



Field Trips and In School Experiences

Kindergarten - Grade 5

(Updated: August 8, 2024)

Kindergarten

In-School Activities

Fargo Fire Department - Fire Safety

The Fargo Fire Department comes into the classroom two times a year to teach fire-safety basics. *Learn Not to Burn* is a program that teaches fire safety with a curriculum that includes songs, stories, puppets, games and other activities to teach fire safety behavior. The program also explains: Stop, Drop and Roll and how to crawl low under smoke in a way that children can understand and remember. Home fire safety will be discussed such as smoke alarms, fire hazards, and how to escape from a fire safely.

Standards(s):

Social Studies: Students understand relations between personal, social, and environmental issues.

- K.6.1 State personal information (e.g., full name, age, telephone number)
- K.4.3 Identify examples of good citizenship (e.g., honesty, cooperation, respect, responsibility)
- K.3.1 Identify community workers (e.g., librarian, doctor, teacher, police officer, fire fighter, custodian)
- K.4.2 Identify school rules and appropriate behavior

Science: Students understand the basic concepts and principles of life science.

- K.7.1 Know safety rules for school and home
- K.2.1 Use senses to make observations about the world around them
- K.6.2 Know that tools (e.g., scissors, pencil, hammer) can be helpful or harmful

Bus Safety

Approximately 22 million students travel from home to school by bus; it is important that our students know and understand bus safety. This experience will provide your students with back to school safety tips to prevent injury and to ensure safety to and from school as well as field trips on the bus.

Standards(s):

Science: Students will understand safety on the bus

- K.7.1. Know safety rules for school and home

Social Studies: Students will understand safety on the bus

- K.3.1 Identify community workers (e.g., librarian, doctor, teacher, police officer, fire fighter, custodian)
- K.4.2 Identify school rules and appropriate behavior

Junior Achievement

**Based on availability*

Junior Achievement Ourselves introduces students to the intersection of financial literacy and kindergarten social studies learning objectives, including personal economics and the choices people make to meet their needs and wants.

Standard(s):

Social Studies: Students understand, analyze, and evaluate different types of economic systems.

- K.4.2 Identify school rules and appropriate behavior
- K.3.1 Identify community workers (e.g., librarian, doctor, teacher, police officer, fire fighter, custodian)
- K.4.3 Identify examples of good citizenship (e.g., honesty, cooperation, respect, responsibility)

Math: Students understand money and use appropriate tools for counting

- K.1.3 Demonstrate one-to-one correspondence by counting up to 12 objects
- K.4.5 Identify a penny, nickel, and dime and state its value
- K.5.3 Use tools and strategies to model problems

Out of Building Opportunities

Plains Art Museum: Pockets

The Creative Art Studio stimulates and develops the imagination and critical thinking, and refines cognitive and creative skills of young minds. Art education strengthens problem-solving and critical-thinking skills, adding to overall academic achievement and school success.

Students participate in a gallery experience where they are led through the museum by the teaching artist. They visit two of the galleries and study 1-2 of the pieces in each gallery and study and have discussions regarding the selected pieces.

Standard(s):

Cultural Arts-Visual Arts: Know how different visual art materials, techniques, and processes cause different responses.

- K.1.10.a Combines media for visual and expressive purposes.
- K.1.3.c Uses simple techniques with clay; pinching and stamping
- K.1.15.b Uses artwork to tell a story.
- K.1.16.a Uses art tools and materials safely and appropriately.
- K.2.3.c Identifies and uses rough and smooth textures.
- K.5.3.c Begins to use grade level art vocabulary.

Red River Zoo

The Red River Zoological Society's Mission Statement:

To foster awareness and appreciation of wildlife; to advance public education on the need for wildlife conservation and preservation; to exchange information and services with individuals and organizations interested in wildlife topics and issues.

Standard(s):

Science: Students understand the basic concepts and principles of life science.

