IJ Holton

5th Grade

Family Curriculum Guide

2019-2020

Reading

In fifth grade Reading we are using C.I.A. Unit of Study (Collect-Interpret-Apply) curriculum to teach students how to read longer, more complex texts from start to finish. We use a Reading Side by Side curriculum that allows your child multiple opportunities to practice a variety of skills within several novel studies and book clubs. This curriculum also allows us to address state standards as listed below but not limited to the following standards.

Quarter 1:

Realistic Fiction

- Theme
- Point of View
- Inferences
- Story Structure

Language Arts-Writing: Personal Narratives

- Interjections, Prepositions, Conjunctions
- Verb tense
- Capitalization, punctuation, spelling

Quarter 2:

Biographies

- Quote from text
- Phonics/Decoding grade-level words
- Reading accuracy/fluency
- Non-Fiction Text Structure

Language Arts: Writing: Biography-Research

- Figurative Language: Similes/Metaphors

Quarter 3:

Historical Fiction

- Symbolism
- Inferences
- Problem/Solution
- Cause and Effect
- Predictions

Realistic Fiction

Language Arts: Writing: Expository "How To" Essay

Quarter 4:

Science Fiction

- Compare and Contrast Theme
- Summarizing
- Inferences

Language Arts: Writing: Persuasive Essay

Ideas for supporting your child's learning at home:

NewsELA

MackinVIA

Brain Pop

Moby Max

Epic*

Grading for learning encourages students to retake any assessments not at a passing level. This provides your student an opportunity to better their grade.

Reading 5 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/Material
The learner will be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a literature and informational text.	5.1.1.1 5.2.1.1	Read Side by Side
The learner will be able to identify the theme/author's message of a literature text.	5.1.2.2	Read Side by Side
The learner will be able to compare and contrast two or more characters, settings, or events in a literature text.	5.1.3.3	Read Side by Side
The learner will be able to identify figurative language and the nuances in word meanings to develop word consciousness.	5.1.4.4 5.1.5.5	Read Side by Side
The learner will be able to explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literature text.	5.1.5.5 5.3.0.4	Supplemental materials
The learner will be able to describe how a narrator's or speaker's point of view influences how events are described in a literature text.	5.1.6.6	
The learner will be able to analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literature text.	5.1.7.7	
The learner will be able to determine two or more main ideas of an informational text and explain how they are supported by key details.	5.2.2.2	
The learner will be able to explain relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.2.3.3	Chains
The learner will compare and contrast the overall structure (chronology, comparison, cause/effect, or problem/solution of events, ideas, concepts, or information) in two or more informational texts.	5.2.5.5	Kids at Work Book Club
Using informational text, the learner will analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	5.2.6.6	Kids at Work Chains
The learner will draw on information from multiple print or digital sources, demonstrating the ability to	5.2.7.7	Multi-media work with writing assignments

locate an answer to a question quickly or to solve a problem efficiently.		
The learner will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) in an **informational** text.	5.2.8.8	Foundational skills and Language
The learner will demonstrate knowledge of 5th grade academic and domain-specific vocabulary.	5.1.4.4 5.3.0.3	Foundational skills and Language
The learner will demonstrate the ability to **write** a personal narrative or other creative text, write an opinion/persuasive essay, and write an informative/explanatory essay. These essays will all be word-processed and 3 paragraphs in length. There will be four essays total (one essay in quarters 1-3 in Reading and one essay in quarter 4 in Social Studies).	5.1.6.6 5.6.1.1 5.6.2.2 5.6.3.3	Up the Ladder Calkins Opinion Writing Resources for grade 5
The learner will demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing.	5.1.3.3 5.1.1.1 5.1.2.2	Foundational skills and Language

5th Grade ELA2

This course is geared towards EL students with an overall ACCESS score in the high 2's and low 3's, who are working towards rejoining the grade level reading class. It may also service EL students who have previously been in a newcomer program for a year, but are ready for a new challenge. Students will receive smaller group instruction (10-12 students) and the same content as the 5th grade reading classes, except for a few book changes to match reading levels. Students will participate in read alouds with the teacher and independent book clubs. Students who may need more help learning to read may do reading interventions with the teacher instead of independent book clubs. We practice fluency, vocabulary, and comprehension strategies. Students in this class will practice listening, speaking, reading, and writing through applications like Seesaw, interactive notebooks, the 40 Book Challenge, and quarterly writing assignments.

