Curriculum Guide

Spotlight on 5/6 Unit

CONTENTS

GRADE 5
LANGUAGE ARTS

Skills and Concepts

- Reading comprehension skills with fiction and poetry
- Learning the writing process through creative and expository writing
- Developing presentation and discussion skills
- Organizing materials
- Producing creative projects
- Reading and writing poetry
- Applying grammatical concepts to written work
- Understanding parts of speech, sentence and paragraph structure
- Reviewing and applying spelling rules
- Deciphering vocabulary word meanings through contextual clues and dictionary usage

Texts and Supplementary Materials

- *Inside Out and Back Again* by Thanhha Lai
- *Tuck Everlasting* by Natalie Babbitt
- Mythology unit will include readings from multiple books, including D'Aulaires' *Book of Greek Myths*

Ongoing Activities

Projects, creative story writing, reading/writing workshop, reading personal choice selections, book blogging

Educational Technology Resources for both Practice and Collaboration

Padlet, Quill.org, Kahoot, Edpuzzle, IXL, Quizlet, Google Drive, OneNote, others as appropriate.

GRADE 6 LANGUAGE ARTS

Skills and Concepts

- Reading (independent reading, class reading, and book clubs)
  - Comprehension
  - Literary analysis through annotation, discussion, and seminar
  - Connecting literature to ourselves and to the world around us
- Writing
  - Argumentative and analytical writing using PEAL (Point, Evidence, Analysis, Link)
  - Creative wiring (journal entries, screenplays, poetry, vignettes, profiles, etc.)
  - Writing process (brainstorming, drafting, revising, editing, and publishing)
- Grammar: Review parts of speech, parts of a sentence, and sentence types
- Vocabulary: Decipher word meanings through contextual clues and dictionary usage
- Spelling: Internalize and build on spelling patterns from previous grades

Types of Units

- *The Odyssey* by Homer (Kingfisher edition and Emily Wilson Translation)
- *The Diary of Anne Frank* (play by Goodrich and Hacket & Anne Frank's *Diary of a Young Girl*)
- *Refugee* by Alan Gratz
- *The Giver* by Lois Lowry
- Biography unit (nonfiction selections)
- *Taste of Salt* by Frances Temple
- *Grammar & Punctuation 6* workbook (and other resource materials)
- *The Crossover* by Kwame Alexander
- Poetry
- Short stories

Ongoing Activities

Independent reading, book talks, creative writing, sentence mechanics and structures, book clubs, media & news (article of the week)

GRADE 5 SOCIAL STUDIES

Skills and Concepts

- Interpreting maps
- Developing skills to work effectively in groups
- Developing presentation and discussion skills
- Organizing materials
- Developing research skills and report writing
- Developing test taking techniques
- Producing hands-on creative projects
- Applying grammatical concepts to written work

Materials

- *World History: Early Ages* (myWorld Interactive; Savvas)
- Teacher-curated texts and videos
- Primary/secondary sources

Units of Study

- Geography
- Human origins
- Ancient civilizations

Assessments and Projects

- Current events presentations
- A variety of writing assignments, including (but not limited to) compare/contrast essays, creative pieces, document-based expository writing, and self-reflections
- Differentiated assessments based on choice and skill level, including (but not limited to) mock debates, persuasive speeches, podcasts, blogs, mock news presentations, music videos, oral presentations, skit writing and production, etc.

Educational Technology Resources for both Practice and Collaboration

Seterra, Padlet, Kahoot, Edpuzzle, IXL, Quizlet, Google Drive, OneNote, others as appropriate.

GRADE 6 SOCIAL STUDIES

Skills and Concepts

- Understanding cultural concepts, making inferences, and drawing conclusions
- Reading and analyzing text materials
- Extracting, organizing, and interpreting information from various sources
- Cooperative learning and group decision-making
- Learning note-taking and organizational skills
- Thinking deeply and making connections between cultures
- Practicing proper research techniques including proper citations
- Public-speaking skills

Text and Supplementary Materials

- *American History: Beginnings to 1877* (myWorld Interactive; Savvas)
- Various videos, books, etc., curated by the teacher
- Online resources, such as PBS Kids, BBC, United Streaming through Discovery, Britannica, etc.

Units of Study

- Geography
- Local area geography and history
- America before colonization
- European colonization of America
- Colonial America
- Revolutionary America (through 1787)

Assessments and Projects

- Current events presentations
- A variety of writing assignments, including (but not limited to) compare/contrast essays, creative pieces, document-based expository writing, and self-reflections
- Differentiated assessments based on choice and skill level, including (but not limited to) mock debates, persuasive speeches, podcasts, blogs, mock news presentations, music videos, oral presentations, skit writing and production, etc.