- K.2.1. Use senses to make observations about the world around them
- K.1.2. Know that things can change (e.g., weather, people, water)
- K.2.2.c Share information with others
- K.4.1. Know that animals eat plants or other animals for food
- K.6.1 Know that natural objects differ from those made by humans

Fargo-Moorhead Community Theater

FMCT is the largest and longest running community theater in the tri-state area and is proud to be supported by the FM area for 65 years. The theater gives the students an experience of a lifetime as they watch the characters come alive!

Standard(s):

Cultural Arts - Drama: Students will understand how to be knowledgeable consumers of theater.

- 5.4.1 Know appropriate audience behaviors.
 - a) Teach appropriate audience response (applause, interactive).
- 5.4.2 Know that people react to theatrical productions in different ways.
 - a) Answers questions about a performance.

Grade 1

In-School Activities

Fargo Fire Department - Fire Safety

Learn Not to Burn is a program that teaches fire safety with a curriculum that includes songs, stories, puppets, games and other activities to teach fire safety behavior. The program also explains: Stop, Drop and Roll and how to crawl low under smoke in a way that children can understand and remember. Home fire safety will be discussed such as smoke alarms, fire hazards, and how to escape from a fire safely.

Standard(s):

Health:

- 1.2.2 Identify safe behaviors in a range of situations
- 1.2.5 Describe safe behaviors one can use to reduce risk of injury
- 1.2.6 Describe the purpose of safety rules for home, school, and community settings
- 1.6.1 Explain from whom and where to seek health related assistance at school and in the community

Counseling:

- 2.4.1.1a Identify various jobs

Social Studies:

- 1.4.1 Apply good citizenship in the school environment

Flags Presentation – Veterans

The flag of the United States is one of the oldest national standards in the world. May the Flag that is being presented to you always be displayed proudly. George Washington explained it in this way, “we take the stars from heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty.”

Standard(s):

Social Studies:

- 1.2.3 Identify people and events honored in the US holidays
- 1.4.1 Apply good citizenship in the school environment

Drama:

- 4.5.1 Know appropriate audience behaviors

Buckle Up

Motor vehicle crashes are the leading cause of death among children ages 3 to 14. Buckling up is one of the precautions that students can take to ensure safety in the case of an automobile accident. The "Buckle Up" program focuses on keeping children seated in the back seat where they cannot be injured by the airbag and in the proper car seats/booster seat and being buckled up.

Standard(s):

Health:

- 1.2.2 Identify safe behaviors in a range of situations
- 1.2.5 Describe safe behaviors one can use to reduce risk of injury
- 1.2.6 Describe the purpose of safety rules for home, school, and community settings

Social Studies:

- 1.4.1 Apply good citizenship in the school environment

Science:

- 1.7.1 Know that personal care contributes to a healthy life

Bus Safety

Approximately 22 million students travel from home to school by bus; it is important that our students know and understand bus safety. This experience will provide your students with back to school safety tips to prevent injury and to ensure a school bus and school zone.

Standard(s):

Health:

- 1.2.2 Identify safe behaviors in a range of situations
- 1.2.5 Describe safe behaviors one can use to reduce risk of injury
- 1.2.6 Describe the purpose of safety rules for home, school, and community settings

Social Studies:

- 1.4.1 Apply good citizenship in the school environment

Science:

- 1.7.1 Know that personal care contributes to a healthy life

Counseling:

- 3.4.3.1d Know strategies for getting to and from school safely

Junior Achievement

**Based on availability*

Junior Achievement Our Families introduces students to entrepreneurship and learning objectives for first-grade social studies, including families, neighborhoods, money, and needs and wants. Through hands-on classroom activities, the students explore the ways in which businesses provide goods, services, and jobs for families.

Standards(s):

Social Studies:

- 1.3.1 Differentiate between wants and needs
- 1.3.2 Describe ways (ex. money, bartering) wants and needs are met

Counseling:

- 2.4.1.1a Identify various jobs

Health:

- 1.3.1 Identify the roles of family and community in keeping the environment clean and healthy
- 1.4.1 Apply good citizenship in the school environment
- 1.4.2 Describe characteristics needed to be a responsible friend and family member
- 1.6.1 Explain from whom and where to seek health related assistance at school and in the community

Out of Building Opportunities

Plains Art Museum: Penguins

The Creative Art Studio teaches children life skills such as developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-confidence and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete.

