Overview of Horizons K-8
Fifth and Sixth Grade
2017-18

Meet the Team

Annie and Kelly

Lynn and Kristen

Peter and Kateri

Rachel and Leslie

Diane, Math Specialist

Rebecca, Special Education

Thank you to all of our classroom liaisons!

Communication Agreements

We agree to…

Be direct. Discuss your concern with the person (parent, teacher, etc.) with whom you are having a conflict or a problem

Be clear about your concerns. Keep the issue specific to your personal experience, trusting you will be received in a nonjudgmental way

Ask for help. All teachers have been trained in communication strategies. Feel free to ask your teacher, other teachers, and administration for communication assistance

Listen without judgment. Make sure to understand the speaker's message and concerns; paraphrase to ensure and demonstrate accurate understanding

Be respectful. Believe other people's messages/views are real for them

Maintain a communication structure for the school that is ***known by all community members***

Work together to meet challenges

Communication Agreements

...in a way that...

- Builds our relationships through honesty and empathy
- Works to find win/win outcomes
- Keeps a disagreement problem-based
- Is blame-free
- Keeps the well-being of the children first
- Supports/upholds the goals and philosophies of Horizons
- Creates a shared solution

Developmental Overview

Who is a 10 - 12 year old?

What are the qualities and characteristics of this age?

How do we plan to best support the developmental needs of students in 5/6?

Fifth Grade: 9-10 year olds
Developmental Characteristics

- Fifth graders can take on almost anything and love almost every minute of it.
- Generally look up to and admire their teachers and parents and actually like to be around them
- Enjoy the company of their peers in the classroom and engage productively in collaborative, project-based learning.
- It's an age for fruitful classroom democracy and inclusion.
- Tens often love to memorize. They're also passionate about digging into multivolume sets of fantasy fiction.
- Can begintake on real responsibility for organizing and assist in the development of the classroom community.
- It is the time when the physical activities, musical instrument, dance class, or visual art provide for opportunities that may become something they want to stick with, grow in, and demonstrate proficiency in doing.

From Chip Wood, *Yardsticks in the Classroom, Ages 4-14*

Sixth Grade: 10-11 year olds
Developmental Characteristics

- Powerful advocates and strong believers
- Passionate about their ideas and opinions, allegiances and sense of justice.
- Devoted to classmates and peer groups, and the beginning of social negotiations surrounding cliques
- Physical and cognitive growth spurt, elevens often appear awkward.
- Actively engaging whole new worlds with outward boldness, yet inward tentativeness. Everything at eleven is in rehearsal.
- Elevens prefer learning new skills to honing old, but they're proud of revision and final-draft excellence, despite their complaints.
- Socratic seminars and other perspective taking activities gives them great lessons in listening, connecting, perspective-taking and empathy.
- Do well with project and service learning, especially when it's their idea.
- Elevens are ready to spread their wings a little.

From Chip Wood, *Yardsticks in the Classroom, Ages 4-14*

Social Emotional Learning

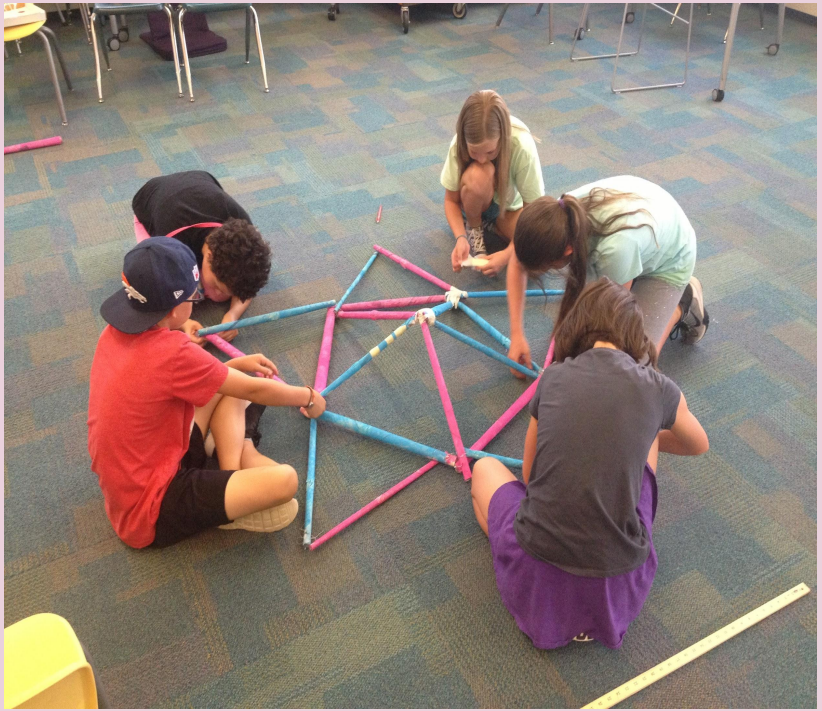
- Vital for 11-12 yr. olds. Main driver for 5-6 combination
- Commitment as a team and time in schedule--Fridays
- Integrated across the curriculum

