



English Language Arts

Course Documents

Grade 5

Grade 5 English Language Arts Course Overview

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

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

<p style="text-align: center;">Assessments</p> <p>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:</p> <ul style="list-style-type: none"> ● Observations/conversations/work samples ● Group/individual projects – performance tasks ● District/state literacy assessment ● Informal running records ● District writing assessment ● Anecdotal notes ● Peer/self-assessment 	<p style="text-align: center;">Portrait of a Literate Student</p> <ol style="list-style-type: none"> 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.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● 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, capitalization, punctuation and spelling) when speaking and writing 	<p style="text-align: center;">Instructional Strategies</p> <p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</p> <ul style="list-style-type: none"> ● Interactive read alouds ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Partnership discussions ● Guided practice ● Independent practice

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| <ul style="list-style-type: none">● Use knowledge of language to craft and comprehend messages● Use a variety of strategies to determine new meanings and demonstrate understanding of language | |
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Resources used:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Pinnell, G., & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK-8*. Portsmouth: Heinemann.



Mathematics

Course Documents

Grade 5

Grade 5 Mathematics Course Overview

Course Description	Topics at a Glance
<p>In Grade 5, instructional time should focus on three critical areas:</p> <p>Fractions:</p> <ul style="list-style-type: none"> ● 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. <p>Decimals and place value:</p> <ul style="list-style-type: none"> ● 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. <p>Volume:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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	Standards for Mathematics Practice
<ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted curriculum resources. ● Common Assessments 	<ol style="list-style-type: none"> 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. 4. Model with Mathematics. 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 Level Expectations	Instructional Strategies
<ul style="list-style-type: none"> ● Students can use expressions with patterns and relationships. ● Understands place value to perform multi-digit operations with whole numbers and decimals. 	<ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● One-on-one ● Think–pair–share ● Think aloud ● Math talk

<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Math notebooks● Math Stations/Independent Learning Centers● Guided practice● Independent practice● Review and practice● Quick practice
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Resources used:

(*Common Core State Standards Initiative 2012* <http://www.corestandards.org/Math/Content/K/introduction>)
North Carolina Department of Education (<http://www.ncpublicschools.org/acre/standards/common-core-tools>)



Science

Course Documents

Grade 5

Grade 5 Science Course Overview

Course Description	Topics at a Glance
<p>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.</p> <p>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.</p> <p>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.</p> <p>Life and environmental science will include organisms and ecosystems. Students will describe how energy and matter move through all living things.</p> <p>Fifth grade students will engage in science and engineering practices to increase their knowledge and prepare them to be college, career, and community ready.</p>	<p>Physical Science</p> <ul style="list-style-type: none"> ● Properties of matter ● Chemical reactions <p>Earth and Space Science</p> <ul style="list-style-type: none"> ● Earth's systems <ul style="list-style-type: none"> ● Geosphere, hydrosphere, biosphere, atmosphere ● Stars and solar systems <ul style="list-style-type: none"> ● Gravity ● Earth's place in space ● Seasons and moon phases <p>Life and Environmental Science</p> <ul style="list-style-type: none"> ● Organisms and ecosystems <ul style="list-style-type: none"> ● Transfer of energy through living things
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes ● Peer/Self-Assessment ● Performance Tasks 	<p style="text-align: center;">Science and Engineering Practices</p> <ul style="list-style-type: none"> ● 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.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● 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. 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Interactive Read Aloud ● Whole Group Lessons ● Small Group Lessons ● One-to-One Conferencing ● Modeling

<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Independent Practice
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Resources Used:

Instruction, W. D. (2017). *Wisconsin Department of Public Instruction*. Retrieved 2018, from Wisconsin Standards for Science:

<https://dpi.wi.gov/sites/default/files/imce/science/wi-standards-for-science-2017.pdf>

States, N. L. (2013). *Next Generation Science Standards*. Retrieved 2015, from Next Generation Science Standards, For States, By States: <http://www.nextgenscience.org/next-generation-science-standards>