Students participate in a gallery experience where they are led through the museum by the teaching artist. They visit two of the galleries and study 1-2 of the pieces in each gallery and study and have discussions regarding the selected pieces.

Standards(s): *Cultural Arts-Visual Arts*

- 1.1.14.a Creates 2D and 3D artwork from memory or imagination to communicate fantasy
- 1.1.15.a Uses art tools and materials safely and appropriately.
- 1.2.11.k Identifies rough and smooth textures.
- 1.5.3.c Uses grade level art vocabulary
- 1.5.5.b Self-assesses and reflects on own artwork.

MSUM Poco Fuego Steel Drum Band (Learning Bank)

Fuego Tropical Drum Band consists of 15-20 student performers, Fuego Tropical meets twice each week during the fall semester to explore the steel band music of Trinidad, the salsa music of Cuba and the Caribbean, the gamelan music of Indonesia, or the samba music of Brazil.

Standards(s): *Cultural Arts - General Music*

- 3.6.2 Know a variety of styles* representing diverse cultures
- 3.6.4 Know the sounds of a variety of instruments and voices from various cultures
- 3.7.2 Understand how to use music terminology to express personal preferences for specific musical works and styles*
- 3.9.2 Know how elements of music* are used in music examples from various cultures
- 3.9.6 Know appropriate audience behavior for the context and style* of music performed

MSUM Planetarium

The Minnesota State University Moorhead planetarium offers a variety of multimedia presentations that awe, amaze, entertain and educate viewers of all ages. Tour the planets and known universe through a night sky simulation that delivers spectacular imagery through a dynamic and total immersion experience. The planetarium uses the premier Elumenati projector and Uniview scientific software used by the most prestigious planetariums in the country. The planetarium comfortably seats 62, and serves 10,000 visitors annually.

Standards(s): *Science*

- PS4B Objects can be seen if light is available to illuminate them or if they give off their own light
- PS4 Electromagnetic Radiation Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
- ESS1.A The Universe and its Stars -Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

Grade 2

In-School Activities

Red Flag Green Flag

“Red Flag Green Flag” is a program for elementary aged children to promote personal boundaries and body ownership. The program is taught by trained staff of the Rape and Abuse Crisis Center with support from the classroom teacher and a school counselor. The curriculum teaches students what is a “red flag” and a “green flag” touch, identification of helping adults, and reporting of “red flags”. The program focuses on appropriate and inappropriate touch using stories and scenarios to help empower students to respond to inappropriate touch.

Standard(s):

Health: Students will gain knowledge of health enhancing behaviors, human growth and development, ways of reducing health risks, and health related information services.

1.4.1 Know resources in the school and community that provide valid health information.

Counseling (ASCA):

M 1 Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being

B-SMS 7 Demonstrate effective coping skills when faced with a problem

B-SMS 9 Demonstrate personal safety skills

B-SS 8 Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9 Demonstrate social maturity and behaviors appropriate to the situation and environment

Bus Safety

Approximately 22 million students travel from home to school by bus; it is important that our students know and understand bus safety. This experience will provide your students with back to school safety tips to prevent injury and to ensure a school bus and school zone.

Standard(s):

Health:

- 1.2.2 Identify safe behaviors in a range of situations
- 1.2.5 Describe safe behaviors one can use to reduce risk of injury
- 1.2.6 Describe the purpose of safety rules for home, school, and community settings

Social Studies:

- 1.4.1 Apply good citizenship in the school environment

Science:

- 1.7.1 Know that personal care contributes to a healthy life

Counseling:

- 3.4.3.1d Know strategies for getting to and from school safely

Fargo Fire Department - Fire Safety

Learn Not to Burn is a program that teaches fire safety with a curriculum that includes songs, stories, puppets, games and other activities to teach fire safety behavior. The program also explains: Stop, Drop and Roll and how to crawl low under smoke in a way that children can understand and remember. This program has been credited with saving lives throughout the country.