Essential skills:

- Reading fluency
- Reading comprehension
- Main idea & Details
- Summarizing
- Grammar
- Cause and Effect
- Figurative Language
- Story Structure & Elements
- Making Inferences
- Point of View
- Finding the theme of a story/poem
- Writing informative, persuasive, and autobiography pieces

Examples of Read Alouds

- Earthquake Terror
- Holes
- City of Ember

Examples of Book Clubs

- Earthquake Terror
- Holes
- City of Ember

Examples of Reading Intervention

- Language Power

How Can I Help at Home?

- Check their agendas when they get home.
- Ask them about the book we are reading.
- Ask to look at their Seesaw page.
- Read on Epic! with your child.
- Read on Readworks.org with your child.
- Read a book to your child.
- Ask them how they are coming on their 40 book challenge.
- Encourage 20 minutes of reading each night.
- Encourage speaking in complete sentences.
- Encourage writing stories, or writing in a journal every night.
- Ask your child to summarize what they have read in a book, or tell you about the book.

Newcomer Reading

This course is designed to welcome our newest English learners. Students will learn phonics, sight words, and lots of vocabulary to begin to read, write, listen, and speak in the English language. Students will study literature in small and whole groups. Technology is used to engage and enhance practice in each language modality.

What we will be learning:

- Describing people, places, things, and events with relevant details, expressing ideas and feelings.
- Asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Asking and answer questions about key details in a text read aloud or information presented orally or through other media.
- Participating in collaborative discussions about grade level topics and texts with peers and adults.
- Writing narrative, opinion, and informative texts by doing research and using the writing process

Units:

Nice to Meet You

Your School

Your School Day

Everything You Do

At Lunch

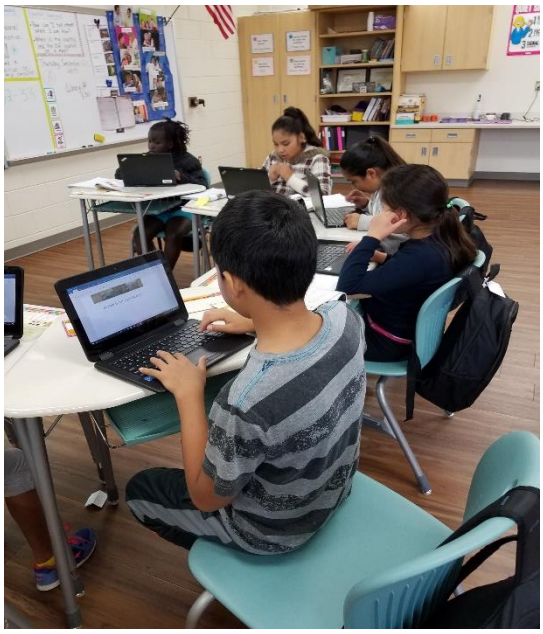
Information Everywhere

How Do You Feel?

Brrr! Put our Coat On!

Around Town

All Year Long



Ideas for supporting reading at home:

- Ask your child about what they are doing in reading class.
- Ask them questions about the books that they are reading in English and in your native languages.
- Have your child read to others.
- Ask your child to summarize the book by writing down a few sentences.
- Encourage your child to read at home every day and choose non-fiction and fiction titles. Look for bilingual titles.
- Have your child record themselves on their computers as they read and/ or discuss their books. They can share the videos with you and their teacher.
- Go to the public library to check out books.
- Talk to your child's teacher for more ideas

Math

Students will learn skills to solve real-world and mathematical problems using grade level math skills.

Number and Operations in Base Ten

- Place Value
- Multiply Whole Numbers
- Divide by a One-digit Divisor
- Divide by a Two-digit Divisor
- Add and Subtract Decimals

Operations and Algebraic Thinking

- Expressions and Patterns

Number and Operations – Fractions

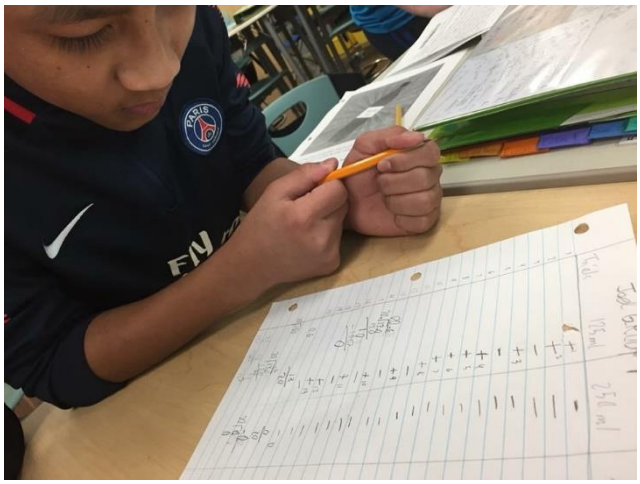
- Fractions and Decimals
- Add and Subtract Fractions

