FOOTHILLS SCHOOL OF ARTS AND SCIENCES

Fifth-Sixth

Language Arts

Reading

5/6 students develop beneficial reading habits, comprehension, vocabulary, and a greater interest in literature through a Socratic Seminar program and independent reading. Students read assigned texts for Socratic Seminar and select texts for independent reading. To prepare for a Seminar session, students read an assigned portion of a text, independently reflect and select significant passages, and develop interpretive questions for discussion. During the sessions, students enter meaningful discussions with their classmates; address deep and important questions about the text to uncover meaning and the author's message; analyze characters and plot; name themes; and identify connections to the reading. Occasionally, novels are selected to be read aloud to students. Students extend their comprehension of and experience with Seminar novels through culminating projects which involve a written reflection and artistic piece. Seminar texts for a bi-annual cycle typically include, but aren't limited to, classic works such as: The Outsiders, The Giver, A Wrinkle in Time, *and* Where the Red Fern Grows. *Additionally, students have also read books such as* Number the Stars *by Lois Lowry,* Watch Us Rise *by Renee Watson,* Freak The Mighty *by Rodman Philbrick, and Sharon Draper's* Out of My Mind*, which often focus on relevant upper elementary issues and examine marginalized populations.*

Foundational Skills

Fluency

- Read with sufficient accuracy and fluency to support comprehension
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Literature

Key Ideas and Details
- Accurately cite textual evidence to support an argument

Craft and Structure
- Identify simile and metaphor and their contributions to meaning in a text
- Identify significant passages to unlock deeper meaning in a text
- Analyze how a particular sentence, passage, chapter, or scene fits into and contributes to the development of the theme, setting, character, or plot of a text
- Develop interpretive questions to generate discussion and unlock deeper meaning or achieve a better understanding of the text
- Identify themes in a text

Range of Reading and Level of Text Complexity
- By year-end, read and comprehend literature, including novels, dramas, and poems, at grade level

Representative Texts
- Throughout the year, dependent on bi-annual rotations, themes, and student cohort composition

    The Outsiders by S.E. Hinton
    Chains by Laurie Halse-Anderson
    The Giver by Lois Lowry

Informational Texts

Key Ideas and Details
- Cite textual evidence to support analysis of textual inferences as well as what the text says explicitly

Integration of Knowledge and Ideas
- Integrate information presented in different media or formats as well as in words to develop an understanding of a topic or issue
- Draw on information from multiple print or digital sources, demonstrating the ability to formulate a response to a question
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

Range of Reading and Level and Text Complexity

- By year-end, read and comprehend informational texts, including history, social studies, and science texts, at grade level

Representative Text

- Throughout the year, the following are examples of informational text used in various classes (some are used annually, others are dependent on units of study in any particular year):
  -*Socratic Seminar in Middle School* by Victor Moeller
  -*Introduction to Botany* by Jones and Bartlett
  -Articles accessed through guided online research
  -*Investigations: 5th Grade Math* - University of Chicago

Speaking & Listening

Speaking skills and respectful listening are emphasized daily. Students have the opportunity to speak and listen to their teachers, classmates, and guests during both formal and informal settings, which include Seminar discussions and oral presentations. Emphases are placed on sharing personal viewpoints, thoughts, and opinions while respectfully listening to and honoring those of their classmates.

Fifth and Sixth-Grade Speaking and Listening

- Adjust use of spoken, written, visual language to effectively communicate
- Speak from an “I” place, taking ownership and responsibility for feelings and thoughts
- Clearly articulate ideas
- Make eye contact, use appropriate body posture, use appropriate voice inflection, enunciation, pace, and projection
- Speak with confidence in front of others
- Give and receive constructive feedback
- Actively listen
- Demonstrate focus using body language
- Be attentive, courteous, and responsive listeners with all speakers
- Respectfully participate in class discussions
- Listen to and negotiate with peers
- Be open and accepting of others’ ideas