Standard(s):

Health:

Counseling:

- 2.4.1.1a Identify various jobs

Social Studies:

Junior Achievement

**Based on availability*

Junior Achievement Our Community introduces students to the intersection of work readiness and early elementary grades social studies learning objectives, including how citizens benefit from and contribute to a community's success. (this curriculum was redesigned last year to be a blended experience of both kit based and online materials)

Standard(s): *Social Studies: Students understand, analyze, and evaluate different types of economic systems.*

- 3.4.1 Understand supply and demand.
 - a) Recognize supply and demand are influenced by wants and needs.

- 3.4.1.1 Recognize the choices available for making economic decisions
 - a) Examine what is given up whenever a choice is made.
 - b) Identify the wide range of jobs within a school.
 - c) Recognize what goods and services are traded with people for other goods and services or for currency.

Out of Building Opportunities

Buffalo River Singers & Dancers **(Learning Bank)**

Need text - nothing available for a descriptor 8.22.22

Standard(s): *Cultural Arts-General Music*

- 9.2.5 Understand the role of musicians in various music settings and cultures.
Learning Target Performance Tasks
Share individual musical experiences from outside of school.
Students list individual musical experiences from outside the school.

- 9.2.6 Know appropriate audience behavior for the context and style of music performed.

Learning Target:

Define and demonstrate appropriate behavior for concert hall performance.

Performance Tasks:

Students demonstrate appropriate audience behavior.

Plains Art Museum: Cupcakes

The Creative Art Studio provides a natural source of learning. Child development specialists note that play is the business of young children; play is the way children promote and enhance their development. The arts are a most natural vehicle for play.

Students participate in a gallery experience where they are led through the museum by the teaching artist. They visit two of the galleries and study 1-2 of the pieces in each gallery and study and have discussions regarding the selected pieces.

Standard(s): *Cultural Arts-Visual Arts:* Understand that personal experiences influence the development of artwork.

- 2.5.5.A Self-assesses and reflects on own artwork.
- 2.5.6.B Uses the arts to express and present ideas.
- 2.5.7.C Recognizes that feelings can be expressed through the arts.
- 2.5.8.D Uses art to communicate for a specific purpose (share traditions).
- 2.5.9.E Accepts others' work and ideas.
- 2.5.10.F Begins to use art vocabulary for discussion.

Fargo-Moorhead Community Theater

FMCT is the largest and longest running community theater in the tri-state area and is proud to be supported by the FM area for 65 years. The theater gives the students an experience of a lifetime as they watch the characters come alive!

Standard(s): *Cultural Arts-Drama*

- 5. Students will understand how to be knowledgeable consumers of theater.
- 5.4.1 Know appropriate audience behaviors.
 - a) Teach appropriate audience response (applause, interactive).
- 5.4.2 Know that people react to theatrical productions in different ways.
 - a) Answers questions about a performance.

Grade 3

In-School Activities

Junior Achievement

****Based on availability***

Junior Achievement Our City introduces third grade students to financial literacy and grade-level social studies learning objectives, including how people manage their money and the importance of economic exchange within a city. (this curriculum will be updated and transition to a blended kit based/online experience for the 23.24 school year)

Standard(s):

Social Studies:

- 3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community. (e.g., school, hospital, post office, stores, landmarks, home)
- 3.3.1 Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants
- 3.3.2 Explain how supply and demand affect personal economic choices (e.g., how scarcity forces people to decide which goods and services to obtain, what is given up in economic choices)
- 3.4.1.a Identify different positions of a conflict and how it can be resolved
- 3.6.1 Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities)

Zoomobile

The Red River Zoological Society's Mission Statement:

To foster awareness and appreciation of wildlife; to advance public education on the need for wildlife conservation and preservation; to exchange information and services with individuals and organizations interested in wildlife topics and issues.

Standard(s):

- 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all experience birth, growth, reproduction, and death.