Educational Technology Resources for both Practice and Collaboration

Seterra, Padlet, Kahoot, Edpuzzle, IXL, Quizlet, Google Drive, OneNote, others as appropriate

GRADE 5 MATH

Essential Questions

- What are numbers?
- How is mathematics used to represent the world around us?
- What is a reasonable answer?
- What strategies can you use to observe and describe patterns and relationships?
- What mathematical process should I use?
- How do we calculate, measure, or model objects?

Enduring Understandings

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems
- Understand meanings of operations and how they relate to one another
- Compute fluently and make reasonable estimates
- Apply math concepts to real-world applications

Skills and Concepts

- Understand the place-value structure of the base-ten number system and represent and compare whole numbers and decimals
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers
- Develop understanding of fractions as parts of unit wholes, parts of a collection, locations on number lines, and divisions of whole numbers
- Recognize and generate equivalent forms of commonly used fractions, decimals; understand various meanings of multiplication and division.
- Understand the effects of multiplying and dividing whole numbers and decimals
- Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems
- Add, subtract, multiply, and divide whole numbers, fractions, and decimals
- Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tools
- Convert like measurement units within a given measurement system
- Classify two-dimensional and three-dimensional figures into categories based on their properties
- Graph points on the coordinate plane to solve real-world and mathematical problems
- Generate two numerical patterns using two given rules and identify apparent relationships between corresponding terms
- Measure volume

Texts and Supplementary Materials

In-class work consists of homework revision, instruction, practice problems, discussion, and hands-on learning opportunities.

The following instructional items are used:

- Pearson *enVision* e-textbook
- IXL
- Think Tanks
- Savvas Realize Work

GRADE 6 MATH

Topics

- Number sense and estimation
- Place value and exponential notation
- Integer operations
- Decimal and fraction conversion and operations
- Percent, ratios, and proportions
- Geometry, perimeter, area, and volume
- Problem-solving strategies
- Algebraic terminology, expressions, equations, and coordinate planes

Essential Questions

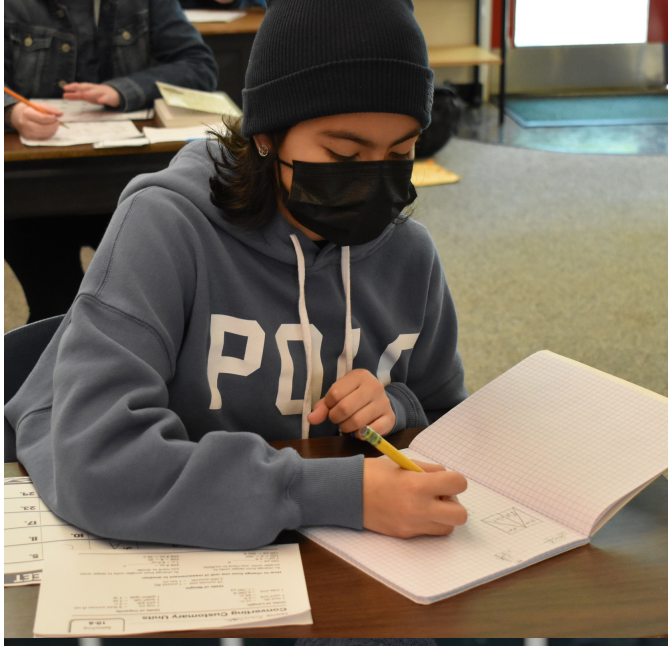
- What are numbers?
- What do effective problem solvers do?
- What is a reasonable answer?
- How do you use math to communicate?
- How is mathematics used to represent the world around us?
- What strategies can you use to observe and describe patterns and relationships?
- What mathematical process should I use?
- How do you measure, calculate, or model objects?

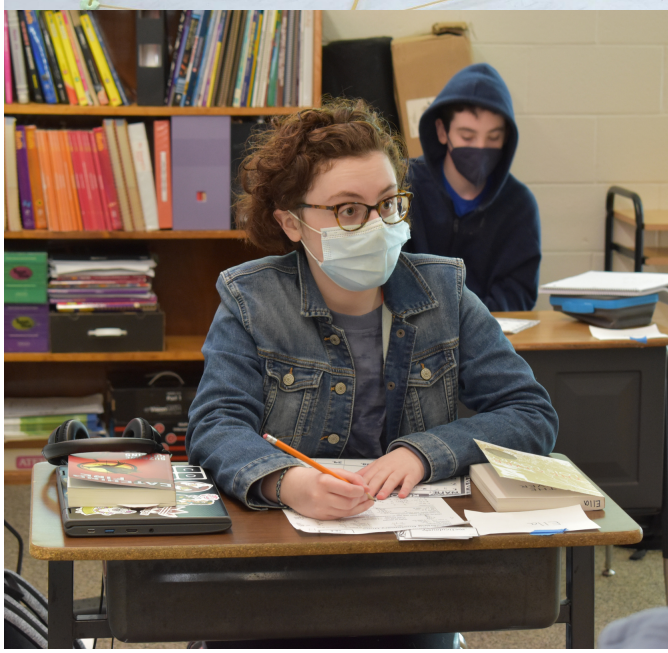
Texts and Supplementary Materials

- *Envision* e-text
- Math labs
- Math Olympiad contests
- Logic and problem-solving activities in Savvas

