
- Synthesize and relate knowledge and personal experiences to make art. (NCAS Anchor Standard 10)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (NCAS Anchor Standard 11)

#### Prepared Graduates:
- Analyze how artistic work and its presentation reflect the history and values of a community or culture, and can influence ideas, beliefs, and experiences.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Analyze how visual imagery influences the viewer’s understanding of and responses to the world.
- Synthesize and relate their own knowledge and experience to artistic ideas and while creating artistic work.

#### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Create images in different styles by applying the characteristics of the styles.
- Identify how art influences society.

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<tr>
<th>Evidence Outcomes</th>
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<tr>
<td>Students can:</td>
<td>Inquiry/Essential Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. (VA:Cn10.1.5)</td>
<td>- Why do people perceive things in different ways?</td>
</tr>
<tr>
<td>○ Knowing and applying new vocabularies of art and design allows an artist to put on different lenses to see and represent the world in new ways through art-making.</td>
<td>- How can art influence us?</td>
</tr>
<tr>
<td>■ Example: Using knowledge of art and design, create paintings of an apple in different styles (realism, cubism, abstract, impressionism, etc.).</td>
<td>- How do images influence our view of the world?</td>
</tr>
<tr>
<td>- Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. (VA:Cn11.1.5)</td>
<td>- Why do new styles of art take time to be accepted by the public?</td>
</tr>
<tr>
<td>Relevance and Application:</td>
<td></td>
</tr>
<tr>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
<td>- Look at commercials, ads, or billboards with your family and discuss how the images might influence beliefs, values, or behaviors.</td>
</tr>
<tr>
<td>- Look at commercials, ads, or billboards with your family and discuss how the images might influence beliefs, values, or behaviors.</td>
<td>- Create a campaign poster for a pet or stuffed animal to run for President.</td>
</tr>
<tr>
<td>- Create an image that reflects a personal belief or value.</td>
<td>- Draw two images of a teddy bear - one realistic, one abstract.</td>
</tr>
</tbody>
</table>

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3/10/16  Grade 5 Art  Property of Green Bay Area Public Schools
<table>
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</tr>
<tr>
<td>- Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
</tbody>
</table>
Health

Course Documents

Grade 5
### Grade 5 Health Course Overview

#### Course Description
In Grades 3, 4, and 5, students learn how to recognize and use the dimensions of health in their everyday lives. Fifth graders will build upon what they learned about being physically healthy in previous grades by continuing to practice a variety of behaviors. New topics emphasized in fifth grade are resisting alcohol, tobacco, and other drugs. They will review and build upon topics of social, emotional, and community health that were studied in previous years as well as being introduced to new issues of grieving and personal responsibility. They will describe how internal and external factors can be beneficial or detrimental to their health. Students continue to examine the transition into adolescence, focusing on the emotional and social changes. They will also study the basic stages of the human life cycle. Students will work to achieve a health goal by creating a plan, identifying valid resources for assistance, and tracking progress. Students will examine the possible outcomes when making health decisions. Fifth graders will continue to develop their communication skills to advocate for the health of themselves, family, and friends.

#### Topics at a Glance

##### Dimensions of Health
- Physical, Emotional, Social, Environmental/Community

##### Physical Health
- Hygiene
- Violence prevention and reduction
- Personal safety
- Alcohol, tobacco, and other drugs
  - Types and examples
  - Abuse prevention
  - Legal vs. illegal use
  - Effects - long and short term
- Exercise
- Nutrition
- Communicable disease
  - Prevention and Treatment

##### Emotional Health
- Anger and stress management
- Personal values, beliefs, and emotions
- Self-image
- Grieving and loss

##### Social Health
- Conflict resolution
- Cooperation, respect
- Relationships - adults, peers, family, etc.
- Responsibilities

##### Environmental/Community Health
- Diversity
- Influences of family, peers, culture, media, technology, school/physical environments, health care
- Internet safety

##### Growth and Development
- Body systems - interaction of systems
- Human life cycle
  - Infancy, childhood, adolescence, early adulthood, late adulthood
- Changes associated with puberty
  - Physical, emotional, social

##### Skills
- Choosing healthy behaviors
- Health goals - implementing a plan
- Verbal and nonverbal communication
- Refusal and limit-setting skills
- Valid sources of information
- Advocacy - personal and family health, influencing others
- Child care skills
  - Safety, Resources, Activities
### Grade 5 Health Course Overview

<table>
<thead>
<tr>
<th>Grade Level Expectations</th>
<th>Standards for Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Describe the relationship among the environment, behaviors and personal health in regards to refraining from alcohol, tobacco, and other drug use.</td>
<td>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</td>
</tr>
<tr>
<td>● Describe ways to prevent and seek treatment for accidents, injuries, and communicable diseases.</td>
<td>2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</td>
</tr>
<tr>
<td>● Describe barriers to personal health.</td>
<td>3. Students will demonstrate the ability to access valid information and products and services to enhance health.</td>
</tr>
<tr>
<td>● Describe how internal and external factors interact to influence health behaviors.</td>
<td>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
</tr>
<tr>
<td>● With support, analyze the validity of health sources.</td>
<td>5. Students will demonstrate the ability to use decision-making skills to enhance health.</td>
</tr>
<tr>
<td>● Demonstrate appropriate responses to others’ verbal and nonverbal communication skills to enhance health.</td>
<td>6. Students will demonstrate the ability to use goal-setting skills to enhance health.</td>
</tr>
<tr>
<td>● Use refusal skills and identify limit setting skills that avoid and reduce health risks.</td>
<td>7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.</td>
</tr>
<tr>
<td>● With support, demonstrate effective conflict resolution skills.</td>
<td>8. Students will demonstrate the ability to advocate for personal, family, and community health.</td>
</tr>
<tr>
<td>● With support, use the decision-making process to choose the healthiest options.</td>
<td></td>
</tr>
</tbody>
</table>
# Grade 5 Health Course Overview

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Observation</td>
<td>● Role-playing</td>
</tr>
<tr>
<td>● Assessments selected from adopted resources</td>
<td>● Modeling</td>
</tr>
<tr>
<td>● Student Conference</td>
<td>● Individual and group discussions</td>
</tr>
<tr>
<td>● Discussion - large and small group</td>
<td>● Scenario Cards</td>
</tr>
<tr>
<td>● Think-Pair-Share</td>
<td>● Cooperative Learning</td>
</tr>
<tr>
<td>● Know, Want to Know, Learned (K-W-L chart)</td>
<td>● Guided Practice</td>
</tr>
<tr>
<td>● Role Play</td>
<td>● Artwork, Posters, Photos</td>
</tr>
<tr>
<td>● Self-Assessment</td>
<td>● Stories, Read-alouds</td>
</tr>
<tr>
<td>● Journaling (pictures and writing)</td>
<td>● Guest Speakers</td>
</tr>
<tr>
<td>● Written responses</td>
<td>● Videos</td>
</tr>
<tr>
<td>● Quizzes</td>
<td></td>
</tr>
<tr>
<td>● Exit Ticket</td>
<td></td>
</tr>
</tbody>
</table>

**Resources Used:**


Health

Content Essential Documents

Grade 5
### Content Area: Health Knowledge *(Grade 5 Health)*

#### Standard:
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

#### Prepared Graduates:
- Utilize valid and reliable health information to enhance mental, emotional, and social well-being.
- Comprehend concepts, and identify strategies to prevent the transmission of disease.
- Demonstrate understanding that the dimensions of wellness are interrelated and impact personal health.

#### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Describe the relationship among the environment, behaviors, and personal health in regards to refraining from alcohol, tobacco, and other drug use.
- Describe ways to prevent and seek treatment for accidents, injuries, and communicable diseases.
- Describe barriers to personal health.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
</tbody>
</table>
| ● Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases.  
  ○ These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.  
  ○ Fifth grade emphasizes **refraining from alcohol, tobacco, and other drug use**. | Promotes deeper thinking, reflection, refined understanding related to grade level expectation.  
  ● What are some personal and environmental challenges to staying healthy?  
  ● Why is injury and disease prevention important?  
  ● How do alcohol, tobacco, and other drugs affect all dimensions of health? |
| ● Describe the relationships among the environment, healthy behaviors, and personal health refraining from alcohol, tobacco, and other drug use.  
  ○ Specifically related to refraining from alcohol, tobacco, and other drug use. | **Relevance and Application:**  
  How grade level expectation is applied at home, on the job or in a real world relevant context.  
  ● Understand how health-related behaviors impact multiple dimensions of health.  
  ● Describe ways to prevent and seek treatment for illness and injury.  
  ● Refrain from alcohol, tobacco, and other drug use.  
  ● Describe personal and environmental barriers related to health. |
| ● Explain ways to prevent the spread of communicable diseases. | **Nature of Discipline:**  
  The characteristics and view point one keeps as a result of mastering the grade level expectation.  
  ● Understand basic health concepts and functional health knowledge related to health promotion and risk reduction. |
| ● Describe when it is important to seek health care. |  |
| ● Describe personal and environmental barriers to practicing healthy behaviors. |  |
**Content Area: Health Influences (Grade 5 Health)**

**Standard:**
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Prepared Graduates:**
- Analyze internal and external factors that influence mental and emotional well-being.
- Compare and contrast healthy and unhealthy relationships (family, peer, and dating).
- Comprehend the relationship between feelings and actions.
- Analyze how positive health behaviors can benefit people throughout their lifespan.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Describe how internal and external factors interact to influence health behaviors.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>● Give examples of messages from external factors that can influence health behaviors.</td>
<td>● What messages from others can influence my health?</td>
</tr>
<tr>
<td>● Describe how internal and external factors interact to influence health behaviors.</td>
<td>● Why do I make the health-related decisions that I do?</td>
</tr>
<tr>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
<td>● Describe how external and internal factors affect health behaviors.</td>
</tr>
<tr>
<td></td>
<td><strong>Nature of Discipline:</strong> The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>● Identify and understand the diverse internal and external factors that influence health behaviors.</td>
</tr>
</tbody>
</table>
### Content Area: Information, Products, and Services (*Grade 5 Health*)

#### Standard:
3. Students will demonstrate the ability to access valid information and products and services to enhance health.

#### Prepared Graduates:
- Access valid and reliable health information, products, and services to enhance mental, emotional, and social well-being.
- Demonstrate the ability to make healthy choices in a variety of settings.
- Practice healthy decision-making strategies.

#### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- With support, analyze the validity of health sources.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- With guidance, analyze the validity of information in health sources.</td>
<td>- What makes a health resource valid or invalid?</td>
</tr>
<tr>
<td><strong>Relevance and Application:</strong></td>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>- Analyze the validity of health sources.</td>
<td>- Analyze the validity of health sources.</td>
</tr>
<tr>
<td><strong>Nature of Discipline:</strong></td>
<td><strong>Nature of Discipline:</strong> The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td>- Identify and access valid health information resources and reject unproven sources through analysis, comparison, and evaluation.</td>
<td></td>
</tr>
</tbody>
</table>
### Content Area: Communication Skills *(Grade 5 Health)*

**Standard:**
4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Prepared Graduates:**
- Demonstrate verbal and nonverbal communication skills and strategies.
- Develop interpersonal communication skills needed to discuss personal health problems and maintain personal health and wellness.
- Demonstrate skills necessary to prevent a conflict from escalating to violence.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Demonstrate appropriate responses to others’ verbal and nonverbal communication skills to enhance health.
- Use refusal skills and identify limit setting skills that avoid and reduce health risks.
- With support, demonstrate effective conflict resolution skills.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
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</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>• How do I know what others are trying to communicate to me?</td>
</tr>
<tr>
<td></td>
<td>• What might cause me to reach my breaking point?</td>
</tr>
<tr>
<td></td>
<td>• How do I feel when near my breaking point?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>• Respond appropriately to verbal and nonverbal cues of others.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate effective conflict resolution skills.</td>
</tr>
<tr>
<td></td>
<td>• Identify limit setting skills to avoid and reduce health risks.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>• Use verbal and nonverbal skills to develop and maintain healthy personal relationships.</td>
</tr>
<tr>
<td></td>
<td>• Organize and convey information and feelings to strengthen interpersonal interactions and reduce or avoid conflict.</td>
</tr>
</tbody>
</table>
# Content Area: Decision Making Skills *(Grade 5 Health)*

**Standard:**
5. Students will demonstrate the ability to use decision-making skills to enhance health.

**Prepared Graduates:**
- Demonstrate effective communication skills to express feelings appropriately.
- Practice healthy decision-making strategies and analyze the factors that influence a person’s decision.
- Support others in making positive and healthful choices.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- With support, use the decision-making process to choose the healthiest options.
- Evaluate the potential outcomes of health-related decisions.