Dictionary Distribution

Rotary Club presents students with their own dictionary. The goal of the Dictionary Project was developed to assist all students in becoming good writers, active readers, creative thinkers, and resourceful learners by providing them with their own personal dictionary. Dictionaries are a gift to each 3rd grade student in the Fargo Public Schools from the F-M Rotarians. The dictionaries are not only used for literacy, but also include details, charts, and information cross-curriculum, including facts about the presidents, geography aspects, including information on states, countries, and continents, as well as science content for students to explore.

Standard(s):

- 3.PW.4 Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a) Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

Out of Building Opportunities

Plains Art Museum: Plants and Planters

The Creative Art Studio Motivates and engages children in learning, stimulates memory, facilitates understanding, enhances symbolic communication, promotes relationships, and provides an avenue for building competence.

Students participate in a gallery experience where they are led through the museum by the teaching artist. They visit two of the galleries and study 1-2 of the pieces in each gallery and study and have discussions regarding the selected pieces.

Standard(s): *Cultural Arts - Visual Arts*

Visual Art Media, Techniques & Processes: *Students understand and apply visual art media, techniques, and processes.*

- 3.1.3.C Identifies different media used in sculpture and 2D artwork.
3.1.4.D Uses a variety of methods to create texture in artwork.
3.1.12.A Begins to understand qualities of craftsmanship.
3.1.13.B Combines media for visual and expressive purposes.

Concordia College Percussion Ensemble (Learning Bank)

Musicians in Concordia's Percussion Ensemble perform using many instruments of the percussion family – and have earned themselves a reputation as one of the most outstanding percussion ensembles in the Upper Midwest. They play a wide variety of pieces, from standard percussion repertoire to new arrangements of popular, classical and folk music.

Standard(s): *Cultural Arts - General Music*

- 3.6.2 Know a variety of styles* representing diverse cultures
- 3.6.4 Know the sounds of a variety of instruments and voices from various cultures
- 3.7.2 Understand how to use music terminology to express personal preferences for specific musical works and styles*
- 3.9.2 Know how elements of music* are used in music examples from various cultures
- 3.9.6 Know appropriate audience behavior for the context and style* of music performed

Fargo Theater and Downtown Fargo

Fargo's historic central business district is a vibrant commercial area that provides unique opportunities for housing, shopping and entertainment. Fargo's downtown is connected to Moorhead's downtown with three bridges that cross the Red River.

Built in 1926 as a cinema and theater, the beautifully restored Fargo Theater is now the premiere destination for independent and foreign film. The theater is also Fargo's hottest downtown venue for concerts, plays and other live events.

Standard(s):

Social Studies:

- 3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community. (e.g., school, hospital, post office, stores, landmarks, home)
- 3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events
- 3.2.2 Describe how community life has changed from past (i.e., pioneer and tribal) to the present
- 3.5.1 Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community
- 3.5.3 Describe ways (e.g., the development of transportation, communication, industry, and land use) geography has affected the development of the local community over time

Grade 4

In-School Activities

I Wish the Hitting Would Stop

"I Wish the Hitting Would Stop" is a violence education program for older elementary age children. The program is taught by trained staff of the Rape and Abuse Crisis Center with support from the classroom teacher and a school counselor. Concepts taught include respect, violence, helpers, and strategies to stay safe from violence. I Wish the Hitting Would Stop is a personal violence prevention education program. Children learn they are not responsible for violence between others, they are encouraged to express their feelings about violence constructively, and they develop a personal safety plan.

Standard(s):

Health:

- 2. Students acquire knowledge to understand external factors on personal, family and community health.

- 2.4.2 Investigate positive health behaviors which contribute to a healthy environment.
 - a) Identify individual responsibilities for maintaining a healthy environment.

Counseling (ASCA):

- M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
- B-SMS 7. Demonstrate effective coping skills when faced with a problem
- B-SMS 9. Demonstrate personal safety skills
- B-SS 4. Demonstrate empathy
- B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Junior Achievement

Junior Achievement BizTown Self Guided (Adventures) is a culminating experience for students that follows the JA BizTown curriculum. Students gain an understanding of various aspects of running a business as they take on the roles of chief executive officer, chief financial officer, marketing director, sales manager, and consumer via five online, self-guided adventures.