Competencies: Self-awareness, self management, relationship skills, responsible decision making, social awareness

Self-Directed Learning

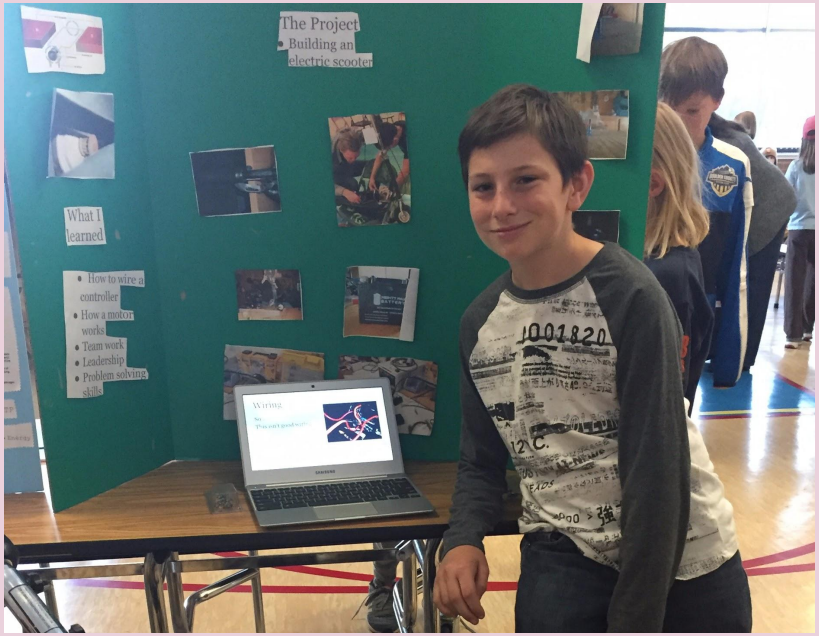
7 Characteristics:

- Voice
- Choice
- Self-Direction (Student as Director)
- Engagement
- Risk-Taking
- Reflection
- Facilitating



Learning without Walls

- **Independent** learning
- Four or six week long experience.
- **Self-evaluate** character traits and learning modalities
- **Develop** questions
- **Explore** topics and passions



Language Arts: Writing, Reading, Speaking & Listening

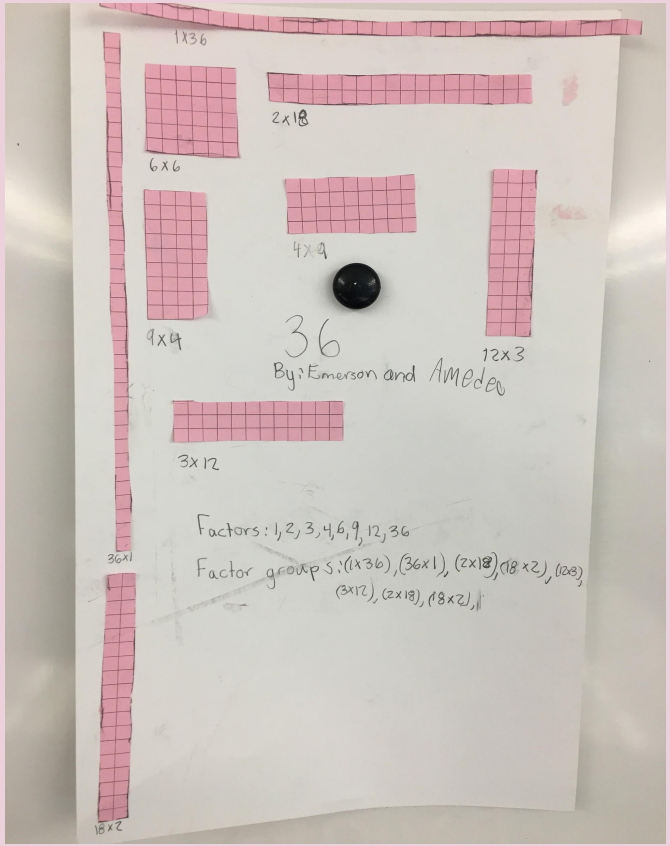
- What is my position, and how do I support it with evidence?
- How do we analyze literary and informational text structure to improve my comprehension and writing?
- How do writers use words to convey their thoughts and meanings?
- How does reading add meaning to our lives?

Math

5-6th Students are grouped in six learning communities for math

Five hours per week

- 5th - Skill and concept building around operations
- 6th - More problem-centered, inquiry-based and ideas are explored in depth
- Primary curriculum: EngageNY/Eureka Math, Connected Math Project, and Math Expressions



Spanish

At 5th and 6th grade, our goal is to have every student experiencing Spanish language instruction of some kind.