Social Studies
Course Documents
Grade 5

Grade 5 Social Studies Course Overview

Course Description	Topics at a Glance
<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>Geography</p> <ul style="list-style-type: none"> ● People, places and environments <ul style="list-style-type: none"> ○ Map skills ○ Physical and human features of the United States ○ Population distribution <p>History</p> <ul style="list-style-type: none"> ● Time, continuity, and change <ul style="list-style-type: none"> ○ Historical events and people in the United States ○ United States development ○ Multiple perspectives <p>Political Science and Citizenship</p> <ul style="list-style-type: none"> ● Power, authority, governance and responsibility <ul style="list-style-type: none"> ○ US (federal) government ○ Rights, responsibilities, and roles <p>Economics</p> <ul style="list-style-type: none"> ● Production, distribution, exchange, consumption <ul style="list-style-type: none"> ○ Economic decision making ○ Interdependence <p>Behavioral Sciences</p> <ul style="list-style-type: none"> ● Individuals, institutions, and cultures <ul style="list-style-type: none"> ○ Personal identity ○ Societal influences ○ Cooperation and interdependence ○ Cultural contributions
<p>Assessments</p> <ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes ● Peer/Self-Assessment ● Performance Tasks 	<p>Portrait of a Knowledgeable, Thinking, and Active Citizen</p> <ol style="list-style-type: none"> 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 Level Expectations	Instructional Strategies
<ul style="list-style-type: none"> ● 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. 	<p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</p> <ul style="list-style-type: none"> ● Interactive Read Aloud ● Whole Group Lessons ● Small Group Lessons ● One-to-One Conferencing ● Partnership Discussions ● Guided Practice ● Independent Practice

Resources used:

National Council for the Social Studies NCSS. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring: NCSS.

Wisconsin Department of Public Instruction. (1998). *Wisconsin Model Academic Standards for Social Studies Introduction*. Retrieved 2015, from Wisconsin Department of Public Instruction: http://standards.dpi.wi.gov/stn_ssintro

Wisconsin Department of Public Instruction. (2006). *Wisconsin Model Academic Standards for Personal Financial Literacy*. Retrieved 2015, from Wisconsin Department of Public Instruction: <http://standards.dpi.wi.gov/sites/default/files/imce/standards/pdf/pfl.pdf>

Wisconsin Department of Public Instruction. (2014). *American Indian Studies Program*. Retrieved 2014, from Wisconsin Department of Public Instruction: <http://dpi.wi.gov/amind>



Art

Course Documents

Grade 5

Grade 5 Art Course Overview

Course Description	Topics at a Glance
<p>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.</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;">Creating</p> <ul style="list-style-type: none"> ● Brainstorm ideas and multiple approaches for art ● Know and use age-appropriate art vocabulary <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Cutting ○ Gluing ○ Drawing ○ Painting ○ Sculpting ○ Weaving ● Demonstrate safe and proper art procedures <p style="text-align: center;">Presenting</p> <ul style="list-style-type: none"> ● Discuss how and why art is preserved ● Discuss careers in art <p style="text-align: center;">Responding</p> <ul style="list-style-type: none"> ● Look at and talk about art using art vocabulary ● Critique a work of art: describe, analyze, interpret, and judge <p style="text-align: center;">Connecting</p> <ul style="list-style-type: none"> ● Explore various art styles while making art ● Identify how art influences society
<p>Grade Level Expectations</p> <ul style="list-style-type: none"> ● Experiment and develop skills in multiple art- making techniques and approaches through practice. 	<p>Standards For Course</p> <p>Creating</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work.

<ul style="list-style-type: none"> ● 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. 	<ol style="list-style-type: none"> 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing</p> <ol style="list-style-type: none"> 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. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 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.
<p style="text-align: center;">Assessments</p> <p><u>Formative Assessments</u> 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</p> <p><u>Summative Assessments</u> e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist</p> <p><u>Common Assessments</u> Developed from Standards Based Essential Questions e.g. common rubrics (learning targets and skills)</p>	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● 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:

National Coalition for Core Arts Standards. (2014). *National Core Arts Standards*. Dover, DE: State Education Agency Directors of Arts Education.



