



PHYSICAL EDUCATION

Movement Competence and Understanding: Demonstrate mature form for all basic locomotor skills (walking, running) nonlocomotor skills (twisting, stretching) manipulative skills (catching, throwing, striking) and rhythmic skills (dancing, jumping rope); demonstrate an understanding of how to combine and apply movement to develop motor skills (walking, running, kicking).

Physical and Personal Wellness: Apply basic principles of training to improving physical fitness; demonstrate understanding of skill-related components of fitness and how they relate to physical performance; connect fitness components (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) to body systems (circulatory, muscular, respiratory).

Emotional and Social Wellness: Assess and take responsibility for personal behavior and stress management; participate cooperatively and productively in group and individual physical activities.

Ideas for Parents to Make Learning a Priority:

- ✓ Ask your child on a regular basis to share with you about the events, homework and activities of the school day.
- ✓ Encourage your child to do his or her best in school every day and make graduation the goal.
- ✓ Ensure that your child attends classes on a regular basis and honors the start and end times of the school day by being punctual and well prepared. This includes supporting the school rules and dress codes.
- ✓ For thirty minutes each day, read to your child and for older students encourage them to read daily.
- ✓ Provide a quiet well-equipped location in your home for your child to complete homework.
- ✓ Help your child set goals at the beginning of each month. Make sure learning goals are specific and visible. Celebrate successes with your child when goals are achieved.
- ✓ Whenever possible attend school activities such as open houses, parent-teacher conferences, and special events. When your child sees you involved, they will also see education as a high priority.
- ✓ Try to make early, positive, and regular contact with your child's teacher and get in touch whenever you have questions about your child's program or progress.



THE 5TH GRADE EXPERIENCE



You are your child's first teacher. Family values, language skills and cultural traditions/customs are examples of things you teach your children. District 6 will build on that unique blend of knowledge and experience when your child comes to our schools. We are dedicated to meeting the needs of the whole child to encompass all physical, emotional, and social skill sets, but we cannot do this without your help.

We know that family involvement helps children develop a more positive attitude about school and about learning. District 6 wants families to know as much as possible about the curriculum so that you can continue to be a "teaching partner" for your child.

The learning expectations listed describe the foundational learnings for the year, based on the Colorado Academic Standards (CAS). The CAS provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn by emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st Century.



Greeley-Evans
WELD COUNTY SCHOOL DISTRICT 6



READING, WRITING & COMMUNICATING

Oral Expression and Listening: Speak to an audience to express an opinion, to persuade, or to explain an idea/process; actively listen during a presentation using listening strategies (asking questions, paraphrasing, and displaying positive body posture).

Reading for All Purposes: Read literary stories and poems, informational, and persuasive texts in order to understand, interpret, and compare ideas from a variety of authors.

Writing and Composition: Use a writing process (planning, drafting, revising, editing, sharing) to produce effective, unique, well-researched, and grammatically correct writing for different audiences and purposes.

Research and Reasoning: Gather and organize information from different sources and produce a well-organized, well-thought-out written or verbal presentation that answers a specific question.



MATH

Number: Fluently and consistently multiply multi-digit whole numbers; extend the idea of place value to decimals; begin to divide using multi-digit divisors; multiply fractions; add and subtract fractions by creating equivalent fractions ($\frac{1}{2}$ is the same as $\frac{2}{4}$); understand the relationship between fractions and division ($\frac{2}{5}$ means $2 \div 5$); begin to solve simple word problems involving division of fractions with pictures.

Geometry and Measurement: Find the volumes of rectangular prisms through multiplication; convert within the metric system; graph points on a grid using positive numbers.



SCIENCE

Physical Science: Describe how mixtures of matter can be separated regardless of how they are created; recognize that the weight and mass of a mixture is equal to the weight and mass of its parts; review and analyze information presented by peers and provide feedback on their evidence and scientific reasoning.

Life Science: Understand that all organisms have structures and systems with unique functions; identify the strengths and weaknesses of models that represent natural phenomenon.

Earth Science: Understand that the Earth and sun provide many renewable and nonrenewable resources; recognize that Earth's surface changes constantly; understand how the uneven heating of Earth's surface (by the sun) affects weather and that these effects are reflected in changes in temperature, air pressure, wind speed, and the amount of water in the atmosphere; understand how weather maps can be used to predict changes in weather.



ART

Observe and Learn to Comprehend: Talk about how artists use art techniques (ideas, expression, composition) to give artwork meaning; explain why artists make art; consider and explain how artistic decisions are portrayed in works of art.

Envision and Critique to Reflect: Use proper art terms to talk about art; create plans to document the use of personal ideas/experiences that will be used to create an artwork.

Invent and Discover to Create: Create art to show feelings and/or convey personal perceptions of the world; use technology (cameras, graphic design, illustrator software) to create art; make artwork plans based on knowledge of materials and techniques.

Relate and Connect to Transfer: Help viewers understand ideas conveyed in personal artworks drawing attention to important aspects of the art; recognize and discuss differences in art from various cultures.



SOCIAL STUDIES

History: Use timelines, artifacts, and documents to understand the different people, diverse cultural perspectives, and important events that shaped the early history of the United States (exploration through the American Revolution).

Geography: Use different kinds of maps, globes, graphs, and diagrams to ask and answer questions about the geography of the 13 Colonies and the United States.

Economics: Identify different financial institutions (banks, credit unions) and the services they provide; understand how government actions connects with the economy (interest rates) at the local, state, and national level.

Civics: Explain the foundations and structure (the Executive, Judicial, and Legislative branches) of the United States government; describe the rights and responsibilities of U.S. citizenship.



MUSIC

Expression of Music: Perform accurately and express knowledge of a variety of musical styles and genres (Folk, Patriotic, Country, Broadway, Classical, Blues, Rock and Roll).

Creation of Music: Explore ways to compose or arrange a piece of music; experiment with new ideas for music through improvisation.

Theory of Music: Apply knowledge about the language of music (music notation) by reading melodies within the major keys/treble clef.

Aesthetic Valuation of Music: Demonstrate the ability to critique and refine technical skills through reflecting on performances; explain and justify personal musical preferences.