- **Spanish "exposure" classes - 1 hour per week (all 5th and some 6th graders):**

Exposure to language and culture through use of oral repetition, song, drama, art, games, reading, writing, and hands-on activities.

- **Spanish 1A "acquisition" classes - 4 hours per week (some 6th graders):**

Spanish 1A introduces students to the specific culture and to basic language skills through:

- Listening comprehension
- Interpersonal communication
- Presentational speaking
- Interpretive reading
- Interpretive writing
- Presentational writing

Students acquire skills through oral repetition, song, drama, art, stories and novellas, dialogue, short composition, dictation, reading, written exercises, and performance. Daily practice outside of school, written and oral assessments are used to to track student progress respond to student's needs.

Science

Study of Earth & Life Science

Hands-on and inquiry-based

How do our daily decisions impact the quality of life on Earth?

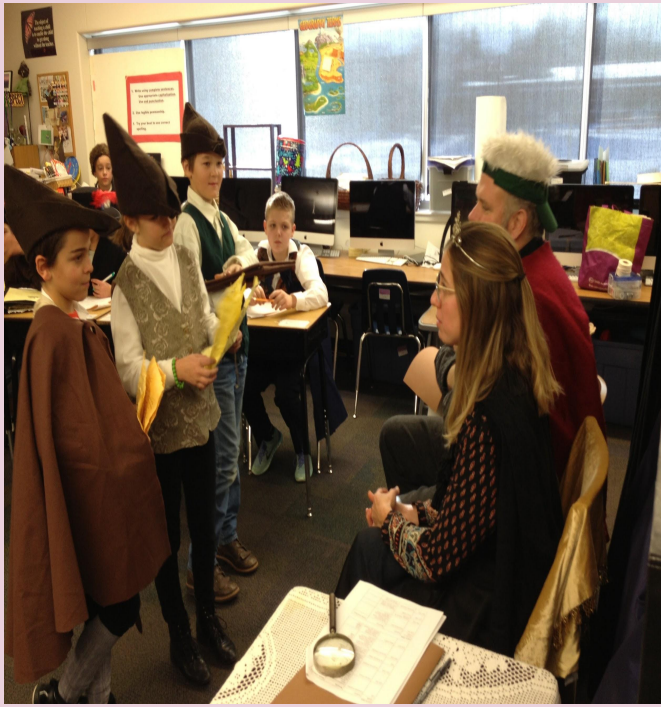
How do humans impact life on Earth?

How do changes in environmental conditions affect the survival of individual organisms, populations, and entire species?

Social Studies/History Focus

Two-year Social Studies/History rotation:

- Rise and Fall of Ancient Civilizations
- Explorations and Revolutions



Essential Questions for this year:

- What is a revolution? What is revolutionary thinking?
- What factors might lead to a revolution in thinking, technology, belief systems, economics, artistic and, written expression, politics
- What are some positive effects of revolutionary thinking?
- What are the negative effects of revolutionary thinking?
- Why explore? Who benefits from exploration?
- How do the perspectives of the explorer and those being "explored" differ?
- What is the legacy of European exploration?
- How did American colonization impact the rest of the world?

And more...

- ★ Outdoor education and Winter Sports
- ★ Arts/Movement/Music Rotations
- ★ Specials (P.E., Computer, Art and Spanish)
- ★ 5/6 and teacher websites
- ★ Google Classroom, Infinite Campus and SeeSaw

Yearlong View of 5-6 Experience

•“Gradual release” model

•First two weeks within homeroom

building community

•Third week: Academic lab and Spanish acquisition

/exposure classes begin as well as math, science, and social studies classes

•Outdoor Education: Mixing students in cabins and activity groups

•Teachers partner for science/social studies

•Art and movement rotation (January-March)

•Transition activities for fifth and sixth graders

Daily Schedule

Monday-Thursday

8:20 Doors Open. Students are tardy after 8:30
8:35-9:13 Academic Lab and Spanish 1A
9:15-10:15 Specials
10:15-10:30 Recess
10:30-11:30 Math
11:35-12:35 Language Arts
12:35-1:05 Lunch
1:05-2:05 Science or Social Studies/History
2:05-2:20 Recess
2:23-3:23 Science or Social Studies/History
3:23-3:30 PM Homeroom

Friday

8:30-10:30 Language Arts
10:15-10:30 Recess
10:30-11:30 Math
11:30-12:45 Social-Emotional Learning

Parent Contributions Help Horizons K-8 fund the following and more:

- School Performances
- Choice-Based Programming including Arts, Music & Movement
- Winter Sports
- Field Trips and transportation (Denver Center Performing Art, Boulder Philharmonic …)
- Supplies