

# 5<sup>th</sup> Grade HANDBOOK



2015-2016

# Monday Folders

## Fifth Grade

Monday folders will be sent home each week with completed assignments and tests. There is a parent signature sheet for parents to sign. This helps us know you have seen and reviewed your child's work and grades from the previous week. Included in the Monday folders will be a newsletter to help keep you informed. Please read these as soon as they arrive. The weekly Bookmark card for behavior will go home in the Monday Folder. Parents will need to sign the card and return it to the school.

# Grading Scale

## Fifth Grade

Fifth grade uses the following letter grades on report cards.

A+ (98 – 100)	B+ (88 – 89)	C+ (78 – 79)	D+ (68 – 69)
A (93 - 97)	B (83 – 87)	C (73 – 77)	D (63 – 67)
A- (90 – 92)	B- (80 – 82)	C- (70 – 72)	D- (60 – 62)
Failure 59 and below			

We will send home four progress reports and four report cards. A progress report is sent home approximately after four weeks in a grading period. The Progress Report is a current record of the progress they have made that quarter thus far. This information can change until the time of the Report Card. Report Cards mark the end of each academic quarter. Report Cards will be marked with grades that have accumulated since the beginning of the grading quarter. On the final Report Card, the quarter grades will be averaged for a final grade in each subject.

# RtI (Responsiveness to Intervention)

## Response to Intervention (RtI)

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

### Universal:

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

### Targeted:

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general ed. instruction to see if the "gap" closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

### Intensive:

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all

data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

### **Retention Procedure**

Students progress from grade to grade usually spending one year at each grade level in order to meet grade level standards. However, some students will benefit from spending additional time on material at a particular grade level, or from progressing more quickly through the material. Students who exhibit definite and documented deficiencies in both academic and social areas will be considered for retention. Retention decisions will be based upon: 1) teacher documented anecdotal information, 2) parental anecdotal information, and 3) developmental and achievement test scores. Students considered for retention will receive RtI interventions. Parents will be informed in writing no later than the end of the third quarter and/or at spring conferences.

### **Personalized Education Plan (PEP)**

The Personal Education Plan (PEP) is a developmental tool that establishes a student's goals for the school year. Students are tested in reading and math during the first two days of school. This information, the test results from CSAP and CTB, and student work samples are taken into account when establishing goals and writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

### **WOW Days**

#### **Fifth Grade**

As a school we have set aside a special day ("WOW Day") for each child. This allows every child to pick a special day to celebrate themselves. (The "WOW" day may be your child's birthday if it falls during the school year). Ideas to bring in on your child's WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. Healthy snacks can also be a part of this celebration, however, in the best interest of students health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. "WOW" days are celebrated according to each classroom's unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters. If you would like to bring in a pet, please make prior arrangements.

### **Uniforms**

Be sure to check the policy for accepted uniforms. Be especially aware of:

- jewelry
- Crown Pointe sweatshirts only in the classroom
- extreme hair styles
- socks
- cargo pants
- snow boots
- trim on shirts
- belts
- tucked in shirts

## Water Bottles

### Fifth Grade

Students keep spill proof water bottles in their backpacks and may get drinks from them with permission throughout the day. Bottles must be spill proof and contain only water.

## Attendance

Regular and punctual daily attendance is important for the school interest, social adjustment and academic achievement of your child. Therefore, children should not be kept home from school unless they are ill or the family is faced with some emergency. Continuity in the learning process is seriously disrupted by excessive absences. Please see the Parent Handbook for information on reporting absences and requesting excused absences.

### Excessive Unexcused Absences:

A phone call/letter will follow to parent(s)/guardians, after 4 unexcused absences in a month or 10 unexcused absences in a year, notifying them of the requirements of the state attendance law.

### Excessive Tardies

Students will be excused for arriving late to school ONLY for appointments. Habitually late students will receive a phone call/letter after 4 unexcused late arrivals in a semester. After 4 tardies, a student will miss lunch recess for each additional tardy. After 10 tardies, a conference will be held, a plan will be developed and the student will serve after school detention for each additional tardy. If late arrivals continue, out of school suspension may result.

## Pick Up – Holding Room – Walking – Riding Bikes

### Walking / Riding Bicycles

Children are permitted to walk and/or ride their bicycles to school at the discretion of their parent(s)/guardian. Bicycles are to be parked in the designated area. All bicycles are to be locked. Students are not permitted to ride bicycles during school hours nor on the school grounds either before or after school. A form from the parent(s)/guardian granting permission for the student to walk/ride to and from school must be submitted to the school office before permission is granted for the student to walk/ride his/her bicycle to school.

### Pick up / Holding Room

At 3:25 p.m., teachers will release students from school. Teachers will remain with the students until 3:45. At 3:45, remaining students will go to the office. For students not picked up by 3:45, there will be a \$5.00 charge assessed for each child for each 15 minutes until they are picked up.

### Release to Persons Other Than Parents

Please make arrangements for after school play dates, etc. before your child arrives at school. We will not release your child to someone unless their name is on the pick-up list or we have a note from you.

## Party Invitations

Invitations given out at school for personal parties such as Birthday parties must be for the entire class. **If the whole class is not invited, invitations must be sent to each child's home address.** Invitations may not be handed out on school grounds to only some children or parents before or after school. Please be sensitive to the feelings of children not invited.

## Quick Start

### **Fifth Grade:**

Quick start is offered twice a year: once in the fall and once in the spring. Students attend based upon teacher recommendation according to reading, math, and writing proficiency. Groups remain small and usually contain five to ten students. Sessions last for six consecutive weeks and meet one-two days per week.

## After School Activities

Students have the opportunity to participate in various after school activities. Watch the Monday folder for offerings.