Geometry

- Three Dimensional Figures
- Area and Volume
- Surface Area

Measurement and Data

- Mean, Median, and Range
- Create and Analyze Graphs



Ideas for supporting your child's learning at home:

- Khan Academy
- Fact Fluency
- BrainPop
- ALEKS
- austin.k12.mn.us/ijholton
  - click on family tab
  - click on McGraw-Hill Curriculum

Math 5 Essential Learning Outcomes

Essential Learning Outcome	Standard	Chapter
The learner will solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers.	5.1.1.4	Chapter 2 & 3
The learner will read, write, represent, compare and convert fractions and decimals.	5.1.2.4 5.1.2.3	Chapter 8
The learner will recognize, write and reduce to make equivalent fractions.	5.1.2.4	Chapter 8
The learner will add and subtract fractions, mixed numbers, and decimals to solve real world and mathematical problems.	5.1.3.4	Chapter 9
The learner will apply the commutative, associative, and distributive properties and order of operations to generate equivalent numerical expressions and inequalities using variables and whole numbers.	5.2.2.1	Chapter 2 & 3
The learner will describe, classify, and draw representations of 3D figures.	5.3.1.1	Chapter 12
The learner will determine the area of triangles and parallelograms.	5.3.2.1	Chapter 12
The learner will determine the length, width, and volume of rectangular prisms.	5.3.2.2	Chapter 12
The learner will know and use the definitions of the mean (average), median, mode, and range of a set of data.	5.4.1.1	Supplemental
The learner will create and interpret double-bar graphs and line graphs by applying understanding of whole numbers, fractions, and decimals.	5.4.1.2	Supplemental

Advanced Math

The Minnesota K-12 Academic Standards in Mathematics are grounded in the belief that all students can and should be mathematically proficient. All students need to learn important mathematical concepts, skills and relationships with understanding. The standards described a connected body of mathematical knowledge students learn through the processes of problem-solving, reasoning and proof, communication, connections, and representation.

Numbers and Operations:

- Read, write, represent, and compare positive rational numbers expressed as fractions, decimals, percent, and ratios.
- Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers.
- add, subtract, multiply, and divide fractions, mixed fractions and decimals.

Algebra:

- Recognize and represent relationships between varying quantities using patterns, tables, graphs, and rules.
- Use the idea of maintaining equality to solve equations and expressions involving positive rationale numbers.
- Understand and interpret equations, expressions, and inequalities involving variables and positive rationale numbers.

Geometry:

- Calculate perimeter, area, surface area, and volume of two and three dimensional figures (parallelograms, quadrilaterals, triangles, trapezoids, kites, rectangular prisms, triangular prisms).
- Understand and use relationships between angles and geometric figures.
- Choose appropriate unit of measurement and use ratios to convert within measurement systems.

Probability:

- Represent probability using fractions, decimals, and percent to solve real world problems.

Ideas for supporting your child's learning at home

- XtraMath.org
- Khan Academy
- MobyMax
- BrainPop
- Teacher's Schoology Page
- connected.mcgraw-hill.com

Newcomer Math

This course is designed to build upon math skills that students already have. Grade level vocabulary and content will be emphasized through learning to speak, listen, read, and write about math in the English language. Students will collaborate in small and large groups. Manipulatives, visuals, and technology are incorporated into math learning.

What we will be learning:

- Place value
- Fractions, decimals, mixed numbers, and percents
- Addition and subtraction
- Multiplication and division
- Solving real world and mathematical problems
- Estimation
- Inequalities
- Perimeter and area
- Volume and surface area
- Classifying three-dimensional objects
- Tables and graphs
- Lines and angles
- Measurement conversions
- Time

Ideas for supporting math at home:

- Practice math facts (+, -, x, and ÷).
- Find patterns in nature, music, art, and literature.
- Count money.
- Tell time.
- Estimate using measurements, clocks, and money.
- Estimate first and then measure house hold items using a ruler, yardstick, or measuring cups.
- Practice math online using www.ixl.com (Your child will have an account).
- Talk and write about using math in everyday tasks.
- Ask your child's math teacher for more ideas.