Standard(s): **[Biz Town Adventures for Grade 4](#)**

Social Studies: *Students understand, analyze, and evaluate different types of economic systems.*

- 3.4.1 Understand supply and demand.
 - a) Critique the relationship between supply and demand.
 - b) Relate the concept of supply and demand to the agricultural system in North Dakota.

- 3.4.2 Recognize the choices available for making economic decisions.
 - a) Recognize economic interdependence within Fargo and North Dakota.
 - b) Identify jobs within business, industry, and agriculture in North Dakota.
 - c) Recognize that historically people have used barter as a form of currency.

Hygiene and Puberty Talks ***Cass Health Public Health Nurses***

Between the ages of 10 and 14 most boys and girls begin to notice changes taking place in their bodies. These changes, which occur over a number of years, are generally referred to as puberty. During the "Puberty Talk" the nurses will talk about the changes that will be taking place in all boys and girls but they will start at different times and take place at different rates. Not everyone starts puberty between the ages of 10 and 14, some people start younger, and some much later. This talk will inform students and open up discussion on the topic of puberty. The presentation will be broken into two sessions in the fall on health Hygiene presented to the entire class and one in the spring on puberty where boys and girls will attend separate sessions.

Standard(s):

Health: *Students will gain knowledge of health enhancing behaviors, human growth and development, ways of reducing health risks, and health related information services.*

- 1.4.3 Understand human growth and development.
 - a) Describe physical changes that occur during puberty.
 - b) Describe how different factors and health habits can affect growth and development.

Out of Building Opportunities

Bonanzaville

Bonanzaville, USA is the region's largest historical attraction. The Pioneer Prairie Village and Museum is located on 12 acres of land and has 43 buildings and more than 400,000 artifacts and millions of memories.

Help history come alive for your students at Bonanzaville where early pioneer life is explored using museum exhibits, historic buildings and artifacts, hands-on demonstrations and experienced docents.

Standard(s):

Social Studies: Students understand the nature & scope of history and its application to society.

- 1.4.1 Recognize events, people, and ideas that have contributed to our history.
- a) Be aware of some early communities established in North America.
 - b) Identify the problems that occurred in developing communities.
 - c) Compare past and present communities.

Young People's Symphony Concert (Learning Bank)

The "Young People's Concert" is sponsored by the FM Symphony and will draw 4th grade music students from the three school districts. The FM Symphony is to be commended for its efforts to provide quality children's programming year after year. (Memorial Auditorium, Concordia College)

Standard(s):

Cultural Arts-General Music: Students understand music in relation to history and culture

- 4.9.6 Know appropriate audience behavior for the context and style of music performed.

Living Agriculture

How many children believe food comes from a grocery store? Living Agriculture is an opportunity for students to better understand where their food comes and how it is grown. The students will better understand the multiple steps it takes to get food from the farm to table. This program also teaches students to respect the world around them and the effort it takes to grow and produce food especially in North Dakota. (Red River Valley FairGrounds)

Standard(s):

Science:

- 4.4.1 Classify plants and animals according to common characteristics (e.g., behavior, habitat, physical characteristics)
- 4.4.2 Know adaptations that help plants and animals survive and grow in their environment
- 4.6.1 Understand the effects of technology on people and the environment
- 4.7.2 Know ways in which science and technology have greatly improved human lives (e.g., food quality and quantity transportation, health, sanitation, communication)

Social Studies:

- 4.2.10 Identify the significance of agriculture in North Dakota history (e.g., immigration, railroads)
- 4.2.11 Describe the effects of changes in industry, agriculture, and technology in North Dakota (e.g., energy production, transportation, farming methods)
- 4.3.4 Identify principal exports of North Dakota (e.g., crops, energy, livestock)
- 4.5.6 Identify different patterns of land use in North Dakota (e.g., land use in urban, suburban, and rural areas, mining, agriculture, manufacturing)

Red River Water Festival Sponsored by the River Keepers

A youth water festival is an educational, fun-filled learning opportunity which increases a student's awareness and knowledge of water. The objective of the festival is to enable students to learn how to gather information needed to make informed decisions about water use and protection, increasing their awareness and appreciation of water resources in our area.

