

Overview of Horizons K-8 Fifth and Sixth Grade 2018-19



Meet the Team

Annie

Lynn and Kristen

Peter and Kateri

Rachel

Diane, Math Specialist

Fran Cohen, Literacy Specialist

Lis Duckworth & Stephanie Landrum, 5th Special Education

Ryan Conrad, 6-8 Grade 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 multi volume sets of fantasy fiction.
- ❖ Can begin take 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.

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.

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 four learning communities for math

Five hours per week

- ❖ 5th - Problem-centered and inquiry-based in order to build skill and understanding
- ❖ 6th - Problem-centered, inquiry-based and ideas are explored in depth
- ❖ Primary curriculum: EngageNY/Eureka Math, Connected Math Project, and Jo Boaler's research.



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 track student progress respond to student’s needs.



Science

Study of Physical Science

Hands-on and inquiry-based



In the world of science, what makes something a building block?

What characteristics allow an object to fly or float?

How do scientists question the world and record their thinking?

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 culture? What can studying other cultures teach us?
- What are the characteristics of a civilization? What does it mean to be “civilized”?
- What characteristics of a civilization cause it to form and rise?
- What characteristics of a civilization cause it to change over time and in some cases, collapse?
- What kinds of decisions made early in the formation of a civilization lead to its rise and/or downfall?
- How and why do civilizations come together to create societies?
- What role do geography and resources (both physical and human) play a role in civilization?
- Where are we on this continuum?
- How does the evaluation of past events and civilizations in particular help us to make future decisions?

And more...

- ★ Outdoor education and Winter Sports
- ★ Arts/Movement/Music Rotations
- ★ Specials (P.E., STEAM, 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: math, science, and social studies classes
- Fourth week: Academic lab and Spanish acquisition classes begin
- 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

- 8:15 Doors Open
- 8:25-10:15 Language Arts
- 10:15-10:30 Recess
- 10:30-11:15 Academic Lab/Spanish 1A
- 11:15-12:20 Math
- 12:20-12:50 Lunch
- 12:50-2:20 Science or Social Studies/History
- 2:20-2:30 Recess
- 2:30-3:30 Specials (Art, PE, Spanish, STEAM)
- 3:30-3:35 Homeroom Closing

Friday

- 8:25-10:30 Language Arts
- 10:15-10:30 Recess
- 10:30-11:30 Social-Emotional Learning
- 11:30-12:45 Math





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