Writing

Students engage in writing across the 5/6 disciplines. In Writers' Workshop, students focus on components of composition through the lens of narrative and expository writing. The sentence, paragraph, and essay structure are taught through various writing exercises, with particular emphasis on developing strong paragraphs. Paragraph composition is framed using the TREE model (topic sentence, reason(s), examples and/or explanations, and ending the paragraph). Ideas, organization, word choice, voice, fluency, conventions, and presentation (the six plus one traits of writing) are emphasized as components of strong, expressive writing. Throughout the year students have the opportunity to write a variety of narratives, poetry, short stories, novels, essays, research papers, and letters. Students further develop, practice, and refine their understanding and use of the conventions of writing, including grammar, capitalization, usage, punctuation, and spelling (using the CUPS acronym). As the ultimate expression of creativity and development of writing stamina, students participate in the National Novel Writing Month (NaNoWriMo) each November. Students consistently practice one or more forms of the drafting process, including peer, self, and teacher revisions and edits.

Fifth Grade Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization and analysis of relevant content
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear and well-structured event sequences
- Produce clear and coherent writing
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing
- Draw evidence from primary, literary, or informational texts to support research
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and make a list of sources
- Gather relevant information from multiple print and digital sources; assess the credibility of each source, and quote or paraphrase others while avoiding plagiarism and providing basic bibliographic information for sources
- Write routinely over extended timeframes (including research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Language

- Use verb tense to convey various times, sequences, states, and conditions
- Use punctuation to separate items in a series
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotation from a text
- Choose punctuation for effect

Spelling

- Spell grade-appropriate words correctly, consulting references as needed

Vocabulary

- Use context as a clue to the meaning of a word or phrase
- Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases

Sixth Grade Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly through the selection, organization and analysis of relevant content
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear and well-structured event sequences
- Produce clear and coherent writing
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing
- Draw evidence from primary, literary, or informational texts to support research
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and make a list of sources
- Gather relevant information from multiple print and digital sources; assess the credibility of each source, and quote or paraphrase others while avoiding plagiarism and providing basic bibliographic information for sources
- Write routinely over extended timeframes (including research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

- Maintain consistency in style and tone

Language

- Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- Ensure that pronouns are in the proper case
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Vocabulary

- Use context as a clue to the meaning of a word or phrase
- Consult reference materials, both print and digital, to find, determine, or clarify a precise meaning or part of speech
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Interpret figures of speech in context

Math

Math 5

University of Chicago's Investigations curriculum guides the study of Math 5. Using direct instruction and group and individual activities, students build on their ability to reason, examine, and use relationships between concepts they encounter and already grasp (i.e. "How can I use what I already know to solve this problem?"). This helps students understand the relationships between and among math concepts and procedures. A step-wise process (i.e. naming the question(s), identifying necessary information, determining best strategies, asking if solutions are reasonable, and asking whether a revision is necessary) is introduced to facilitate solving applied problems. This focus on problem-solving, with an emphasis on strategy and enhancing knowledge and skills, is reinforced across units in order to build comprehension, competencies, and confidence. Students use derived facts and other fluency-building exercises of choice to enhance automaticity with multiplication facts through 12s. Primary concepts covered include multiplication (10s x 100s - 100s x 100s) and division (up to 100s / 10s), two and three-dimensional geometry, fractions, decimals and percents, patterns and rates, and measures of central tendency. Throughout the units, students move from more concrete, accessible models, to more

abstract computations. Accommodations and extensions are provided where appropriate.

Number and Operations

- Find factors of a number (up to 100)
- Efficiently solve 10s x 100s multiplication and 100s divisor long division problems
- Read, write, and interpret decimals to thousandths
- Add fractions and decimal equivalents and representation
- Convert among binomials, fractions, decimals, and percents
- Order and compare fractions using two or more attributes

Algebra

- Use tables and graphs to compare two situations with constant and variable rates of change
- Use algebraic expressions to represent the value of a variable in terms of another variable, in situations with constant rates of change

Geometry and Measurement

- Determine the volume of rectangular prisms
- Explain the relation between the volume of prisms and pyramids sharing the same base and height
- Convert between metric units of volume, weight, and distance