Health

Course Documents

Grade 5

Grade 5 Health Course Overview

Course Description	Topics at a Glance
<p>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.</p>	<p>Dimensions of Health</p> <ul style="list-style-type: none">● Physical, Emotional, Social, Environmental/Community <p>Physical Health</p> <ul style="list-style-type: none">● Hygiene● Violence prevention and reduction● Personal safety● Alcohol, tobacco, and other drugs<ul style="list-style-type: none">○ Types and examples○ Abuse prevention○ Legal vs. illegal use○ Effects - long and short term● Exercise● Nutrition● Communicable disease<ul style="list-style-type: none">○ Prevention and Treatment <p>Emotional Health</p> <ul style="list-style-type: none">● Anger and stress management● Personal values, beliefs, and emotions● Self-image● Grieving and loss <p>Social Health</p> <ul style="list-style-type: none">● Conflict resolution● Cooperation, respect● Relationships - adults, peers, family, etc.● Responsibilities <p>Environmental/Community Health</p> <ul style="list-style-type: none">● Diversity● Influences of family, peers, culture, media, technology, school/physical environments, health care● Internet safety <p>Growth and Development</p> <ul style="list-style-type: none">● Body systems - interaction of systems● Human life cycle<ul style="list-style-type: none">○ Infancy, childhood, adolescence, early adulthood, late adulthood● Changes associated with puberty<ul style="list-style-type: none">○ Physical, emotional, social <p>Skills</p> <ul style="list-style-type: none">● Choosing healthy behaviors● Health goals - implementing a plan● Verbal and nonverbal communication● Refusal and limit-setting skills

	<ul style="list-style-type: none"> ● Valid sources of information ● Advocacy - personal and family health, influencing others ● Child care skills <ul style="list-style-type: none"> ○ Safety, Resources, Activities
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● 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. ● Describe how internal and external factors interact to influence health behaviors. ● With support, analyze the validity of health sources. ● 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. ● With support, use the decision-making process to choose the healthiest options. ● Evaluate the potential outcomes of health-related decisions. ● Track progress toward reaching a personal health goal. ● Identify resources to assist in achieving a personal health goal. ● With support, evaluate responsible personal health behaviors. ● Demonstrate a variety of behaviors that will maintain or improve personal health and safety. ● Share opinions about health issues. ● Discuss health-related situations where advocacy may be used. 	<p style="text-align: center;">Standards for Health Education</p> <ol style="list-style-type: none"> 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3. Students will demonstrate the ability to access valid information and products and services to enhance health. 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use decision-making skills to enhance health. 6. Students will demonstrate the ability to use goal-setting skills to enhance health. 7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks. 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Assessments	Instructional Strategies
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Role-playing ● Modeling ● Individual and group discussions ● Scenario Cards ● Cooperative Learning ● Guided Practice ● Artwork, Posters, Photos ● Stories, Read-alouds ● Guest Speakers ● Videos

Resources Used:

Joint Committee on National Health Education Standards. (1995). *National health education standards: Achieving health literacy*. Atlanta, GA: American Cancer Society.

Joint Committee on National Health Education Standards. (2007). *National health education standards (2nd ed.): Achieving excellence*. Atlanta, GA: American Cancer Society.

Wisconsin Department of Public Instruction. (2011). *Wisconsin standards for health education*. Madison, WI: Author



Music

Course Documents

Grade 5

Grade 5 General Music Course Overview

<p style="text-align: center;">Course Description</p>	<p style="text-align: center;">Topics at a Glance</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Creating (melodic and rhythmic) <ul style="list-style-type: none"> ○ Improvisation ○ Composition ● Performing <ul style="list-style-type: none"> ○ Singing expressively ○ Playing classroom instruments <ul style="list-style-type: none"> ■ Melodic and rhythmic ○ Melody and harmony ○ Solo and group performance ○ Performance and audience etiquette ● Responding <ul style="list-style-type: none"> ○ Reading music <ul style="list-style-type: none"> ■ Standard or symbolic notation ■ Music symbols and terminology ○ Music analysis and evaluation ○ Instrumental and vocal timbre ● Connecting <ul style="list-style-type: none"> ○ Personal experiences ○ Daily life ○ Other school subjects ○ Culture ○ History
<p style="text-align: center;">Grade Level Expectations</p>	<p style="text-align: center;">Standards for Music Education</p>
<ul style="list-style-type: none"> ● 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. 	<p>Creating</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing</p> <ol style="list-style-type: none"> 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. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p>

	<p>10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Performance assessments ● Self-assessment ● Written assessments ● Formative and summative assessments ● Assessments selected from adopted curriculum resources 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Collaborative learning ● Activity centers ● One-on-one ● Guided practice ● Independent practice ● Review and practice ● Modeling

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (1997). *Wisconsin's model academic standards for Music*. Madison, WI: Authors