Standard(s): *Science*

1. Students understand the unifying concepts and processes of science.

- 4.1.1 Explain changes in the real world using a model
- 4.1.2 Understand that changes made to a model can represent changes to the real object
- 4.1.3 Understand steady, repetitive, and irregular changes (e.g., floods, seasons, life cycles, erosion, tooth decay)

2. Students use the process of science inquiry

- 4.2.1 Review and ask questions about the scientific investigations of others
- 4.2.2 Conduct simple investigations

3. Students understand the basic concepts and principles of physical science

4.3.1 Identify ways water changes from one form to another

5. Students understand the basic concepts and principles of physical science

4.5.2 Know slow and rapid processes that are constantly changing

6. Students will understand relations between science and technology

4.6.1 Understand the effects of technology on people and the environment

7. Students understand relations between science and personal, social, and environmental issues.

4.7.1 Identify consequences of natural and human-induced environmental changes

Plains Art Museum: Buffalo

The Creative Art Studio nurtures important values, including team-building skills; respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions.

Students participate in a gallery experience where they are led through the museum by the teaching artist. They visit two of the galleries and study 1-2 of the pieces in each gallery and study and have discussions regarding the selected pieces.

Standard(s): *Cultural Arts-Visual Arts: Understand the characteristics of works of art in various eras and cultures.*

4.4.1.A Recognizes that visual art has both a history and specific relationship to various cultures.

4.4.2.B Examines and discusses specific works of art from different cultures.

4.4.3.C Recognizes cultures develop art forms and symbols unique to their cultural heritage.

4.4.4.D Recognizes artwork from their state today and in the past.

Grade 5

In-School Activities

Junior Achievement

****Based on availability***

Junior Achievement BizTown Self Guided (Adventures) is a culminating experience for students that follows the JA BizTown curriculum. Students gain an understanding of various aspects of running a business as they take on the roles of chief executive officer, chief financial officer, marketing director, sales manager, and consumer via five online, self-guided adventures.

Standard(s): **[Biz Town Adventures for Grade 5](#)**

Social Studies: Understands economic concepts

- 5.3.1 Describe how various non-economic factors(e.g. culture, values,interests) can influence economic behaviors and decision making
- 5.3.2 Explain the relationships between scarcity and resources (e.g. home building materials, food, clothing, hunting)
- 5.3.3 Describe the concept of competition and its relationship to price (e.g. market based economy)

Smart Choices, Bright Futures

The Smart Choices, Bright Futures (SCBF) program is a collaborative effort between the Fargo Public Schools, Fargo Police Department, and other community agencies. SCBF is a comprehensive, skills-based health promotion program that has been adapted by the Fargo Public Schools for students in grade five.

The goal of SCBF is to teach students the necessary knowledge, attitudes, skills, and experience to practice positive health behaviors in order to reduce risky adolescent behaviors shown to contribute to the development of chronic illnesses such as cancer.

The SCBF curriculum focuses on making voluntary behavioral changes in the areas of cigarette smoking, alcohol consumption, over-the-counter drug abuse, and marijuana use. The curriculum also encompasses skill building in the areas of making healthy choices and combating negative peer pressure. The first two lessons are taught by the regular classroom teacher and lessons three through eight are taught by members of the SRO group in conjunction with other community agencies.

The SCBF curriculum is presented to all fifth grade sections in the Fargo Public School District as well as students in the Fargo Catholic Schools Network. A member of the Fargo PD SRO team also sits on the SCBF curriculum writing team that evaluates and makes modifications to the program each year.