Virtual learning utilizes the following platforms and apps: OneNote Classnote Book, Nearpod, PearDeck, and Mathplayground.com, Savvas, IXL.com.

Learning consists of investigations, homework revision, direct instruction, practice problems, and discussion. Math labs include hands-on explorations and cooperative projects (bridge building, strategy games, engineering projects). Frequent incorporation of apps for textbook use, drills and supplementary exploration are mixed with enrichment activities.





GRADE 5 SCIENCE

Essential Questions

- What is energy?
- How is it transferred?
- Why does innovation occur?
- What are the criteria and constraints of a successful solution?
- How do you develop testable questions?
- How is universal gravitation influenced by the mass of an object?
- How are force and mass related?
- What are the predictable patterns caused by earth's movement in the solar system?
- How do humans impact earth's systems?

Enduring Understandings

- A system can be described in terms of components and interactions.
- Matter is everywhere and everything, it cannot be created or destroyed even on molecular level.
- Sound and light are forms of energy.
- In a food web, the ultimate source of energy is the sun.
- The Engineering Design Process is a method used to solve technological challenges.

Skills and Concepts

- Experimental design
  - Asking testable questions
  - Creating a hypothesis
  - Identifying variable
  - Creating data tables
  - Sharing and reflecting on results
- Engineering design
  - Asking question
  - Imagining and brainstorming ideas
  - Planning
  - Creating models and prototypes
  - Testing
  - Improving design
- Presentation skills
  - Sharing results in a variety of media, including technology applications
  - Engaging in argument from evidence

Units of Study

- Food webs and ecosystems
- The water cycle and earth's atmosphere
- Engineering and simple machines
- Earth's place in the solar system
- Human impact on earth's systems

GRADE 6 SCIENCE

Essential Questions

- What are the characteristics of a good, testable question?
- How do you construct an argument using evidence to evaluate a scientific claim?
- How does science change over time?
- How does planning for a scientific investigation address data that is valid, reliable, and ethical?
- How do organisms obtain and use the matter and energy they need to live and grow?
- What are the factors that may influence wellness?

Enduring Understandings

- Scientific investigations use a variety of methods and tools to make measurements and observations.
- Science knowledge is based on logical and conceptual connections between evidence and explanations.
- Theories are explanations for observable phenomena and based on a body of evidence developed over time.
- Specialized cells in multicellular organisms are organized into tissues and organs that perform specialized functions.
- Organs in the respiratory, circulatory, nervous, digestive, skeletal, muscular, skin, and excretory systems interact to serve the needs of vertebrates.

Skills and Concepts

- Research
  - Independent research using text and internet sources
  - Note-taking and citation techniques
  - Experimental design
  - Asking testable questions
  - Creating a hypothesis
  - Identifying variables
  - Writing an experimental plan to produce a fair test
  - Recording observations
  - Creating data tables
  - Sharing and reflecting on results
- Engineering design
  - Asking questions
  - Imagining and brainstorming ideas
  - Planning
  - Creating models and prototypes
  - Testing and improving design
  - Evaluating intended and unintended consequences
- Presentation skills
  - Sharing results and research in a variety of media, including technology applications
  - Engaging in argument from evidence; using scientific strategies to develop or revise an explanation

Units of Study

- Structure and function of living things
- The microworld
- Human body
- Science as a human endeavor: Nature and history of science and recognition of sources of bias
- Food and nutrition/personal health

GRADE 5 TECHXPLORATIONS

Essential Questions

- What is a computer?
- How does collaborative work promote accuracy in computer programming?
- How can I fully express myself online yet maintain a small digital footprint?
- How can the problem-solving process help me analyze and improve my design?

Introduction to Computer Programming (Coding)

- The problem-solving (iterative) process
- HTML (Hypertext Markup Language)
- Creative Commons Licensing
- Clean code and debugging
- Pair-programming model
- CSS rule sets

Interdisciplinary Skills

- Problem Solving: Uses a structured problem-solving process.
- Persistence: Values mistakes, continues to work toward solutions, and improves partial solutions.
- Creativity: Incorporates personal interests and ideas, considers multiple approaches, and extends upon and builds on the ideas of others.
- Collaboration: Works with others to develop solutions that incorporate all contributors and actively contributes to the success of group work.
- Communication: Structures work to be easily understood by others, considers audience, provides and accepts constructive feedback.