Physical Education

Course Documents

Grade 5

Grade 5 Physical Education Course Overview

<p style="text-align: center;">Course Description</p>	<p style="text-align: center;">Topics at a Glance</p>
<p>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.</p>	<p>Movement Concepts</p> <ul style="list-style-type: none"> ● Spatial awareness <ul style="list-style-type: none"> ○ Where the body moves ● Effort <ul style="list-style-type: none"> ○ How the body moves ● Spatial relationships <ul style="list-style-type: none"> ○ With people, objects, body parts <p>Movement Skills</p> <ul style="list-style-type: none"> ● Locomotor skills <ul style="list-style-type: none"> ○ Fundamental body movements ● Manipulative skills <ul style="list-style-type: none"> ○ Moving and controlling objects with body or equipment ● Non-locomotor skills <ul style="list-style-type: none"> ○ Stability and body control <p>Rhythmic Movement</p> <ul style="list-style-type: none"> ● Moving body to music <p>Combining Movement Concepts and Skills</p> <ul style="list-style-type: none"> ● Small-sided games and activities <ul style="list-style-type: none"> ○ Strategies and tactics <p>Fitness Concepts</p> <ul style="list-style-type: none"> ● Muscular strength ● Muscular endurance ● Cardiovascular endurance ● Flexibility ● Nutrition <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> ● Sportsmanship ● Developing group strategies ● Teamwork ● Safety ● Feedback
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● 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. 	<p style="text-align: center;">Standards for Physical Education</p> <ol style="list-style-type: none"> 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.

<ul style="list-style-type: none"> ● 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. ● 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. 	<p>5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted curricular resources ● Skill tests ● Fitness tests ● Self-Assessment ● Student conference ● Group response/hand signals ● Think-Pair-Share ● Exit question 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Guided Discovery/Movement Exploration ● Individual/partner and large group work ● Gradual Release of Responsibility ● Low organized activities ● Movement challenges ● Stations/centers ● Goal setting ● Inquiry questions ● Tracking fitness data (e.g., pedometers) ● Guest speakers

Resources Used:

Graham, G., Holt/Hale, S.A., Parker, M. (2012). *Children moving: A reflective approach to teaching physical education*. (9th ed.). New York: McGraw-Hill.

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.

Whitehead, M. (2010). What is physical literacy and how does it impact physical education? In Capel, S. & Whitehead, M. (Eds.), *Debates in physical education*. (37-52). New York: Routledge.

Wisconsin Department of Public Instruction. (2010). *Wisconsin standards for physical education*. Madison, WI: Author



School Counseling

Content Documents

Grade 5

Grade 5 School Counseling Course Overview

Description	Topics at a Glance
<p>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.</p>	<p>Academic Development</p> <ul style="list-style-type: none"> ● Study strategies <ul style="list-style-type: none"> ○ Internal learning processes ● Confidence in ability to learn <ul style="list-style-type: none"> ○ Strategies for personal growth ● Problem solving and feedback <ul style="list-style-type: none"> ○ Manage appropriate problems ○ Constructive feedback <p>Career Development</p> <ul style="list-style-type: none"> ● Self-discovery and exploration <ul style="list-style-type: none"> ○ Connect interests and strengths to future goals ○ Match interests and strengths to career clusters ● Teambuilding <ul style="list-style-type: none"> ○ Collaborate toward desired outcomes ● Advocacy <ul style="list-style-type: none"> ○ Self-advocacy ○ Contribute to school and community ● Adaptability and flexibility <ul style="list-style-type: none"> ○ Different/others' ideas, opinions, choices <p>Social/Emotional Development</p> <ul style="list-style-type: none"> ● Self-regulation <ul style="list-style-type: none"> ○ External emotional concerns ○ Emotional regulation tools ○ Emotional changes during puberty ● Personal safety <ul style="list-style-type: none"> ○ Assertive and passive responses ● Relationships <ul style="list-style-type: none"> ○ Digital relationships ○ Healthy relationships ○ Empathy ● Diversity <ul style="list-style-type: none"> ○ Alternate points of view
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● 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. 	<p style="text-align: center;">School Counseling Mindset Standards</p> <ol style="list-style-type: none"> 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	Instructional Strategies
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Role-playing ● Modeling ● Individual and group discussions ● Scenario cards ● Cooperative learning ● Guided practice ● Artwork, posters, photos ● Stories, read-alouds ● Guest speakers ● Videos

Resources Used:

American School Counselor Organization. (2014). *Mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Authors.