Data Analysis And Probability

- Draw conclusions comparing two groups of data
- Use decimal, fraction, or percent to describe and compare probabilities of events
- Order and compare fractions using two or more attributes
- Read, write, and interpret decimals to thousandths
- Convert among benchmark fractions, decimals, and percentages

Math 6

In the middle school years (6-8 grades), we use the Holt McDougal Mathematics three-year course. We have chosen this course work because we feel it fits well with our school's philosophy of how students learn, with an emphasis on problem-solving, mental math, building on prior knowledge, spiraled concepts, and real-world math. The curriculum emphasizes process, differentiation, student engagement, and concrete understanding. In 6th grade math, students work in a variety of groupings: individual, pairs, small groups, and whole-class. Students are encouraged to work at their edge of challenge and to enjoy the feeling of learning new material. Class is often started with a whole group game or activity that highlights a concept and skill that will be practiced that day. Students are encouraged to share ideas and explore multiple ways to approach problems. Sixth grade math solidifies students' abilities to

manipulate fractions and decimals, introduces students to the basic underpinnings of pre-algebra, and practices the foundational skills of multi-digit number multiplication and division.

Number and Operations

- Know the order of operations
- Add and subtract fractions and mixed numbers with unlike denominators
- Multiply and divide fractions
- Multiply and divide decimals
- Convert among all percents, fractions, and decimals
- Find GCF and LCM of two or more numbers in a set of numbers

Algebra

- Write rules to explain patterns
- Plot points on a graph
- Backtrack to solve equations

Measurement

- Use standard measurements of weight, volume, length, time, and temperature
- Convert between standard units of measurement

Geometry

- Find the 3-dimensional volume and surface area of rectangular/triangular prisms and cylinders

Data Analysis and Probability

- Find the mean, median, mode, and range of a data set

Music

The goal for Grade Five-Six Music is to enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters, and will continue to sing, play instruments, perform rhythms, respond to music with movement, and improvise. They will begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of musical styles and develop personal criteria to be used for describing and analyzing musical performances. They will become familiar with a variety of musical styles and musical works from different periods of music history. Students demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contributions of music to the quality of the human experience.

Performing Skills

- Continue to perform a piece with an ensemble through singing and/or playing their performance instrument and by demonstrating how to play chords, rhythm, harmony, melody and timbre
- Continue to perform improvisations in front of peers using basic scales and chord tones

Tools and Knowledge

- Demonstrate their understanding of music structure by creating their own composition using a beginning understanding of harmony and timbre and basic understanding of melody
- Read basic note values, rhythms, symbols of music and music vocabulary
- Begin to identify and utilize major and minor scales
- Begin to build chords using the major scale and its intervals
- Identify notes on their performance instrument
- Begin to understand the Circle of Fifths
- Begin to identify and perform basic harmonies on instrument or voice

Historical and Cultural Context

- Continue exploration of a variety of music genres and cultural expressions of music including: jazz, blues, rock, pop, country and classical
- Continue to explore the various careers and roles in the music industry including performing, composing, conducting, mixing, engineering, marketing, producing and managing
- Begin to understand how music varies among different cultures and identify those characteristics of music specific to various cultures

Appraising Skills

- Reflect and communicate about their own musical working process using learned knowledge and tools
- Communicate their own musical process using learned knowledge and tools

Listening Skills

- Continue to learn how to critically listen for music elements such as timbre, melody, structure and rhythm
- Continue to identify how music enhances and/or demonstrates mood through the act of listening to music
- Continue to identify high and low pitch through the act of listening
- Continue to critically listen to and then repeat sounds and melody using either voice or instrument

Performing Arts

In 5th and 6th grade, Performing Arts are designed to develop each student's skill in acting and expressive movement. The program is guided by five categories of emphasis: pantomime, improvisation, storytelling, character work, and dance. These are taught through various theater games and activities. Their PBL focus each quarter is the inspiration for choosing the One Act Play that students rehearse and perform at the end of the quarter.