Design Process

- Defining a problem
- Brainstorming, researching and generating ideas
- Identifying criteria and constraints
- Developing a design
- Building prototypes
- Testing and evaluating a model
- Refine the design
- Communicate results

Resources

- Computer Science Discoveries (code.org)
- Additional activities and extensions as needed

GRADE 5 ART

Essential Questions

- What is art?
- Who gets to say what is art and what is not?
- What is the purpose of art?
- How is art connected to other disciplines?
- How is art an important part of our daily lives?
- How does art reflect the culture and society in which it was created?

Skills

- Compare/contrast works of art
- Analyze/summarize
- Research
- Record ideas and processes in sketchbook
- Communicate expressively through visual art and writing
- Reflect/contemplate
- Use technology to document and reflect on work
- Work collaboratively and independently

Visual Art Skills & Concepts

- Observation/drawing skills (contour drawings)
- Elements of design (line, shape, color, form, texture)
- Model three-dimensional form
- Printmaking
- Creative communication of ideas
- Understanding the language of art
- Cultural diversity/history as inspiration
- Bookmaking techniques
- Using recyclable materials to make art

Texts and Supplementary Materials & Evaluations

- Use of sketchbooks throughout the semester. Self-evaluation and reflection. Make short movie clip reflecting completed artwork during the semester
- Use of internet and school library.
- Teacher chosen internet clips illustrating the lives of artists and the art of different cultures.
- Critiques.
- Self-evaluations.

Units and Activities (Possible Themes/Projects)

- Drawing skills: Students learn facial proportions for self-portraits, perspective for landscapes, and line quality.
- Painting: Students develop different techniques to create expressive paintings in a variety of styles
- Printmaking: Students learn about positive and negative space, repetition, and color by carving and printing a rubber block.
- Sculpture: Students use a variety of materials to create 3-dimensional forms.
- Art history: Students study art/artists from different historical periods and create a work of art that reflects what they learned while also incorporating personal ideas and reflections.
- Art from different cultures: Students study different cultures and create art, such as collages, masks, bowls and other artifacts.
- Recycled art: using recyclable materials to create works of art.

GRADE 6 ART

Essential Questions

- What is art? Who gets to say what is art and what is not?
- What is the purpose of art?
- How is art connected to other disciplines?
- How is art an important part of our daily lives? How does art reflect the culture and society in which it was created?

Skills

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Visual Art Skills & Concepts

- Observation/drawing skills (contour drawings)
- Elements of design (line, shape, value, color, form, space, texture)
- Model three-dimensional form
- Printmaking
- Creative communication of ideas
- Understanding the language of art
- Cultural diversity/history as inspiration

Texts and Supplementary Materials & Evaluations

- Use of sketchbooks throughout the semester. Self-evaluation and reflection. Make short movie clip reflecting completed artwork during the semester
- Use of internet and school library.
- Teacher chosen videos and slideshows illustrating the lives of artists and the art of different cultures.
- Critiques.
- Self-evaluations.

Units and Activities (Possible Themes/Projects)

- Drawing skills: Students learn how to draw objects in proportion, how to create perspective for landscapes, and how to manipulate line quality.
- Painting: Students develop different techniques to create expressive paintings in a variety of styles
- Printmaking: Students learn about positive and negative space, repetition, and color by carving and printing a rubber block.
- Sculpture: Students use a variety of materials to create 3-dimensional forms.
- Art history: Students study art/artists from different historical periods and create a work of art that reflects what they learned while also incorporating personal ideas and reflections.
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GRADE 5 MUSIC

Skills and Concepts

Essential questions for the year are:

- What differentiates sound from music?
- How are the elements of music used to communicate?
- What makes music a universal language?
- How and why is sound represented visually?

Skills developed in music class will include:

- Performing on a variety of instruments with rhythmic and tonal accuracy
- Performing Zimbabwean marimba music
- Performing Ghanaian songs and percussion patterns
- Reading standard and grid notation
- Playing solo and as part of an ensemble
- Collaborating effectively and compassionately with peers towards creative ends

Texts and Supplementary Materials

- Original arrangements of traditional songs
- Pitched mallet instruments, mbira, djembe, gankogui, axatse, hosho, and guitar
- Multiple library and music resources, records, sheet music, and videos

Units and Activities

Throughout the semester, the music class focuses on a study of musical styles from African cultures, with an emphasis on Ghana and Zimbabwe. We will investigate percussion music from Ghana, as well as the use of the mbira, to improvise and play learned melodies. We will learn a variety of polyrhythmic percussion patterns and use them to perform pieces and develop our own unique arrangements. As the semester continues, we will explore marimba music from Zimbabwe and will use our ensemble skills to learn, develop, and improvise with a variety of songs. Students will have opportunities to work individually and in groups to create and develop musical ideas and improvise and express themselves individually.