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<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- How can I use the decision-making process?</td>
</tr>
<tr>
<td></td>
<td>- How do I know I made the right decision?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Use the decision-making process to make the healthiest choice.</td>
</tr>
<tr>
<td></td>
<td>- Evaluate potential outcomes when making a health-related decision.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Make healthy decisions in order to collaborate with others to improve one’s quality of life.</td>
</tr>
<tr>
<td>Evidence Outcomes</td>
<td>21st Century Skills and Readiness Competencies</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Students can:</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- How do I know that I am achieving my goal?</td>
</tr>
<tr>
<td></td>
<td>- What do I do if I get off track in achieving my goal?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application:</td>
</tr>
<tr>
<td></td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Choose a clear and realistic personal health goal.</td>
</tr>
<tr>
<td></td>
<td>- Develop a plan for reaching a personal health goal.</td>
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<tr>
<td></td>
<td>- Identify resources to assist in achieving a personal health goal.</td>
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<tr>
<td></td>
<td>- Track progress toward reaching a personal health goal.</td>
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<tr>
<td></td>
<td>Nature of Discipline:</td>
</tr>
<tr>
<td></td>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Use goal-setting skills to develop short-term and long-term health goals.</td>
</tr>
</tbody>
</table>
Content Area: Health Behaviors *(Grade 5 Health)*

Standard:
7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Prepared Graduates:
- Analyze how certain behaviors place one at greater risk for diseases.
- Develop self-management skills to prevent and manage stress.
- Demonstrate safety procedures for a variety of situations.

EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- With support, evaluate responsible personal health behaviors.
- Demonstrate a variety of behaviors that will maintain or improve personal health and safety.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
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</thead>
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<tr>
<td>Students can:</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- How do my actions help other people stay healthy and safe?</td>
</tr>
<tr>
<td></td>
<td>- How can I be a healthy role model for others?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application:</td>
</tr>
<tr>
<td></td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate personal responsibility for health.</td>
</tr>
<tr>
<td></td>
<td>- Consider the health of others.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline:</td>
</tr>
<tr>
<td></td>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Take personal responsibility for health and encourage the practice of healthy behaviors.</td>
</tr>
</tbody>
</table>

- With guidance, evaluate responsible personal health behaviors for self and others. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.
- Demonstrate a variety of behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.
- Demonstrate a variety of behaviors that avoid or reduce health risks for self and, with guidance, avoid and reduce health risks for others. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.
Content Area: Health Advocacy *(Grade 5 Health)*

**Standard:**
8. Students will demonstrate the ability to advocate for personal, family, and community health.

**Prepared Graduates:**
- Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behaviors.
- Access valid school and community resources to help with mental and emotional health concerns.
- Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Share opinions about health issues.
- Discuss health-related situations where advocacy may be used.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>● State opinions about health issues.</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>● Discuss factual information about health issues with family members or trusted adults.</td>
<td></td>
</tr>
<tr>
<td>● Discuss situations where advocacy may be used.</td>
<td></td>
</tr>
<tr>
<td>● Describe types of situations in which one could model health-enhancing behaviors.</td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td>● By expressing opinions, encourage family members to engage in health-enhancing behaviors through actions or suggestions.</td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
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<tr>
<td></td>
<td><strong>Nature of Discipline:</strong></td>
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<td></td>
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</table>
Music

Course Documents

Grade 5
## Grade 5 General Music Course Overview

### Course Description

In Fifth Grade, students will further develop their knowledge of the elements of music through a variety of experiences. They will increase their understanding of musical vocabulary and literacy skills by applying them through singing and playing instruments, as well as through creating, analyzing, and evaluating music. Students continue to become increasingly more musical and independent by using their knowledge of technical and expressive qualities. As their musical abilities advance, students will continue to develop a lasting appreciation, enjoyment and understanding of music while building positive character traits and skills necessary for lifelong success.

### Topics at a Glance

- **Creating** (melodic and rhythmic)
  - Improvisation
  - Composition
- **Performing**
  - Singing expressively
  - Playing classroom instruments
    - Melodic and rhythmic
  - Melody and harmony
  - Solo and group performance
  - Performance and audience etiquette
- **Responding**
  - Reading music
    - Standard or symbolic notation
    - Music symbols and terminology
  - Music analysis and evaluation
  - Instrumental and vocal timbre
- **Connecting**
  - Personal experiences
  - Daily life
  - Other school subjects
  - Culture
  - History

### Grade Level Expectations

- Create and notate personal musical ideas within a given structure.
- Apply vocal and instrumental techniques in reading and performing.
- Perform a variety of music expressively.
- Perform harmony.
- Perform appropriate for the audience and purpose and demonstrate audience etiquette.
- Discuss preferences and respond to contrasts in music.
- Use knowledge of music concepts and established criteria to analyze, explain with evidence, and evaluate music.
- Make connections between music and personal experience, daily life, history, culture, and other disciplines.

### Standards for Music Education

#### Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

#### Performing

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

#### Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

#### Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
# Grade 5 General Music Course Overview

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Observation</td>
<td>● Whole group instruction</td>
</tr>
<tr>
<td>● Performance assessments</td>
<td>● Small group instruction</td>
</tr>
<tr>
<td>● Self-assessment</td>
<td>● Collaborative learning</td>
</tr>
<tr>
<td>● Written assessments</td>
<td>● Activity centers</td>
</tr>
<tr>
<td>● Formative and summative assessments</td>
<td>● One-on-one</td>
</tr>
<tr>
<td>● Assessments selected from adopted curriculum</td>
<td>● Guided practice</td>
</tr>
<tr>
<td>resources</td>
<td>● Independent practice</td>
</tr>
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<td></td>
<td>● Review and practice</td>
</tr>
<tr>
<td></td>
<td>● Modeling</td>
</tr>
</tbody>
</table>

## Resources Used:


Music

Content Essential Documents

Grade 5
**Content Area: Creating (Grade 5 General Music)**

**Standards:**
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**Prepared Graduates:**
- Have creative ideas, concepts, and feelings, that influence their work, emerge from a variety of sources.
- Make creative choices influenced by their expertise, context, and expressive intent.
- Evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Present creative work as the culmination of a process of creation and communication.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Create and notate personal musical ideas within a given structure.