Create

- Students will build content for dance using several stimuli and make selections to expand movement vocabulary and artistic expression
- Students will explore various movement vocabularies and translate ideas into choreography
- Students will identify possible solutions to staging challenges in a work of performing arts
- Students will propose costume and set design ideas that support the story and given circumstances
- Students will explore a scripted and improvised character by imagining the given circumstances in a work of performing arts
- Students will participate in defined responsibilities required to present a performed piece informally to an audience
- Students will contribute ideas and accept and incorporate the ideas of others in preparing or devising a performed dance/musical or theater piece
- Students will revise and improve an improvised/choreographed or scripted performance piece through repetition and self-review
- Students will use physical exploration and vocal expression for character development in a scripted or improvised work of theater

Performing

- Students will utilize mindfulness tools to find focus, calm, and impulse control
- Students will participate in a variety of physical, vocal, and cognitive exercises that can be done in a group setting
- Students will refine partner and ensemble skills in the ability to judge distance and spatial design, establishing diverse pathways, levels, and patterns in space
- Students will embody dance skills such as alignment, coordination, balance, core support, kinesthetic awareness, and clarity of movement
- Students will apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies
- Students will collaborate with peers to practice and refine dances
- Students will share group performance expectations through observation and analysis

- Students will choose acting exercises that can be applied to a work of theater
- Students will collaborate as an ensemble to refine dances by identifying successes, solving problems, and documenting self-improvement over time
- Students will share small group work of performing arts informally with an audience

Responding

- Students will describe and record personal reactions to artistic choices in a work of performing arts
- Students will identify cultural perspectives that may influence the evaluation of a work of performing arts
- Students will develop and implement a plan to evaluate a dance, theatrical, or musical piece
- Students will identify a specific audience or purpose for a work of theater or dance

Connecting

- Students will choose a topic, concept or content from another discipline of study and research that topic. Create a dance or theatrical piece that expresses that idea. Explain how the piece accomplished their goal and identify how this process is similar to or different from other learning situations
- Students will describe how the movement characteristics and qualities of a dance communicate the ideas and perspectives of the culture, historical period, or community from which the dance originated
- Students will explain how drama/theater connects one's self to a community or culture
- Students will investigate historical, global, and social issues expressed in a performance piece

Science

Science in the 5/6 class provides a framework for investigating the natural world through biological, physical, and geosciences and engaging in engineering practices. Observable scientific phenomena are used to elicit engagement, focus investigations, provide a context for learning, and stimulate questions. Students develop proficiency in investigation practices, which include asking questions, carrying out investigations, and using mathematics and computational thinking. Students also develop skills in sensemaking (i.e. constructing explanations) and critiquing (i.e. engaging in argument from evidence and obtaining, evaluating, and communicating information). Students are also given the opportunity to engage in engineering practices and design and carry out experiments to answer scientifically testable

questions. Examples may include designing and building invention prototypes to solve real-world problems and designing an experiment to determine the best ratios of reactants to form bioplastic products. Examples of recent science topics in the Fifth/Sixth include green chemistry (creating new plastics), adaptive attributes (resilient traits, brain research, chemical bonds), and migration.

Asking Questions and Defining Problems

- Identify and distinguish between scientific (testable) and non-scientific (non-testable) questions
- Ask questions that can be investigated and design experiments to answer them

Developing and Using Models

- Develop and/or use models to describe and/or predict phenomena

Planning and Carrying Out Investigations

- Plan and conduct an investigation to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials are considered
- Plan an investigation. Identify independent and dependent variables and controls, determine what tools are needed to gather data, decide how measurements will be recorded and the amount of data needed to support a claim
- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution
- Make predictions about what would happen if a variable changes

Analyzing and Interpreting Data

- Represent data in tables and/or various graphical displays (e.g. bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships
- Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation
- Use data to evaluate and refine design solutions

Using Mathematics and Computational Thinking

- Describe, measure, estimate, and/or graph quantities (e.g. area, volume, weight, time) to address scientific and engineering questions and problems
- Develop procedures (a series of ordered steps) to solve a problem

Constructing Explanations (For Science) and Designing Solutions (For Engineering)

- Construct an explanation of observed relationships (e.g. the order of the colors in a rainbow)
- Use evidence (e.g. measurements, observations, patterns) to construct or support an explanation or design a solution to a problem