Science

5th grade Science Standards cover the nature of science and engineering, Physical Science, Earth Science, and Life Science.

Nature of Science and Engineering

- Practice of Science
- Interactions among science and engineering, technology, and society

Physical Science

- Motion

Earth Science

- Earth structure and processes
- Human Interactions with Earth Systems

Life Science

- Structure and function of living systems
- Interdependence among living systems
- Human interactions with living systems

Ideas for supporting your child's learning at home

- Brainpop
- Sciencebuddies.org
- PBS Design Squad
- Moby Max
- Jay C. Hormel Nature Center
- Austin Public Library

Science 5 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/Material
The learner will generate a scientific question and plan an appropriate scientific investigation.	5.1.1.1.1 5.1.1.1.2 5.1.1.1.3 5.1.1.1.4 5.1.1.2.1 5.1.1.2.2 5.1.1.2.3	
The learner will use appropriate tools and techniques in gathering, analyzing, and interpreting data.	5.4.4.1.1	
The learner will identify the force that starts something moving and changes its speed or direction of motion.	5.2.2.1.1 5.3.1.2.2	
The learner will demonstrate that a greater force on an object can produce a greater change in motion.	5.2.2.1.1 5.3.1.2.2	
The learner will give examples of simple machines and demonstrate how they change the input and output of forces and motion.	5.2.2.1.1	
The learner will explain how Earth's surface changes due to slow and fast processes including how, over time, rocks weather and combine to make soil.	5.3.1.2.1 5.3.1.2.2	
The learner will identify and explain renewable and non-renewable energy and material resources found in Minnesota.	5.3.4.1.1 5.3.4.1.3	
The learner will compare the impact of individual decisions on natural systems and give examples of beneficial and harmful human interactions.	5.4.1.1.1 5.4.2.1.2	
The learner will describe a natural system in Minnesota, in which plant and animal structures assist in the survival of that system.	5.4.1.1.1 5.4.2.1.2	

Social Studies

In grade five, the "lead objective" is to engage within the social studies standards focused around the history of North America in the time before 1800. We will look at the interactions between indigenous populations, as well as looking at the interactions with new populations from England, Spain and Africa.

Summary of major topics or objectives for the year:

Quarter 1

Geography

- Map Basic Skills
- Physical characteristics (climate, physical features, and natural resources
- Human characteristics (culture, population)

Early Americans

- North America indigenous nations developed social structures, political systems and economic activities, and had expansive trade networks across the continent.

Explorers

- Rivalries among European nations as they search to expand global trade, colonization and settlement
- Responses from Indigenous nations (Native Americans)
- Create Societies and Economies that included slave labor and local government.

Quarter 2

Colonies

- Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763

Quarter 3

American Revolutionary War

- Identify the major events of the American Revolution that lead to the creation of a new and independent nation

Quarter 4

Economics

- Learning about how economic systems changed throughout history.

Government

- 3 Branches of Government
- Constitution
- Bill of Rights

Ideas for supporting your child's learning at home:

- Ducksters
- CNN10
- History Chanel Information
- Search historical topic + Add "for kids"

Example:

"Revolutionary War for kids"

School Account Needed

- NewsELA

Social Studies 5 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/Material
The learner will explain the construct of an era; interpret the connection between three or more events in an era depicted on a timeline or flowchart.	5.4.1.1	
The learner will create and use various kinds of maps, including overlaying thematic maps of places in the North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.	5.3.1.1.1	Creating Map TODALS Earthquake Terror
The learner will describe complex urban societies that existed in Mesoamerica and North America before 1500.	5.4.4.15.1	Chapter 2 Textbook World Maps
The learner will identify various motivations of Europeans for exploration and settlement in Asia, Africa, and the Americas from the fifteenth to early seventeenth centuries.	5.4.4.16.1	Chapter 3 Textbook
The learner will compare and contrast life within the English, French and Spanish colonies in North America.	5.4.4.16.4	Chapter 3 Textbook
The learner will locate and identify the physical and human characteristics of places in the North American colonies.	5.3.2.3.1	Mondo—Roanoke Lost Colony investigation Schoology folder
The learner will describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution.	5.4.4.17.2	Liberty Kids Schoology folder
The learner will identify major conflicts between the colonies and England following the French and Indian War (Seven Years' War); explain how these conflicts led to the American Revolution.	5.4.4.17.1	Tea Crate Project King George Taxation
The learner will compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States.	5.4.4.17.4	Tea Crate Project King George Taxation
The learner will identify historically significant people during the period of the American Revolution and explain how their actions contributed to the development of the American political culture.	5.1.2.2.1	Schoology