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<tr>
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<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td><strong>Imagine</strong></td>
<td>- What inspires you to create music?</td>
</tr>
<tr>
<td>- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). (MU:Cr1.1.5a)</td>
<td>- How can you express ideas musically?</td>
</tr>
<tr>
<td>- Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes. (MU:Cr1.1.5b)</td>
<td>- How do you use improvisation to express yourself?</td>
</tr>
<tr>
<td><strong>Plan and Make</strong></td>
<td>- How do you use what you know about music to create an original composition?</td>
</tr>
<tr>
<td>- Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. (MU:Cr2.1.5a)</td>
<td>- How can you improve my musical compositions?</td>
</tr>
<tr>
<td>- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. (MU:Cr2.1.5b)</td>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td><strong>Evaluate and Refine</strong></td>
<td>- Play musical games.</td>
</tr>
<tr>
<td>- Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes. (MU:Cr3.1.5)</td>
<td>- Write music and/or lyrics at home.</td>
</tr>
<tr>
<td><strong>Present</strong></td>
<td>- Express themselves through music and movement.</td>
</tr>
<tr>
<td>- Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent. (MU:Cr3.2.5)</td>
<td>- Use or make instruments to create music.</td>
</tr>
</tbody>
</table>

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
- Find at least one arts discipline in which to develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
- Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. Seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
- Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
- Seek artistic experience and support the arts in local, state, national, and global communities.
### Content Area: Performing *(Grade 5 General Music)*

**Standards:**

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

**Prepared Graduates:**

- Select repertoire based on their interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance.
- Analyze creators’ context and their manipulation of musical elements provides insight into their intent and informs performance.
- Make interpretive decisions based on their understanding of context and expressive intent.
- Express their musical ideas by analyzing, evaluating, and refining their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Judge performance based on criteria that vary across time, place, and cultures.

**EXPECTATION:**

Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.

- Apply vocal and instrumental techniques in reading and performing.
- Perform a variety of music expressively.
- Perform harmony.
- Perform appropriate for the audience and purpose and demonstrate audience etiquette.

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<tr>
<th>Evidence Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td><strong>Select</strong></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill. (MU:Pr4.1.5)</td>
<td>• How does performance in an ensemble encourage teamwork?</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>• How do performers build confidence?</td>
</tr>
<tr>
<td>• Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. (MU:Pr4.2.5a)</td>
<td>• What are the different ways to make music?</td>
</tr>
<tr>
<td>• When analyzing selected music, read and perform using standard notation. (MU:Pr4.2.5b)</td>
<td>• What is a quality performance?</td>
</tr>
<tr>
<td>• Explain how context (such as social, cultural, and historical) informs performances. (MU:Pr4.2.5c)</td>
<td>• How should an audience member behave?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**

How grade level expectation is applied at home, on the job or in a real world relevant context.

- Perform music with/for families and friends.
- Sing as part of learning.
- Perform in community events or groups.
- Attend performances.
- Practice songs at home.
<table>
<thead>
<tr>
<th>Interpret</th>
<th>Rehearse, Evaluate, and Refine</th>
</tr>
</thead>
</table>
| ● Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). (MU:Pr4.3.5) | ● Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. (MU:Pr5.1.5a)  
 ● Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. (MU:Pr5.1.5b) |

<table>
<thead>
<tr>
<th>Present</th>
<th>Nature of Discipline:</th>
</tr>
</thead>
</table>
| ● Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. (MU:Pr6.1.5a)  
 ● Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. (MU:Pr6.1.5b) | ● Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.  
 ● Find at least one arts discipline in which to develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.  
 ● Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. Seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.  
 ● Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.  
 ● Seek artistic experience and support the arts in local, state, national, and global communities. |
Content Area: Responding *(Grade 5 General Music)*

**Standards:**
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

**Prepared Graduates:**
- Explain how individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Respond to music by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Understand how creators and performers use of elements and structures of music to provide clues to their expressive intent.
- Evaluate musical work(s) and performance(s) informed by analysis, interpretation, and established criteria.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Discuss preferences and respond to contrasts in music.
- Use knowledge of music concepts and established criteria to analyze, explain with evidence, and evaluate music.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td><strong>Select</strong></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. (MU:Re7.1.5)</td>
<td>- What kind of music do you like/dislike? Why?</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>- Why is form important in music?</td>
</tr>
<tr>
<td>- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). (MU:Re7.2.5)</td>
<td>- What makes a quality piece of music?</td>
</tr>
<tr>
<td><strong>Interpret</strong></td>
<td>- What makes a voice or instrument sound different from others? How would you describe it?</td>
</tr>
<tr>
<td>- Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers’ and personal interpretations to reflect expressive intent. (MU:Re8.1.5)</td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. (MU:Re9.1.5)</td>
<td>- Communicate musical preferences and opinions.</td>
</tr>
<tr>
<td></td>
<td>- Listen to and recognize different kinds of music.</td>
</tr>
<tr>
<td></td>
<td>- Sing along to songs they hear outside of school.</td>
</tr>
<tr>
<td></td>
<td>- Recognize music at community events and celebrations.</td>
</tr>
<tr>
<td></td>
<td>- Use music terminology to describe music.</td>
</tr>
<tr>
<td></td>
<td>- Choose music for listening and performing.</td>
</tr>
<tr>
<td></td>
<td>- Attend performances and discuss them with friends and family.</td>
</tr>
</tbody>
</table>
Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
- Find at least one arts discipline in which to develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
- Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. Seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
- Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
- Seek artistic experience and support the arts in local, state, national, and global communities.
## Content Area: Connecting *(Grade 5 General Music)*

### Standards:

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### Prepared Graduates:

- Connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understand how connections to varied contexts and daily life enhance musicians’ creating, performing, and responding.

### EXPECTATION:

Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.

- Make connections between music and personal experience, daily life, history, culture, and other disciplines.

### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students can:</th>
<th>Inquir/Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.5)</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>○ Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. (MU:Cr2.1.5a)</td>
<td>● How is music used in community events and celebrations?</td>
</tr>
<tr>
<td>○ Present the final version of created music for others that demonstrate craftsmanship, and explain connection to expressive intent. (MU:Cr3.2.5a)</td>
<td>● Where do you find music outside of school?</td>
</tr>
<tr>
<td>○ Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others’ technical skill. (MU:Pr4.1.5a)</td>
<td>● How does music help you learn?</td>
</tr>
<tr>
<td>○ Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style). (MU:Pr4.3.5a)</td>
<td>● How is music part of your daily life?</td>
</tr>
<tr>
<td>○ Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts. (MU:Re7.1.5a)</td>
<td>● How do other subjects connect to music class?</td>
</tr>
</tbody>
</table>

### 21st Century Skills and Readiness Competencies

<table>
<thead>
<tr>
<th>Inquiry/Essential Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● How is music used in community events and celebrations?</td>
</tr>
<tr>
<td>● Where do you find music outside of school?</td>
</tr>
<tr>
<td>● How does music help you learn?</td>
</tr>
<tr>
<td>● How is music part of your daily life?</td>
</tr>
<tr>
<td>● How do other subjects connect to music class?</td>
</tr>
<tr>
<td>● What role does music play in different cultures?</td>
</tr>
<tr>
<td>● How does culture affect music?</td>
</tr>
<tr>
<td>● How do historical periods influence music?</td>
</tr>
<tr>
<td>● What role has music played in history?</td>
</tr>
</tbody>
</table>

### Relevance and Application:

How grade level expectation is applied at home, on the job or in a real world relevant context.