GRADE 6 MUSIC

Essential Questions

- What differentiates sound from music?
- How are the elements of music used to communicate (with a focus on melody, harmony, and rhythm)?
- What makes music a universal language?
- How can music help us learn about the world?
- What role does music play in people's lives?
- How and why is sound represented visually?

Skills

- Aurally identifying characteristics of popular music genres from the 20th and 21st centuries
- Collaborating effectively and compassionately with peers towards creative ends
- Knowledgeably discussing the historical context and key musicians of popular musical genres
- Performing, solo and within an ensemble, various elements of popular music genres

Texts and Supplementary Materials

- Original arrangements of popular songs from the 20th and 21st centuries
- Singing, keyboard, guitar, drums, and percussion
- Multiple library and music resources, records, sheet music, and videos

Units and Activities

Throughout the semester, we will engage in a study of American popular music beginning at the turn of the 20th century. Students will explore how various styles grew from each other and interacted to create uniquely American musical forms. Aspects of music theory will also be introduced and used to explain similarities and differences found in various styles from various time periods. Students will also engage in individual explorations of artists and styles of their choosing and will practice and perform example songs in a variety of styles.

GRADE 5 DRAMA

Performance-Based Class
Using myths, fairytales, and fables, students will learn group storytelling skills and introductory pillars of performing.

Skills and Concepts

- Ensemble Building: Students will play games and work on tasks designed to build dramatic collaboration, trust, and observational skills.
- Movement: Students will develop skills in physical storytelling, both individually and as a group, and will explore tableaux and characterization through movement.
- Stagecraft: Students will learn basic stage technique, such as stage direction, projection, and performing open to the audience.
- Character Building: Students will explore objects and tactics through a variety of games and activities.
- Text Adaptation: Students will learn how to adapt a story for performance, from page to stage.
- Performance: Students will memorize lines, take direction, and make choices about blocking and character as part of a rehearsal process towards performing their scenes at the end of the semester.

Text/Supplementary Materials

- Handouts of stories used as basis for performance
- Teacher-selected videos for story theatre examples
- Glossary of drama terms

GRADE 6 DRAMA

Performance-Based Class
Students will learn, practice, and apply the foundational rules of improvisation, as well as the building blocks of scene work and stage performance.

Skills and Concepts

- Ensemble Building: Students will play games and work on tasks designed to build dramatic collaboration, trust, and observational skills. Students will also work on giving constructive feedback after performances.
- Movement: Students will develop skills in physical storytelling, both individually and as a group, and will explore creating location and characterization through movement.
- Stagecraft: Students will learn basic stage technique, such as stage direction, projection, and performing open to the audience.
- Character Building: Students will explore objects and tactics through a variety of games and activities.
- Performance: Students will create clear character relationships and settings while making and accepting strong offers as part of a rehearsal/creative process towards performing their scene at the end of the semester.

Text/Supplementary Materials

- Teacher selected video performances from improvisational TV shows and theatre
- Peer evaluations
- Character work and scene work handouts

GRADE 5 SPANISH

The Spanish course for 5th grade is based on a communicative approach that supports the idea that learning a language successfully comes through having to communicate real meaning. In this approach, the main objective is to present a topic in as natural a context as possible. Green Acres students are exposed to the target language right from the first class.

Essential Questions

- How are the languages a tool to communicate?
- How can I have a polite introductory conversation with a new friend?
- What do you like and dislike to do?
- What objects are there in my class or in my school? Where are the supplies school?
- What is your school day like?
- What is my favorite favorite meal, and what do I like and dislike?
- How can I have a healthy life?
- Where are you going?

Skills and Concepts

- Greet people
- Introduce yourself and others
- Say where you are from
- Exchange phone numbers
- Say which day it is
- Give dates
- Describe the weather
- Identify seasons
- Express likes and dislikes
- Describe classes and classroom objects
- Ask questions
- Talk about sports and activities
- Say where you are going
- Ask and tell time
- Spell words
- Identify parts of the body
- Express food preferences
- Express position
- Say how often you do something
- Talk about schedules

Units of Study (from the *Book Realidades 1* by Prentice Hall)

Introduction: *Para empezar*

- En la escuela: greeting people; introducing yourself to others; responding to classroom directions; using numbers; telling time; parts of the body.
- En la clase: talking about things in the classroom; asking questions about new words and phrases; Spanish alphabet; the calendar; Aztec alphabet.
- El tiempo: describing weather conditions, identifying seasons, comparing northern and southern hemispheres.