The learner will describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.	5.4.4.17.5	Schoology
The learner will identify the major events of the American Revolution culminating in the creation of a new and independent nation.	5.4.4.17.3	Watercolor Biography
The learner will describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution.	5.4.4.17.6	Class project
The learner will describe the major issues that were debated at the Constitutional Convention.	25.4.4.17.7	Class project
The learner will describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.	5.1.4.6.2	Interactive Notebook—3 branches of government
The learner will explain the primary functions of the three branches of government and how the leaders of each branch are selected as established in the United States.	5.1.4.6.1	Interactive Notebook—3 branches of government

CSIM 1

5th Grade

Description: Computer Science for Innovators and Makers (CSIM I) is one of three Project Lead the Way (PLTW) exploratory courses offered at IJH. The 5th graders will take CSIM 1 for one quarter. This is a programing/coding course with physical computing, teaching students that programming goes beyond the virtual world into the physical world by using algorithms, flowcharts, computational thinking, a microcontroller called a micro:bit, and input sensors. Block-based coding at makecode.microbit.org will be used to code.

Students will:

- Explore the interactions between computer components, such as inputs and outputs.
- Learn to use algorithmic thinking to create algorithms and flowcharts.
- Use block-based coding to create, download, and upload programs to the micro:bit microcontroller.
- Program basic functions, such as forever, loops, and if-else decisions using a micro:bit and emulator.
- Learn processes and gain skills to debug programs starting with pre-bugged programs.
- Apply the above mentioned skills to their own project where they code a blinking message to a friend that includes text, images such as emojis, and animation.

Ideas for supporting your child's learning at home:

- Your child can become more comfortable with coding by going to makecode.microbit.org and looking through the code blocks in the drawers.
- Students can try out the tutorials under projects at makecode.microbit.org.
- Once students are given a username and password for PLTW, they can read and study the curriculum online at home.
- Code.org is another fun place to experiment with coding.

Computer Science for Innovators and Makers 5 Essential Learning Outcomes

Essential Learning Outcomes	Standards	Chapter/Materials
The learner will apply proper technique while practicing keyboarding.		
The learner will learn basic Microsoft Word tasks such as setting defaults, using the quick access toolbar, saving on OneDrive, creating a new folder, naming a document, choosing a printer, numbering a list, and changing alignment.		
The learner will use a browser to pin tabs and set bookmarks for several programs.		
The learner will demonstrate understanding of 21 vocabulary words specific to this subject matter.		
The learner will use algorithmic thinking to create algorithms and flowcharts, including differentiating between a linear flowchart and a conditional flowchart.		
The learner will explore the interactions between computer components, such as inputs and outputs.		
The learner will use block-based coding to create, download, and upload programs to the micro:bit microcontroller.		
The learner will process and gain skills to debug programs starting with pre-bugged programs by code tracing.		
The learner will create a program for a friend and send it through email including a message with blinks, emoji's, and animation.		
The learner will wire and program digital and analog sensors called pressure sensors, flex sensors, and photocell resistors.		
The learner will use Schoology to upload and download assignments, along with the snipping tool.		

Design and Modeling

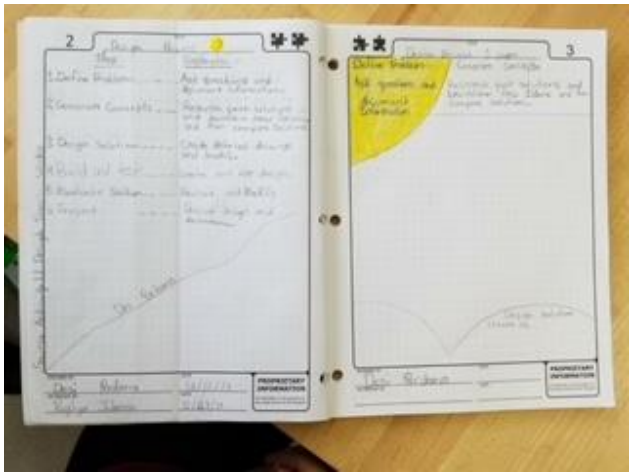
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a foot orthosis and a modified puzzle cube toy for a child who has cerebral palsy.