- Listen to and respect music from different cultures.
- Use music at community events and celebrations.
- Sing along to songs they hear outside of school.
- Sing/listen to songs to learn other subjects.
- Recognize role of music in entertainment (e.g., movies, T.V., video games)
- Connect certain music to historical time periods.
<table>
<thead>
<tr>
<th><strong>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</strong> (MU:Cn11.1.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). (MU:Cr1.1.5a)</td>
</tr>
<tr>
<td>○ Explain how context (such as social, cultural, and historical) informs performances. (MU:Pr4.2.5c)</td>
</tr>
<tr>
<td>○ Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. (MU:Pr6.1.5b)</td>
</tr>
<tr>
<td>○ Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). (MU:Re7.2.5a)</td>
</tr>
<tr>
<td>○ Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. (MU:Re9.1.5a)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nature of Discipline:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade-level expectation.</td>
</tr>
<tr>
<td>○ Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
<tr>
<td>○ Find at least one arts discipline in which to develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.</td>
</tr>
<tr>
<td>○ Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. Seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.</td>
</tr>
<tr>
<td>○ Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
<tr>
<td>○ Seek artistic experience and support the arts in local, state, national, and global communities.</td>
</tr>
</tbody>
</table>
Physical Education

Course Documents

Grade 5
## Grade 5 Physical Education Course Overview

### Course Description
In Grades 3 through 5, students combine movements and apply them to changing game conditions. Fifth graders independently use movement concepts and skills and strategically react in offensive and defensive situations within changing game environments. Students will continue developing interpersonal relationship skills, including sportsmanship, cooperation, and teamwork. They will respectfully give feedback to peers. Students will use the results of fitness assessments and develops fitness and nutrition goals.

### Topics at a Glance

#### Movement Concepts
- Spatial awareness
  - Where the body moves
- Effort
  - How the body moves
- Spatial relationships
  - With people, objects, body parts

#### Movement Skills
- Locomotor skills
  - Fundamental body movements
- Manipulative skills
  - Moving and controlling objects with body or equipment
- Non-locomotor skills
  - Stability and body control

#### Rhythmic Movement
- Moving body to music

#### Combining Movement Concepts and Skills
- Small-sided games and activities
  - Strategies and tactics

#### Fitness Concepts
- Muscular strength
- Muscular endurance
- Cardiovascular endurance
- Flexibility
- Nutrition

#### Interpersonal Relationships
- Sportsmanship
- Developing group strategies
- Teamwork
- Safety
- Feedback

### Grade Level Expectations
- Consistently use a mature pattern in fundamental motor skills with a varying combination of skills.
- Apply movement concepts to game situations.
- Analyze results of fitness assessments and sets goals for improvement.
- Regularly choose to participate in activities that provide health benefits.
- Independently take responsibility for safe practices of rules, etiquette, use of equipment, and positive social interactions.

### Standards for Physical Education
1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement.
3. Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
# Grade 5 Physical Education Course Overview

- Respectfully listen to and give feedback to peers.
- Accept, encourage, and actively involve others with different ability levels.
- Challenge self through difficult skills without giving up.
- Analyze the impact of physical activity on health and enjoyment.
- Describe positive social interactions when participating in physical activity outside of class.

5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Observation</td>
<td>● Guided Discovery/Movement Exploration</td>
</tr>
<tr>
<td>● Assessments selected from adopted curricular resources</td>
<td>● Individual/partner and large group work</td>
</tr>
<tr>
<td>● Skill tests</td>
<td>● Gradual Release of Responsibility</td>
</tr>
<tr>
<td>● Fitness tests</td>
<td>● Low organized activities</td>
</tr>
<tr>
<td>● Self-Assessment</td>
<td>● Movement challenges</td>
</tr>
<tr>
<td>● Student conference</td>
<td>● Stations/centers</td>
</tr>
<tr>
<td>● Group response/hand signals</td>
<td>● Goal setting</td>
</tr>
<tr>
<td>● Think-Pair-Share</td>
<td>● Inquiry questions</td>
</tr>
<tr>
<td>● Exit question</td>
<td>● Tracking fitness data (e.g., pedometers)</td>
</tr>
<tr>
<td></td>
<td>● Guest speakers</td>
</tr>
</tbody>
</table>

**Resources Used:**


### Content Area: Motor Skills and Movement Patterns (Grade 5 Physical Education)

**Standard:**
1. Demonstrates competency in a variety of motor skills and movement patterns.

**Prepared Graduates:**
- Have the skills (movement concepts, principles, strategies, and tactics) necessary to participate in a variety of physical activities.
- Know the implications and the benefits of involvement in various types of physical activities.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Consistently use a mature pattern in fundamental motor skills with a varying combination of skills.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Combine locomotor and manipulative skills in a variety of small-sided practice tasks/games environments.</td>
<td>- How would you make a skill more challenging?</td>
</tr>
<tr>
<td>- Combine traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).</td>
<td>- How can movement skills be combined in [insert activity/game]?</td>
</tr>
<tr>
<td>- Use appropriate pacing for a variety of running distances.</td>
<td>- How does dance relate to other sports?</td>
</tr>
<tr>
<td>- Combine jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics, and small-sided practice tasks and games environments.</td>
<td></td>
</tr>
<tr>
<td>- Combine locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.</td>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>- Combine balance and transferring weight in a gymnastics sequence or dance with a partner.</td>
<td>- Participate in extracurricular or club sports.</td>
</tr>
<tr>
<td>- Transfer weight in gymnastics and dance environments.</td>
<td>- Play games learned in physical education at recess and home.</td>
</tr>
<tr>
<td>- Perform curling, twisting, and stretching actions, with correct application in dance, gymnastics, small-sided practice tasks in games environments.</td>
<td>- Make up games/obstacle courses.</td>
</tr>
<tr>
<td>- Combine locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.</td>
<td>- Practice skills outside of school.</td>
</tr>
<tr>
<td>- Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.</td>
<td></td>
</tr>
<tr>
<td>- Throw underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.</td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.</td>
</tr>
</tbody>
</table>
● Throw underhand to a large target with accuracy.
● Throw overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.
● Throw overhand to a large target with accuracy.
● Throw with accuracy, both partners moving.
● Throw with reasonable accuracy in dynamic, small-sided practice tasks.
● Catch a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills).
● Catch with accuracy, both partners moving.
● Catch with reasonable accuracy in dynamic, small-sided practice tasks.
● Combine hand dribbling with other skills during 1v1 practice tasks.
● Combine foot dribbling with other skills in 1v1 practice tasks.
● Pass with the feet using a mature pattern as both partners travel.
● Receive a pass, with the foot, using a mature pattern as both partners travel.
● Dribble with hands or feet with mature patterns in a variety of small-sided game forms.
● Demonstrate mature patterns in kicking and punting in small-sided practice task environments.
● Volley a ball using a two-hand overhead pattern, sending it upward to a target.
● Create a jump rope routine with a partner, using either a short or long rope.
● Strike an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
● Strike a pitched ball with a bat using a mature pattern.
● Combine striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.
● Combine manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).
**Content Area:** Movement Concepts, Principles, Strategies, and Tactics *(Grade 5 Physical Education)*