Unit 1: *Mis amigos y yo*

- Chapter 1A: *¿Qué te gusta hacer?*
  Vocabulary in context: activities people like and don't like to do.
  Grammar: infinitives, negatives, expressing agreement and disagreement.
  Hispanic culture: Spain.
- Chapter 1B: *Y tú, ¿cómo eres?*
  Vocabulary in context: personality traits.
  Grammar: adjectives; definite and indefinite articles; word order; placement of adjectives.
  Hispanic culture: The Caribbean.

Unit 2: *La escuela*

- Chapter 1A: *Tu día en la escuela*
  Vocabulary in context: the school day.
  Grammar: subject pronouns; present tense of *-ar* verbs.
- Chapter 2B: *Tu sala de clases*
  Vocabulary in context: the classroom; expressions of location.
  Grammar: the verb *estar*; the plural of nouns and articles.
  Hispanic culture: Mexico.

Unit 3: *La comida*

- Chapter 3A: *¿Desayuno o almuerzo?*
  Vocabulary in context: foods and beverages for breakfast and lunch.
  Grammar: present tense of *-er* and *-ir* verbs.
  Expressions: *me gustan*, *me encantan*.
  Hispanic culture: South America (Northern region).
- Chapter 3B: *Para mantener la salud*
  Vocabulary in context: food groups and foods on the food guide pyramid; activities to maintain good health; ways to describe food.
  Hispanic culture: South America (Southern Region)

Unit 4: *Los pasatiempos*

- Chapter 4A: ¿Adónde vas?
  Vocabulary in context: places to go to when you are not in school.
  Grammar: the verb *ir*; asking questions.
- Chapter 4B: *¿Quieres ir conmigo?*
  Vocabulary in context: activities outside of school.
  Grammar: *ir* + *a* + infinitive; the verb *jugar*.

Texts & Supplementary Materials

- *Realidades 1* textbook by Prentice Hall
- *Realidades 1* workbook by Prentice Hall
- Teacher-created resources
- Worksheets and texts in Spanish from different sources
- Dictionary Spanish–English

Virtual Learning Resources

Interactive study and practice tools (PearsonRealize, IXL, Duolingo, learning apps, Blooket and others as appropriate)

GRADE 6 SPANISH

Conceptual Framework
The Spanish course for 6th grade continues to use a communicative approach that supports the idea that learning a language successfully comes through having to communicate real meaning. In this approach, the main objective is to present a topic in as natural a context as possible.

Students continue to use and to hear the target language with increasingly sophisticated phrases and sentences. For this reason, language-building activities are presented in context and are purposeful. We continue to engage in activities that have students actively learning and practicing, such as games, role-plays, and problem-solving tasks.

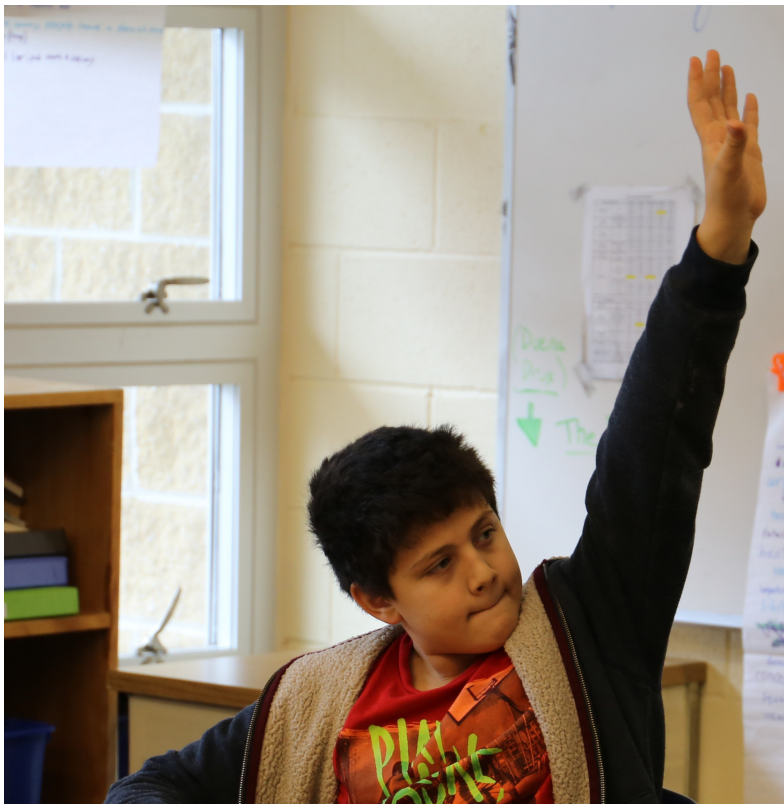
As with 5th grade, the four language skills—speaking, listening, reading and writing—are integrated from the beginning of the class to the end. Grammar and vocabulary are key components in the language-learning process and are used throughout our communicative practice. The words and grammatical concepts build on their work from last year.