Summary of major topics for the year:

- Collaborate effectively on a diverse and multi-disciplinary team.
- Communicate effectively for specific purposes and settings.
- Document a process according to professional standards.
- Apply an iterative process to solve a problem or create an opportunity that can be justified.
- Sketch and/or interpret perspective, isometric, and multi-view drawings with adequate attention to standards and critical annotations.
- Create a physical model or prototype.

Ideas for supporting your child's learning at home:

- Practice skills necessary when working with others.
- Help students understand the steps in the design process
- Support students in their practice of sketching



Design and Modeling 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will apply an iterative process to solve a problem or create an opportunity that can be justified and propose a solution.		
The learner will create a physical model or prototype.		
The learner will collaborate effectively on a diverse and multi-disciplinary team to create a solution to a problem.		
The learner will communicate effectively for specific purposes and settings.	PS5.1.2.1	
The learner will document a process according to professional standards as aligned by the client.		
The learner will sketch and/or interpret perspective, isometric, and multi-view drawings with adequate attention to standards and critical annotations.		
The learner will construct a computer-generated solid model.		
The learner will measure and present values appropriate to standards of accuracy and precision.		
The learner will translate and interoperate between 2D and 3D design representations.		
The learner will select and apply tools and technology appropriately to develop solutions, create artifacts, and/or conduct investigations to engineering, biomedical science, and computational problems/needs.		
The learner will describe and/or analyze moments within a process where persistence, iteration, and the positive aspect of failure played an important role in gaining understanding about a problem or unexpected observation.		

Automation and Robotics

Students learn about the history and impact of automation and robotics as they explore mechanical systems and energy transfer. Students will use the VEX Robotics® platform, to apply what they know, to design and build projects that support their understanding of the relationship of force, torque, and speed.

Summary of major topics for the year:

- Energy is the capacity to do work; the use of mechanisms is necessary to transfer energy.
- Mechanisms are used to change energy by transferring direction, speed, type of movement, and force or torque.
- Mechanisms can be used individually, in pairs, or in systems.

Ideas for supporting your child's learning at home:

- Review student created thinking map information assembled during instruction
- Utilize Schoology Study Tools to support practice and preparation for assessments.

Automation and Robotics 5 & 6 Essential Learning Outcomes

Essential Learning Outcome	Standard	Chapter(s)
The learner will summarize ways that robots are used in today's world and the impact of their use on society.		
The learner will understand that energy is the capacity to do work; the use of mechanisms is necessary to transfer energy.	5 P.3.2.2.1	
The learner will understand that engineers and technologists design mechanisms to change energy by transferring direction, speed, type of movement, and force or torque.		
The learner will understand that mechanisms can be used individually, in pairs, or in systems.		
The learner will apply knowledge of mechanisms to solve a unique problem for speed, torque, force, or type of motion.		
The learner will describe the purpose of pseudocode and comments within a computer program.		
The learner will design, build, wire, and program both open and closed loop systems.		
The learner will use motors and sensors appropriately to solve robotic problems.		
The learner will troubleshoot a malfunctioning system using a methodical approach.		

Art 5

In Art 5, students will have the opportunity to create several hands-on art projects. Students focus on the skills of planning and refining their artwork and explaining their ideas and choices during the creative process. Intermediate students expand their visual arts vocabulary while viewing, discussing and comparing art from various cultures, times and styles to develop knowledge of visual arts in various cultural and historical contexts.

Summary of major topics for the year:

- Generate and document an innovative idea for art making.
- Generate plans for art that investigates a social, cultural, or personal theme.
- Using artistic foundations create art that redesigns artworks, objects, places or systems.
- Explain the ethical responsibility of appropriation in artmaking.
- Create artist statements to describe choices in artmaking, using art vocabulary.
- Compare and contrast methods for preparing and presenting art.
- Identify and describe the choices an artist makes when assembling a presentation or a portfolio.
- Explain why some objects, artifacts, and artworks are valued over others.
- Identify and interpret works of art that reveal how people live around the world and what they value.
- Establish the validity of perceived cultural symbols within an artwork.
- Compare and contrast criteria used to evaluate works of art.
- Use knowledge of one's own culture and heritage to explore personal identity.
- Make inferences about time, place, and culture in which a work of art was created, citing evidence.