**Standard:**
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement.

**Prepared Graduates:**
- Have the skills (movement concepts, principles, strategies, and tactics) necessary to participate in a variety of physical activities.
- Know the implications and the benefits of involvement in various types of physical activities.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Apply movement concepts to game situations.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and game environments.</td>
<td>• What locomotor skills can be used in a specific sport (e.g., baseball, basketball)?</td>
</tr>
<tr>
<td>• Combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance, with self-direction.</td>
<td>• What skills have you learned in physical education that you could use later in life?</td>
</tr>
<tr>
<td>• Apply movement concepts to strategy in game situations.</td>
<td>• When trying to improve skills, is it better to correct weaknesses or expand on strengths? Why?</td>
</tr>
<tr>
<td>• Apply the concepts of direction and force to strike an object with a long-handled implement.</td>
<td>• How does the situation influence the way to throw a ball?</td>
</tr>
<tr>
<td>• Analyze movement situations and apply movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics.</td>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>• Apply basic offensive and defensive strategies/tactics in invasion small-sided practice tasks.</td>
<td>• Use various equipment during recess.</td>
</tr>
<tr>
<td>• Apply basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.</td>
<td>• Use technology to demonstrate self-expression and creativity (e.g., recording a dance, golf swing, jump rope combinations).</td>
</tr>
<tr>
<td>• Recognize the type of throw, volley, or striking action needed for different games and sports situations.</td>
<td>• Use balance when participating in activities such as skiing or inline skating.</td>
</tr>
<tr>
<td></td>
<td>• Recognize skills used by friends, family or others playing at a park, on the playground, etc.</td>
</tr>
</tbody>
</table>

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.
**Content Area: Physical Activity and Fitness (Grade 5 Physical Education)**

**Standard:**
3. Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.

**Prepared Graduates:**
- Include physical activity as a regular part of daily life.
- Work toward and maintain a health-enhancing level of physical fitness.
- Know the implications and the benefits of involvement in various types of physical activities.
- Value physical activity and its contributions to a healthful lifestyle.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Analyze results of fitness assessments and set goals for improvement.
- Regularly choose to participate in activities that provide health benefits.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>• Chart and analyze physical activity outside physical education class for fitness benefits of activities.</td>
<td>• What are activities that will influence each area of fitness?</td>
</tr>
<tr>
<td>• Actively engage in all the activities of physical education.</td>
<td>• What could a one-month fitness calendar include? How would this change depending on the weather?</td>
</tr>
<tr>
<td>• Differentiate between skill-related and health-related fitness.</td>
<td>• How can you improve on physical fitness?</td>
</tr>
<tr>
<td>• Identify the need for warm-up and cool-down relative to various physical activities.</td>
<td></td>
</tr>
<tr>
<td>• Analyze results of fitness assessment (pre- and post-), comparing results to fitness components for good health.</td>
<td></td>
</tr>
<tr>
<td>• Design a fitness plan to address ways to use physical activity to enhance fitness.</td>
<td></td>
</tr>
<tr>
<td>• Analyze the impact of food choices relative to physical activity, youth sports and personal health.</td>
<td></td>
</tr>
</tbody>
</table>

**Inquiry Questions:**
Promotes deeper thinking, reflection, refined understanding related to grade level expectation.
- What are activities that will influence each area of fitness?
- What could a one-month fitness calendar include? How would this change depending on the weather?
- How can you improve on physical fitness?

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Participate in a running club or get involved in a fun run/walk event.
- Discuss with their family some ways they can become more physically active together.
- Keep a log/calendar to track physical activity and time spent exercising.
- Participate in a wide variety of physical activities.
- Get involved in a program at the local YMCA.
**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.
- Make healthy, active choices throughout their lifespan that are both beneficial to and respectful of themselves, others, and their environment.
**Content Area: Personal and Social Behavior (Grade 5 Physical Education)**

**Standard:**
4. Exhibits responsible personal and social behavior that respects self and others.

**Prepared Graduates:**
- Work toward and maintain a health-enhancing level of physical fitness.
- Value physical activity and its contribution to a healthful lifestyle.
- Model responsible behavior while engaged in a physical activity.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Independently take responsibility for safe practices of rules, etiquette, use of equipment, and positive social interactions.
- Respectfully listen to and give feedback to peers.
- Accept, encourage, and actively involve others with different ability levels.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Why is it important to have safety rules to games?</td>
</tr>
<tr>
<td></td>
<td>- How can you use feedback to improve on a skill?</td>
</tr>
<tr>
<td></td>
<td>- What is sportsmanship and how can you show sportsmanship?</td>
</tr>
<tr>
<td></td>
<td>- How do you incorporate a teammate who is not as skilled or does not enjoy the activity as much as you?</td>
</tr>
<tr>
<td></td>
<td>- Whose role is it to have a positive learning environment that everyone can enjoy? Why?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Ask for help on a specific skill.</td>
</tr>
<tr>
<td></td>
<td>- Modify rules to include all abilities to participate.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate sportsmanship by shaking hands after activity.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.</td>
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<tr>
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<td>- Make healthy, active choices throughout their lifespan that are both beneficial to and respectful of themselves, others, and their environment.</td>
</tr>
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</table>

- Engage in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
- Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- Exhibit respect for self with appropriate behavior while engaging in physical activity.
- Give corrective feedback respectfully to peers.
- Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- Critique the etiquette involved in rules of various game activities.
- Apply safety principles with age-appropriate physical activities.
### Content Area: Value of Physical Activity *(Grade 5 Physical Education)*

#### Standard:
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

#### Prepared Graduates:
- Value physical activity and its contributions to a healthful lifestyle.
- Model responsible behavior while engaged in a physical activity.