Spanish students also explore Hispanic cultures through texts, videos, songs, and projects. This allows them to learn about similarities and differences among Spanish-speaking countries in regards to the use of the Spanish language, culture, heritage, and traditions.

Units (Mostly from the book *Realidades 1* by Prentice Hall)
Review
- Present tense of regular verbs ending in *-ar*, *-er*, and *-ir*; verbs *ser* and *estar*; pronouns; use of adjectives; plural of nous and adjectives; word order; description of people and places; asking questions; talking about personal information.

Subject 4: *Los pasatiempos*
- Chapter 4A *¿Adónde vas?*
  Vocabulary in context: places to go to when you are not in school.
  Grammar: the verb *-ir*; asking questions.
- Chapter 4B *¿Quieres ir conmigo?*
  Vocabulary in context: activities outside of school.
  Grammar: *ir* + *a* + infinitive; the verb *jugar*.

Subject 5: *Fiesta en familia*
- Chapter 5A: *Una fiesta de cumpleaños*
  Vocabulary in context: families; parties and celebrations.
  Grammar: the verb *tener*; possessive adjectives.
- Chapter 5B: *¡Vamos a un restaurant!*
  Vocabulary in context: description of family members; restaurant vocabulary; table settings.
  Grammar: the verb *venir*; the verbs *ser* and *estar*.



Subject 6: *La casa*

- Chapter 6A: *En mi dormitorio*
  Vocabulary in context: bedrooms items; colors; grammar; making comparisons; the superlative; stem-changing verbs *poder* and *dormir*.
- Chapter 6B: *¿Cómo es tu casa?*
  Vocabulary in context: rooms in a house; household chores.
  Grammar: affirmative *tú* commands; the present progressive tense.

Subject 7: *De compras*

- Chapter 7A: *¿Cuánto cuesta?*
  Vocabulary in context: shopping for clothes; plans; desires; and preferences.
  Grammar: stem-changing verbs *pensar*, *querer*, and *preferir*; demonstrative adjectives.
- Chapter 7B: *¡Qué regalo!*
  Vocabulary in context: stores; shopping for gifts; things done in the past.
  Grammar: the preterite of *-ar* verbs; the preterite of verbs ending in *-car* and *-gar*; direct object pronoun.

Texts & Supplementary Materials

- *Realidades 1* textbook by Prentice Hall
- *Realidades 1* workbook by Prentice Hall
- Teacher-created resources and projects
- Worksheets and texts in Spanish from different sources

Virtual Learning Resources

Interactive study and practice tools (Pearsonrealize, IXL, Kahoot, Duolingo, and others as appropriate)

GRADE 5 PHYSICAL EDUCATION

Skills and Concepts

- Focus on hand-eye and foot-eye coordination and skill development. These skills usually include passing and receiving, dribbling, ball handling, shooting, and communicating with teammates.
- Individual skills are taught and refined for each sport with no defender or external pressure.
- Mastering basic and intermediate rules of the sport involved.
- One vs. one, two vs. one, and four vs. four, etc. situational play to give students opportunities to use their individual skills in simulated game conditions.
- Introduction of the concept of “give and go” pass.
- Introduction of the concepts of “time and space” as they relate to using skills in actual game situations.
- Basic footwork and movement patterns within a sport: including jab steps, crossovers, reverse pivots, and different feints involving weight shifts.
- Introduction to proper safety practices while acquiring skills in every unit.
- Sportsmanship.
- Teamwork.
- Goal setting.
- Concept of personal best vs. winning at any cost.

Texts and Supplementary Materials

- Bulletin boards using photos, diagrams, checklists, and color-coded rosters.
- Handouts describing rules and regulations of the sport, as well as a brief history.
- Quizzes on those handouts.
- Videotapes of skill demonstrations and game footage.
- Computer applications using skill demonstrations and instructions.

Units and Activities

- Year-round: Physical fitness activities, including stretching, jogging, jumping rope, and Green Acres physical fitness testing.
- Fall: Fitness, soccer, basketball skills, and large-group games.
- Winter: Basketball, volleyball, floor hockey, gymnastics, and new games.
- Spring: Softball skills, lacrosse, bowling, and Ultimate Frisbee.