Ideas for supporting your child's learning at home:

- Practice applying art elements/principles:
  - visual thinking in sketchbook
  - color cartoon
  - compositional sketches
- Gather resources related to their artistic ideas:
  - explore ideas in art books
  - investigate prints related to an idea
  - investigate using the Internet

Art 5 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will experiment and develop skills in multiple art making techniques and approaches through practice.	5.5.2.2.1 5.5.2.3.2 5.5.2.4.1	
The learner will demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	5.5.2.4.1	
The learner will describe the impact emotions have on a work of art in communicating meaning.	5.5.3.6.2	
The learner will select, prepare, and present artwork for display.	5.5.4.8.2	
The learner will revise artwork based on the feedback of others and self-reflection.	5.5.2.3.2	
The learner will describe the personal, historical, and/or cultural influences that guide the creation of visual artwork.	5.5.2.2.2 5.5.3.6.1 5.5.4.7.1 5.5.5.9.1 5.5.5.10.1	
The learner will demonstrate how the Earth makes clay.	5.5.2.3.2	
The learner will sketch multiple ideas as part of the creative process before creating final design.	5.5.3.5.1	
The learner will list materials, tools, and equipment used for multiple 2D and 3D artworks.	5.5.2.3.1	
The learner will prepare a personal art portfolio.	5.5.4.8.2 5.5.3.5.1	

Personal Wellness

The purpose of this course is to positively influence the health behavior of the students and our community as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states, and the nation.

Summary of major topics for the year:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to access valid health information and products and services.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

Ideas for supporting your child's learning at home

- Discuss current health topics in the media
- Have open conversations about their questions. Knowledge is power.
- Educate yourself on current health concerns children face, such as vaping.
- Share your morals & values with your child.
- Share your hopes, dreams, and expectations for your child.
- Share your health behavior journey and how you have learned to address the major topics listed on the left.

Personal Wellness 5 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/Material
The learner will name the different parts of the body systems.		
The learner will explain the effects of alcohol, tobacco, and other drugs on a specific body system.		
The learner will identify how characters in stories express needs, wants, and feelings.		
The learner will practice problem solving different types of conflicts using effective communication and mediation techniques.		
The learner will establish personal goals and describe plans for how to reach those goals.		
The learner will practice applying effective strategies for communication with peers and adults.		

I.J. Holton Physical Education

"What are we learning today?"

At I.J. Holton, we emphasize the word "Education" in our program. We strive to help students learn about themselves as they participate in a variety of physical activities. Our goal by the time students leave I.J. is they will have gained an insight to many different physical activities that they can utilize in the future. No matter the ability or disability, you CAN be successful in Physical Education and enjoy being active for a lifetime!

National Standards for Physical Education:

1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Units/Lessons at I.J.

- Fitness Testing
- Cooperative Activities
- Scooter Activities
- Team Sports
- Outdoor Games
- Variety of "Warm-up" Activities
- And others ☺

Students are expected to change for Physical Education at I.J. as a 5th and 6th grader. A gym shirt, athletic shorts/pants, sneakers, and deodorant are all important for class. Backpacks, phones, and electronic devices are not allowed in the P.E. area or locker rooms.

D.A.P.E. - Developmental Adapted Physical Education - is also another great program at I.J. ☺ (Specially designed P.E. instruction for those with specific needs)

Resources available:

- You can always ask your Physical Education teacher(s) for ideas any time!
- Sign up for H.E.A.T. After-School Activities! (Holton Enrichment Activities and Teams)
  - https://www.austin.k12.mn.us/ijholton/Pages/after-school-activities.aspx
- MNSHAPE: Minnesota Society of Health and Physical Educators
  - www.mnshape.org
- MNDAPE: Minnesota Developmental Adapted Physical Education
  - www.mndape.org
- MN State Physical Education Standards
  - https://education.mn.gov/MDE/dse/stds/hpe/index.htm

PE 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/Material
The learner will demonstrate competency in a variety of motor skills and movement patterns.		
The learner will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.		
The learner will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
The learner will exhibit responsible personal and social behavior that respects self and others.		
The learner will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
The learner will participate in fitness testing, cooperative activities, scooter activities, team sports, outdoor games, and a variety of warm-up activities.		