- Apply scientific ideas to solve design problems
- Construct an explanation using models or representations
- Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events

Engaging in Argument From Evidence

- Compare and refine arguments based on an evaluation of the evidence presented
- Construct and/or support an argument with evidence, data, and/or a model

Obtaining, Evaluating, and Communicating Information

- Read and comprehend grade-appropriate scientific texts and/or other reliable media to summarize and obtain scientific information
- Determine the usefulness and validity of scientific information
- Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts

Social Sciences

Fifth and Sixth grade students study social sciences and humanities primarily through the lens of Project Based Learning (PBL) and occasionally through Seminar. Rather than just study history, students often investigate multiple disciplines in conjunction, such as sociology combined with law and economics in an examination of Boise's homeless population or archaeology and history with political science in an examination of Idaho's Japanese internment camp in Minidoka. Social Science PBL units always begin with a challenging problem or question, incorporate student voice and choice, and include a larger community component. Occasionally, discrete subjects are taught by visitors from the community of practice representing a PBL unit of study (e.g. civics or religion). The primary goal of our social studies is to support the development of fifth and sixth grade students' abilities to make informed and reasoned decisions for the public good, as citizens of a culturally diverse, democratic society in an interdependent world. Through real-world topics and often in partnership with local community entities, students have the opportunity to build and use knowledge about one's communities (i.e. local, national, and global); develop inquiry skills; and develop their skills of evaluating information (empathizing with others who hold similar and dissimilar views), collaboration, decision-making, and finding solutions where warranted.

Chronological Reasoning and Causation

- Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events

- Identify causes and effects using examples from current grade-level content and historical ideas and events
- Distinguish between long-term and immediate causes and effects
- Identify and describe models of historical periods that historians use to categorize events (e.g. Industrial Revolution, Age of Enlightenment, 21st Century)

Comparison and Contextualization

- Identify similarities and differences among geographic regions using specific geographic vocabulary
- Identify and compare multiple perspectives on a given historical experience
- Describe the relationship between geography, economics, and history as a context for events and movements
- Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes

Geographic Reasoning

- Ask geographic questions about where places are located and why their location is important
- Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial context
- Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes
- Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations

Gathering, Using and Interpreting Evidence

- Define and frame questions about events and the world in which we live and use evidence to answer these questions
- Identify, describe, and evaluate evidence about events from diverse sources, including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources
- Discuss arguments of others
- Make inferences and draw conclusions from the evidence
- Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific Social Studies topic from multiple perspectives; recognize the perspective of the argument and identify evidence used to support that perspective

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in the classroom, including during discussions; respectfully disagree with other viewpoints
- Participate in activities that focus on classroom, school, community, state, national, or worldwide issues or problems
- Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies
- Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce the elements of debate
- Identify situations in which social actions are required and determine an appropriate course of action
- Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights
- Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process

Physical Education

5th and 6th grade students in the P.E. classes gain a combination of psychosocial development and skills as well as increased proficiency with locomotor and technical skills. They focus on becoming more aware of their body in space, motion, and the pursuit of movement-grounded activities. They learn techniques of locomotor movement including, but not limited to, throwing, kicking, skipping, running, jogging, hopping, balancing, and jumping across various scenarios. Seen in activities ranging from warm-up activities to obstacle course games, relays, and team sports, students are given opportunities to reinforce and highlight these movements. Students learn and play games including: various obstacle course challenges, team-building exercises, speed kickball, ultimate frisbee, bumblebee tag, dodgeball, and others. Cooperation and team support - 'building each other up,' is a massive component of all PE team-based activities. Emphasis is placed on working to one's own best ability - not necessarily measuring growth by comparing self to peers' abilities. At all times, the spirit of fair play is encouraged and recognized.