GRADE 6 PHYSICAL EDUCATION

Skills and Concepts

- Focus on hand-eye and foot-eye coordination and skill development. These skills usually include passing and receiving, dribbling, ball handling, shooting, and communicating with teammates.
- Reviewing rules taught in 5th grade and adding more advanced intermediate rules.
- One vs. one, two vs. one, two vs. two and four vs. four situation, etc. play to give students opportunities to use their individual skills in simulated game conditions.
- Reviewing the concept also known as the “give and go” pass.
- Reviewing the concepts of “time and space” and introduction of the concepts of “width” and “depth” as they relate to using skills in game situations.
- Reviewing footwork and movement patterns within a sport: including jab steps, crossovers, reverse pivots, and different feints involving weight shifts.
- Introduction of basic tactical applications involved in game situations.
- Reviewing proper safety practices while acquiring skills in every unit.
- Sportsmanship.
- Teamwork.
- Goal setting.
- Concept of personal best vs. winning at any cost.

Text and Supplementary Materials

- Bulletin boards using photos, diagrams, checklists, and color-coded rosters.
- Handouts describing rules and regulations of the sport, as well as a brief history.
- Quizzes on those handouts.
- Videotapes of skill demonstrations and game footage.
- Computer applications using skill demonstrations and instructions.

Units and Activities

- Year round: Physical fitness activities including stretching, jogging, jumping rope, and President’s Physical Fitness testing, large group games (dodgeball, tag, etc.).
- Fall: Fitness, soccer, basketball skills, and large-group games.
- Winter: Basketball, volleyball, floor hockey, gymnastics, and new games.
- Spring: Softball skills, lacrosse, and bowling.

GRADE 5 ADVISORY

The overarching goals of the advisory program are to ensure that each student is known well, feels a part of the overall community, and finds ways to be academically and socially successful. The advisory program engages students in discussion and activities around important life issues, the topics of which are generated by both students and advisors.

Skills and Concepts

- Advisory provides time to address issues of importance to young adolescents and to ensure that they have accurate information about these topics.
- Advisory gives students a forum for exploring their values.
- During advisory, students have an opportunity to develop discussion skills in a nonacademic setting.
- Students work cooperatively in small groups.
- Individuals begin to understand their own learning style and develop a variety of study strategies so they can study more effectively.

Units and Activities

- Team building: Getting to know each other; interests; self-image; what's new in 5th grade.
- Study skills and strategies.
- Friendship/conflict resolution: diversity; respecting and accepting differences; specific skills for mediating conflict; anti-bullying and harassment.
- Digital citizenship.
- Education about the "Big 9" areas of diversity.
- Family life education: The changes that puberty brings.
- Echo Hill Outdoor School: preparing for the trip, general information and answering questions.
- Reflection and preparation for student-led conferences.

Resources

The Green Acres Middle School advisory handbook, various books, videos, and magazines from the Green Acres library, as well as guest speakers, will be used to support the units and activities.

Class Meetings

In addition to meeting in small advisory groups, there also will be occasional full 5th grade class meetings for students to discuss concerns with all their peers. These meetings will be facilitated by teachers but will be student-driven.

GRADE 6 ADVISORY

The overarching goals of the advisory program are to ensure that each student is known well, feels a part of the overall community, and finds ways to be academically and socially successful. The advisory program engages students in discussion and activities of important life issues generated by both students and advisors.

Skills/Concepts/Topics

- Communicating and connecting with teachers and peers
- Organization and study skills
- Self-image
- Peer relationships; problem solving/conflict resolution; peer pressure
- Digital citizenship; media influences
- Online research skills
- Technology education
- Social Justice
    - Values and character education
    - Social identifiers; forms of bias: stereotyping, prejudices
- Capstone project: Social identifier and discrimination presentation
- Health
    - Family life: Adolescence and puberty—changes and expectations; gender roles
    - Health (mental, physical, etc.)
- Reflection and preparation for student-led conferences

Activities

- Team-building activities and projects
- Conference preparation
- Kid Talk
- Multiple intelligence activities
- Service projects
- Role playing
- Presentations

Texts and Supplemental Materials

- The Green Acres Middle School advisory handbook
- *Advisory Plus! Standards-Based Sessions with Character Education, Learning Styles, and Assessment Components* by Imogene Forte and Sandra Schurr
- Other videos/reading materials from the Green Acres library

Class Meetings

In addition to meeting in small advisory groups, there will be regularly scheduled single-gender meetings to discuss both issues pertaining more to girls or boys and to discuss the gender dynamics of the whole grade-level group. There also will be occasional full 6th grade class meetings for the students to discuss concerns with all of their peers. These meetings will be facilitated by teachers but will be student-driven.

NEXT STEPS

SCHEDULE A TOUR

LEARN ABOUT ADMISSION

APPLY