Band

5th grade Band consists of the following instruments: flute, clarinet, trumpet, baritone, and Trombone. Students will have class with similar instruments to build a strong music foundation. Students will acquire the necessary skills to play alone and in a group.

Band students will:

- Attend weekly lessons
- Demonstrate proper instrument assembly, care, and maintenance
- Perform with correct posture
- Develop effective rehearsal skills
- Produce correct sounds and notes on their instruments
- Write, count, clap, and play various rhythms
- Perform with correct articulations
- Develop independent practice strategies and routines
- Students will work together towards a common musical goal

Ideas for supporting your child's learning at home:

- Encourage Independent Practice
- Ask about what they are learning
- Be patient while developing correct sounds on their instrument
- Ensure that your child has the correct materials for band
- Attend all performance to show support of your musician
- Follow your child's progress on the "Parent Portal/Infinite Campus"

Band 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will demonstrate proper instrument assembly, care, and maintenance.		
The learner will perform with correct posture.		
The learner will use advanced features/skills on their instruments.		
The learner will develop effective rehearsal skills within a group containing mixed instrumentation.		
The learner will expand tone quality and range on their instrument.		
The learner will produce correct sounds and notes on their instruments.		
The learner will write, count, clap, and play various rhythms.		
The learner will perform with correct articulations.	3.5.3.6.1	
The learner will perform music in a variety of styles.	3.5.3.6.1	
The learner will develop independent practice strategies and routines.		
The learner will work together towards a common musical goal.	3.5.4.7.1	

Orchestra

The 5th and 6th grade orchestra consists of the following instruments: violin, viola, cello, and bass. Students will have class with similar instruments to build a strong musical foundation. Students will acquire the skills necessary to play alone and in a group. Students in 6th grade will begin learning intermediate techniques and develop their skills so they can continue success in 7th and 8th grade orchestra.

Orchestra students will:

- Attend weekly lessons
- Practice instrument care
- Learn how to read notes and rhythms to play music
- Perform with correct posture
- Develop practice and rehearsal skills
- Write, count, clap, and perform notes and rhythms
- Learn how to hold the bow
- Develop strategies for practicing independently
- Work together towards a common musical goal
- Give two performances each school year

Ideas for supporting your child's learning at home

- Encourage independent practice
- Ask about what they are learning
- Be patient as they develop correct sounds on their instrument
- Ensure that your student has the correct materials for orchestra
- Attend all performances to show support of your musician

Orchestra 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter(s)/materials
The learner will take care of their instrument.		
The learner will perform with correct posture.		
The learner will use advanced features/skills on their instruments.		
The learner will develop effective rehearsal skills within a group containing mixed instrumentation.		
The learner will expand tone quality and range on their instrument.		
The learner will write, count, clap, and play various rhythms.		
The learner will reinforce bowing techniques.		
The learner will perform music in a variety of styles.		
The learner will develop independent practice strategies and routines.		
The learner will work together towards a common musical goal.		

Choir

5th grade choir is about SINGING! Choir students will learn how to sing, be confident with their own singing voice, and how to sing with others!

Choir students will:

- Sing, unison, rounds, 2-part and 3-part harmony with others.
- Learn how to use their voices and bodies for singing.
- Learn how to read and write music.
- Use their bodies for movement.
- Sing and explore a variety of music genres from different time periods and cultures.
- Self-reflect on their performances.
- Learn how to sight sing using Do, Re, Mi, Fa, Sol, La, Ti, Do.
- Learn teamwork and respect.

Ideas for supporting your child's learning at home:

- Write concert dates on home calendar so that your child will be there.
- Turn on the radio and sing!
- Ask your child about the music they are learning.
- Attend your child's choir performances.
- Check out IJ Holton Vocal Music and Ellis Choirs Channel on YouTube.

Choir 5 & 6 Essential Learning Outcomes

Essential Learning Outcomes	Standard	Chapter/Materials
The learner will sing unison, rounds 2-part and 3-part harmony with others.		
The learner will use their voices and bodies for singing.		
The learner will read and write music.		
The learner will use their bodies for movement.		
The learner will sing and explore a variety of music genres from different time periods and cultures.		
The learner will self-reflect on their performances.		
The learner will sight sing using Do, Re, Mi, Sol, La, Ti, Do.		
The learner will exhibit teamwork and respect.		