#### EXPECTATIONS:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Challenge self through difficult skills without giving up.
- Analyze the impact of physical activity on health and enjoyment.
- Describe positive social interactions when participating in physical activity outside of class.

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<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>• Compare the health benefits of participating in selected physical activities.</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Express (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity.</td>
<td>• Why is it important to set goals?</td>
</tr>
<tr>
<td>• Analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</td>
<td>• How might one interact with a friend who dominates the discussion in a cooperative problem-solving activity?</td>
</tr>
<tr>
<td>• Describe the social benefits gained from participating in physical activity (e.g., recess, youth sport).</td>
<td>• Is resolving conflicts more important than winning a game?</td>
</tr>
</tbody>
</table>

#### Inquiry Questions:
- Why is it important to set goals?
- How might one interact with a friend who dominates the discussion in a cooperative problem-solving activity?
- Is resolving conflicts more important than winning a game?

#### Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Find ways to solve problems or help to negotiate a conflict among friends.
- Follow a monthly physical activity calendar that has fun, daily challenges.
- Organize a game with friends to play on the playground or park.

#### Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Make healthy, active choices throughout their lifespan that are both beneficial to and respectful of themselves, others, and their environment.
School Counseling

Content Documents

Grade 5
Grade 5 School Counseling Overview

### Description

In Grade 5, students will continue integrating social/emotional, academic, and career skills and apply skills with greater independence as they prepare for the transition to middle school. Students will identify how their interests and strengths fit into certain career clusters. They will use strategies to proactively manage internal barriers to learning and manage emotional concerns involving others. Students will continue to learn about their relationships with others by practicing empathy, providing and accepting constructive feedback, collaborating toward desired outcomes, accepting others’ ideas and opinions, and developing healthy relationships. Additionally, students will learn and practice ways to proactively contribute to their school and community.

### Topics at a Glance

#### Academic Development
- **Study strategies**
  - Internal learning processes
- **Confidence in ability to learn**
  - Strategies for personal growth
- **Problem solving and feedback**
  - Manage appropriate problems
  - Constructive feedback

#### Career Development
- **Self-discovery and exploration**
  - Connect interests and strengths to future goals
  - Match interests and strengths to career clusters
- **Teambuilding**
  - Collaborate toward desired outcomes
- **Advocacy**
  - Self-advocacy
  - Contribute to school and community
- **Adaptability and flexibility**
  - Different/others’ ideas, opinions, choices

#### Social/Emotional Development
- **Self-regulation**
  - External emotional concerns
  - Emotional regulation tools
  - Emotional changes during puberty
- **Personal safety**
  - Assertive and passive responses
- **Relationships**
  - Digital relationships
  - Healthy relationships
  - Empathy
- **Diversity**
  - Alternate points of view
# Grade 5 School Counseling Overview

## Grade Level Expectations
- Use learning expectations to be successful in school and community.
- Use self-management skills that lead toward personal growth.
- Apply prosocial behaviors when interacting with peers and adults.
- Apply strategies to proactively resolve problems.

## School Counseling Mindset Standards
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
4. Understand that postsecondary education and lifelong learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

## Assessments
- Observation
- Assessments selected from adopted resources
- Student conference
- Discussion - large and small group
- Think-Pair-Share
- Know, Want to Know, Learned (K-W-L chart)
- Role-play
- Self-assessment
- Journaling (pictures and writing)
- Written responses
- Quizzes
- Exit ticket

## Instructional Strategies
- Role-playing
- Modeling
- Individual and group discussions
- Scenario cards
- Cooperative learning
- Guided practice
- Artwork, posters, photos
- Stories, read-alouds
- Guest speakers
- Videos

## Resources Used:
School Counseling

Content Essential Documents

Grade 5
### Content Area: Learning Strategies (Grade 5 School Counseling)

**Standards:**
- Demonstrate critical-thinking skills to make informed decisions. (LS1)
- Demonstrate creativity. (LS2)
- Use time-management, organizational and study skills. (LS3)
- Apply self-motivation and self-direction to learning. (LS4)
- Apply media and technology skills. (LS5)
- Set high standards of quality. (LS6)
- Identify long- and short-term academic, career and social/emotional goals. (LS7)
- Actively engage in challenging coursework. (LS8)
- Gather evidence and consider multiple perspectives to make informed decisions. (LS9)
- Participate in enrichment and extracurricular activities. (LS10)

**Prepared Graduates:**
- Implement strategies and activities to support and maximize their ability to learn.
- Understand the connection between school and the world of work.
- Plan for and makes a successful transition from school to postsecondary education and/or the world of work and from job to job.
- Manage emotions and apply interpersonal skills.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students master:
- Use learning expectations to be successful in school and community.

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<td><strong>Study Strategies</strong></td>
<td><strong>Inquiry/Essential Questions:</strong>&lt;br&gt;Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Resolve internal learning challenges (related to learning processes).</td>
<td>- What study strategies are you using to be a successful learner?</td>
</tr>
<tr>
<td>- Apply study strategies.</td>
<td>- What do you do when faced with challenges in your schoolwork? (E.g., seek help, ask questions, organization, time management)</td>
</tr>
<tr>
<td><strong>Self-Discovery and Exploration</strong></td>
<td>- What career clusters match your interests or abilities? Why?</td>
</tr>
<tr>
<td>- Identify and describe how personal interests and strengths connect to future goals.</td>
<td>- How can you collaborate with others to achieve a common goal?</td>
</tr>
<tr>
<td>- Identify 1-2 career clusters that match personal interests and abilities.</td>
<td><strong>Relevance and Application:</strong>&lt;br&gt;How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td><strong>Teambuilding</strong></td>
<td>- Use learning strategies when doing homework.</td>
</tr>
<tr>
<td>- Collaborate with a team to determine and work toward a desired outcome.</td>
<td>- Overcome barriers to learning.</td>
</tr>
<tr>
<td></td>
<td>- Ask for help.</td>
</tr>
<tr>
<td></td>
<td>- Use positive organization skills.</td>
</tr>
</tbody>
</table>
- Discuss areas of interest, skill, and ability and how they connect to future goals.
- Work cooperatively in teams to achieve goals.