Skills and Concepts

Students:

- Participate in physical activities that are enjoyable and challenging
- Accept responsibility for one's own behavior in a group activity
- Apply knowledge of safety precautions to take during activities
- Cooperatively play games while maintaining body control

- Demonstrate respect for self, others, and equipment during physical activities
- Encourage others using verbal and nonverbal communication
- Demonstrate an awareness of personal space and boundaries while moving
- Integrate cooperation during competitive and non-competitive activities
- Respectfully name/share out rule violations and resolution strategies
- Apply locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency. Apply increasingly complex movement sequences using various rhythms
- Develop motor skills and movement concepts as developmentally appropriate
- Catch gently-thrown smaller and larger objects
- Change speeds (accelerate and decelerate) using locomotor movements
- Demonstrate agility skills using a variety of body motions in games and group activities
- Demonstrate basic strategies in games and activities
- Demonstrate manipulative skills with stationary and moving targets in games and group activities

Spanish

In third through sixth grade, students continue to expand their Spanish vocabulary and interpersonal communication skills. Student voice and choice inform instruction and children begin to play and create with the language during weekly lessons in more complex ways. By the fifth grade, students are reading their first chapter book in Spanish. By the end of the upper elementary grades, students' listening and reading skills provide the groundwork for greater proficiency in speaking and writing.

Fifth and Sixth Grade Spanish and Global Education

Communication

- Students will be introduced to the acquisition of the Spanish language through songs, media, and reading aloud
- Students will be able to create short skits and dialogs in Spanish using basic phrases. The focus of the skits and dialogs will be on a topic of interest for the students
- Students will begin to recognize common phrases and simple sentences on a number of familiar topics and be able to respond in a conversational setting

Cultures

- Students will understand what the word culture means as a way to describe a person's life experience
- Students will explore different cultural aspects through visual art projects, music, and dance relating to Spanish-speaking cultures
- Students will engage in a global studies unit that explores Spanish-speaking countries around the world

Connections

- Through an integrated approach, students will begin to make connections between the classroom experiences they have in English and exposure to those same themes and topics in Spanish

Comparisons

- Students will be encouraged to find similarities and differences between Spanish and English sounds and words
- Students will be encouraged to find similarities and differences between Latino/Hispanic, Spanish, and American culture

Communities

- Students will understand how Spanish plays a part in the world community
- Students will understand there are diverse ways of speaking and living throughout the world
- Students will present an oral report about a specific Spanish-speaking country

Visual Arts

Students in the visual art classes will gain a combination of technical skills and art appreciation strategies throughout their tenure at Foothills. They will be introduced to a variety of mediums and techniques, including drawing, painting, printmaking, ceramics, sculpture, textiles, and collage. While creating they will develop a vocabulary that they can use to describe the processes and tools of art-making. Students will be introduced to the elements and principles of design and use them in their own work. They will practice using their own ideas and concepts to create meaningful pieces of art. They will view artworks from a variety of sources to gain an appreciation for the role of art in culture and community. Students will take field trips to view art, including visits to the Boise Art Museum each year.

Below is a list of skills and concepts fifth and sixth grade students can expect to learn over the course of two years.

Creating

- Combine ideas, both individually and collectively to generate an innovative concept for art-making
- Formulate an artistic investigation of personally relevant content for creating art
- Experiment and develop skills in multiple art-making techniques and approaches through practice
- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment
- Identify, describe, and visually document places and/or objects of personal significance
- Create artist statements using art vocabulary to describe personal choices in artmaking
- Reflect on whether personal artwork conveys the intended meaning and revise accordingly

Presenting

- Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit
- Describe how an exhibition in a museum provides information about a specific concept or topic
- Explain how museums reflect the history and values of a community

Responding

- Compare one's own interpretation of a work of art with the interpretation of others
- Identify and interpret works of art that reveal how people live around the world and what they value
- Identify and analyze cultural characteristics suggested by visual imagery
- Analyze ways that visual components and cultural images influence ideas, emotions, and actions
- Interpret art by analyzing visual components (the elements and principles of art), contextual information, subject matter, and use of media to identify ideas and mood conveyed
- Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts
- Develop and apply relevant criteria to evaluate a work of art

Connecting

- Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking
- Identify how art is used to inform or change the beliefs, values, or behaviors of an individual or society
- Analyze how art reflects changing times, traditions, resources, and cultural uses