Standard(s):

Health: Students will gain knowledge of health enhancing human growth and development, ways of reducing health risks, and health related information

1.5.2 Understands the relationship between positive personal health behaviors and individual well being

1.5.3 Know how current health concerns can be prevented or treated

- a) Discuss attitudes and beliefs regarding tobacco and alcohol use.
- b) Identify the basic effects of drugs.
- c) Discuss negative consequences of drug use.
- d) Describe how negative risk behaviors can lead to injury or illness.
- e) Describe how negative risk behaviors can lead to injury or illness.

Puberty Talks
Cass Public Health Nurses

Between the ages of 10 and 14 most boys and girls begin to notice changes taking place in their bodies. These changes, which occur over a number of years, are generally referred to as puberty. During the "Puberty Talk" the nurses will talk about the changes that will be taking place in all boys and girls but they will start at different times and take place at different rates. Not everyone starts puberty between the ages of 10 and 14, some people start younger, and some much later. This talk will inform students and open up discussion on the topic of puberty.

Standard(s):

Health: Students will gain knowledge of health enhancing human growth and development, ways of reducing health risks, and health related information

1.5.3 Understand human growth and development

- a) Identify the basic functions of the reproductive system
- b) Discuss menstruation

Out of Building Opportunities

Plains Art Museum: Hamburgers

The Creative Art Studio plays a central role in cognitive, motor, language, and social-emotional development. The hands-on art project motivates and engages children in learning, stimulates memory, facilitates understanding, enhances symbolic communication, promotes relationships, and provides an avenue for building competence. The fifth grade students will be creating Pop Art burgers using pottery techniques taught in previous grades.

Standard(s): *Cultural Arts-Visual Arts*

- 5.1.9.i Demonstrates the use of tools used in previous grades
- 5.1.14.c Produces work that shows understanding of craftsmanship
- 5.2.12.g Considers the way art persuades and convinces
- 5.3.6.f Group's significant works of art according to theme, styles, or subject matter.
- 5.4.8.h Compares works of art from different times and cultures
- 5.4.10.j Names selected artists, artworks, and artists' styles (U. S. Artists).
- 5.5.6.b Uses art elements and principles when self-assessing and reflecting on artwork
- 5.6.6.b Identifies connection between history and visual art (timelines/periods)

Jazz Arts Big Band (Learning Bank)

The Jazz Arts Big Band (JAG) ensemble is composed of the finest jazz musicians in our region and has been very successful in presenting a history of jazz to students in our instrumental programs. This presentation continues to provide a unique and new experience for all fifth grade students. (Fargo South High Theatre)

Standard(s): *Cultural Arts-General Music*

Listening: Students listen to, analyze, and describe music

- 5.6.1 Understand appropriate terminology to describe specific music events
- 5.6.2 Know the uses of the elements of music in the analysis of compositions representing diverse genres and cultures

Evaluating Music: Students evaluate music and music performances.

- 7.5.1 Know how to evaluate the quality and effectiveness of music and music performances.

Music, History and Culture: Students understand music in relation to history and culture

- 5.9.1 Know characteristics of music genres and styles from a variety of music cultures
- 5.9.2 Know exemplary musical works from a variety of genres and styles
- 5.9.3 Know the functions of music, the roles of musicians, and the conditions of performance in several cultures of the World

MSUM Planetarium

The Minnesota State University Moorhead planetarium offers a variety of multimedia presentations that awe, amaze, entertain and educate viewers of all ages. Tour the planets and known universe through a night sky simulation that delivers spectacular imagery through a dynamic and total immersion experience. The planetarium uses the premier Elumenati projector and Uniview scientific software used by the most prestigious planetariums in the country. The planetarium comfortably seats 62, and serves 10,000 visitors annually.

Standards(s): *Science*

- PS4B Objects can be seen if light is available to illuminate them or if they give off their own light
- PS4 Electromagnetic Radiation-Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)
- ESS1.A The Universe and its Stars -Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

Note to Parents:

We are excited to offer these opportunities to parents. Parents have the choice to opt their student. If you wish to opt your student out of an opportunity, please fill out the form attached below and return it to your building's principal.

[Opt Out Form](#)