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the ASCA Mindset Standards.
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
4. Understand that postsecondary education and lifelong learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.
## Content Area: Self-Management Skills *(Grade 5 School Counseling)*

### Standards:
- Demonstrate ability to assume responsibility. (SMS1)
- Demonstrate self-discipline and self-control. (SMS2)
- Demonstrate ability to work independently. (SMS3)
- Demonstrate ability to delay immediate gratification for long-term rewards. (SMS4)
- Demonstrate perseverance to achieve long- and short-term goals. (SMS5)
- Demonstrate ability to overcome barriers to learning. (SMS6)
- Demonstrate effective coping skills when faced with a problem. (SMS7)
- Demonstrate the ability to balance school, home and community activities. (SMS8)
- Demonstrate personal safety skills. (SMS9)
- Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (SMS10)

### Prepared Graduates:
- Implement strategies and activities to support and maximize their ability to learn.
- Understand the connection between school and the world of work.
- Plan for and makes a successful transition from school to postsecondary education and/or the world of work and from job to job.
- Manage emotions and apply interpersonal skills.

### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students master:
- Use self-management skills that lead toward personal growth.

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<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>● Resolve emotional concerns (external).</td>
<td>● How would you respond in [insert situation]?</td>
</tr>
<tr>
<td>● Use emotional regulation tools/plan.</td>
<td>● How can your and others’ experiences help you improve?</td>
</tr>
<tr>
<td>● Recognize emotional changes associated with puberty.</td>
<td>● How can you learn from someone else’s ideas?</td>
</tr>
<tr>
<td><strong>Confidence in Ability to Learn</strong></td>
<td>● How can you encourage yourself?</td>
</tr>
<tr>
<td>● Use personal growth strategies to increase motivation to accomplish tasks and goals.</td>
<td>● How can using determination and effort lead to personal growth?</td>
</tr>
<tr>
<td><strong>Adaptability and Flexibility</strong></td>
<td>● How can you find a solution that will benefit everyone involved?</td>
</tr>
<tr>
<td>● Accept different ideas and be open to new opinions and choices.</td>
<td>● How do you know when to use an assertive or passive response?</td>
</tr>
<tr>
<td><strong>Personal Safety</strong></td>
<td>● When should you get involved in a situation and when should you not?</td>
</tr>
<tr>
<td>● Confidently apply strategies for assertive and passive responses.</td>
<td></td>
</tr>
</tbody>
</table>
Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.

- Use healthy practices to express feelings.
- Identify whom to trust for help.
- Use positive self-talk to build self-confidence.
- Get involved in extracurricular and/or community activities.
- Use assertive and passive responses.
- Accept others’ ideas, opinions, and choices.
- Offer support to peers.
- Independently take on responsibilities.

Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the ASCA Mindset Standards.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.
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<th>Content Area: Social Skills (Grade 5 School Counseling)</th>
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<tbody>
<tr>
<td><strong>Standards:</strong></td>
</tr>
<tr>
<td>● Use effective oral and written communication skills and listening skills. (SS1)</td>
</tr>
<tr>
<td>● Create positive and supportive relationships with other students. (SS2)</td>
</tr>
<tr>
<td>● Create relationships with adults that support success. (SS3)</td>
</tr>
<tr>
<td>● Demonstrate empathy. (SS4)</td>
</tr>
<tr>
<td>● Demonstrate ethical decision-making and social responsibility. (SS5)</td>
</tr>
<tr>
<td>● Use effective collaboration and cooperation skills. (SS6)</td>
</tr>
<tr>
<td>● Use leadership and teamwork skills to work effectively in diverse teams. (SS7)</td>
</tr>
<tr>
<td>● Demonstrate advocacy skills and ability to assert self, when necessary. (SS8)</td>
</tr>
<tr>
<td>● Demonstrate social maturity and behaviors appropriate to the situation and environment. (SS9)</td>
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</tbody>
</table>

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<td>● Implement strategies and activities to support and maximize their ability to learn.</td>
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<td>● Understand the connection between school and the world of work.</td>
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<td>● Plan for and makes a successful transition from school to postsecondary education and/or the world of work and from job to job.</td>
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<tbody>
<tr>
<td>Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students master:</td>
</tr>
<tr>
<td>● Apply prosocial behaviors when interacting with peers and adults.</td>
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<td>● Apply strategies to proactively resolve problems.</td>
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<td><strong>Relationships</strong></td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td>● Describe the responsibilities of digital relationships and interactions and their potential impacts (e.g., social, career).</td>
<td></td>
</tr>
<tr>
<td>● Describe the characteristics of healthy relationships.</td>
<td></td>
</tr>
<tr>
<td>● Consistently practice empathy.</td>
<td></td>
</tr>
<tr>
<td><strong>Conflict Resolution</strong></td>
<td></td>
</tr>
<tr>
<td>● Consistently use strategies to manage conflict.</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
</tr>
<tr>
<td>● Consistently give and receive constructive feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td></td>
</tr>
<tr>
<td>● Practice self-advocacy regarding personal and home life, academics, peers, and “romantic” relationships.</td>
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</tr>
<tr>
<td>● Contribute to the school and local community.</td>
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<tr>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
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</tr>
<tr>
<td>● What do healthy relationships look like? (E.g., friends, adults, family, employers)</td>
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</tr>
<tr>
<td>● How can you work well with people you do not get along with?</td>
<td></td>
</tr>
<tr>
<td>● Do you act differently around different people? How? Why?</td>
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</tr>
<tr>
<td>● How do your choices affect your reputation?</td>
<td></td>
</tr>
<tr>
<td>● What are some ways you can solve conflicts?</td>
<td></td>
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<tr>
<td>● How do you show empathy and respect?</td>
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<tr>
<td>● How can you stand up for yourself and others?</td>
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</tr>
<tr>
<td>● How can you be a good citizen in your community?</td>
<td></td>
</tr>
<tr>
<td>● How does technology affect your wellbeing (E.g., physical, mental, social)?</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Relevance and Application:</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>● Respect and listen to alternative points of view.</td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>● Play and work collaboratively with others.</td>
</tr>
<tr>
<td></td>
<td>● Practice conflict resolution scenarios.</td>
</tr>
<tr>
<td></td>
<td>● Participate in diverse community activities and events.</td>
</tr>
<tr>
<td></td>
<td>● Develop a personal definition of good friends and relationships.</td>
</tr>
<tr>
<td></td>
<td>● Use technology safely and responsibly.</td>
</tr>
<tr>
<td></td>
<td>● Practice communicating needs in a respectful way.</td>
</tr>
<tr>
<td></td>
<td>● Communicate respectfully (verbal and nonverbal) to others.</td>
</tr>
<tr>
<td></td>
<td>● Respectfully listen to constructive feedback from others.</td>
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<td>2. Self-confidence in ability to succeed.</td>
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<td>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</td>
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<td>6. Positive attitude toward work and learning.</td>
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