## Medication

Any medication sent to school must be in the original container and must be brought to the school office for safekeeping. A school authorized form signed by the parent(s) or guardian and doctor must accompany necessary medications. The following information must be written on the container: name of child, time medication is to be taken, and dosage. This includes cough drops and any topical ointments such as lotions and chapsticks.

## Appropriate Homework/Class work/Testing Procedure (cheating!)

### **Testing Behavior:**

During a test students are to clear their desk of all items including books and papers. Students may have pencils and/or an eraser on their desk. Students will be given a portable, cardboard, study carrel which provides privacy. Students should be sure to keep their eyes on their own paper. Students should not reach inside their desk. Students should not talk to any other student during the test for any reason. Should a student need anything or have a question, they are to raise their hand and wait for the teacher or teaching assistant to come to their desk. (This includes breaking a pencil, needing an eraser, a tissue, the bathroom etc...)

Reaching inside a desk, looking at another student's test, or talking during a test are inappropriate behaviors and considered cheating. Cheating is a major violation under the discipline system used for fifth grade. The student will serve one hour of after school detention and will receive a zero on the test.

Students please remember: If another student should talk to you during a test, you should not look at them; under no circumstances should you respond, keep your eyes on your own paper, and raise your hand immediately.

### **Homework/Class work Behavior**

Unless the teacher has asked students to work together and produce one project as a group, students are expected to do their own work. If a student needs help, s/he should ask the teacher first and/or follow the class procedure for questions. Taking answers from another student is cheating. When doing homework, students may work together to understand an assignment. The final product turned in to the teacher must be the student's own work and not a word-for-word copy of another student's paper. Students who take answers from another student, and students who give the answers will both receive appropriate discipline for cheating.

## Planners

### **Fifth Grade**

Your child is to fill out the assignment/homework sheets in the notebook that has been provided. This notebook will keep you informed about what the students are doing in class as well as what has been assigned for homework. We ask that a parent review the information your student fills

out in this notebook and sign on the signature line for each day. This will let us know that you have reviewed this information with your child.

## **Science Fair**

### **Fifth Grade**

All fifth graders will enter the Science Fair. A detailed packet of guidelines and requirements will be available for students. Students have the option of working with a partner or doing an individual project.

## **Volunteers**

### **Fifth Grade**

A volunteer calendar will be sent home at the end of each month for parents to sign up for any days that they wish to volunteer in the classroom to grade papers, file, make copies, etc. A completed calendar will be sent home once the volunteers have been determined. Brown bag work can also be sent home upon request if available. Please refer to the Volunteer Handbook for more information.

## **Field Trips**

### **Fifth Grade**

Fifth graders usually attend three or four field trips each year. While this is subject to change, 5<sup>th</sup> grade usually attends a performance at a theater and participates in an art project. We also go to the Museum of Nature and Science near the end of the year to take a class on puberty in The Hall of Life.

## **Breakfast/Lunch**

Breakfast is offered daily to all students before the start of school. Children have the option of participating in the school lunch program or bringing their own lunches to school. Students will eat lunch in the designated area at the designated lunchtime. If you discover your child has forgotten his/her lunch, you may bring it to the front office and it will be delivered to the classroom. Phone calls will not be made home for forgotten lunches. Lunch money should be sent to the school in a sealed envelope. Please see the Parent Handbook for additional information about breakfast and lunch. Payments can be sent to the school or made online at [mynutrikids.com](http://mynutrikids.com).

## **Snacks**

### **Fifth Grade**

We do not have a snack time in fifth grade.

## **Accelerated Reader**

Crown Pointe has implemented the Accelerated Reader (AR) program for several years. This program allows students to read books appropriate to their reading level while providing teachers feedback on comprehension through a computerized test. The S.T.A.R. test, given approximately three times each year, determines a student's pleasure reading level. The student is given a point goal, which he/she attempts to attain by reading books and passing corresponding tests. Students may redeem points earned for items at the AR store. There may be classroom incentives as well.

We will provide approximately 30 minutes of reading time during the school day and it is expected that students will read an additional 30 minutes each evening.

It is highly recommended that this book be found within the AR program so students may earn points for their reading. We encourage students to keep the quarterly book report in mind when selecting a book. It is possible to do the reading for the book report and earn AR points at the same time.

### **Fifth Grade**

Student reading ranges for their independent Accelerated Reading (AR) books are determined from beginning of the year STAR reading tests and previous teacher's recommendation of reading level. Students must score 90%-100% on at least five AR books in their reading range for their level to change. Two of the five books must be nonfiction, and at least two of the books must be chapter books. Student reading zones range by five tenths points. For example, a student's zone may be 4.0-4.5. After meeting the above stating criteria and changing their level, it would be 4.5-5.0. Students may continue increasing their reading level all year long. Students record the number of pages they read in their reading log. Students may check out one chapter book and one non-fiction book at a time unless otherwise approved by the teacher. The books must be within their reading range.

In addition to their reading range, students will meet with the teacher to set a points goal every quarter. Students who meet or exceed their points goal will earn a reward, decided on by the teacher.

A reading calendar is sent home through the school email blast or in the Monday Folder. The completed calendar, with the parent signature, is due the first school day of the new month. A grade will be given for calendars turned in on time.

Students are encouraged to aim for high comprehension and test scores on AR. Students can review their book before testing, but cannot use their book during AR tests. If a student gets below an 80% on a test, they do not re-test on the same book but must get a new book in that category. The TOPS report will be sent home for parent signature needs to be returned the next day.

## **Homework**

### **Fifth Grade**

**Homework** will consist of uncompleted class assignments, spelling practice, math problem sets, reading activities, reviewing for unit tests, and math fact practice (if needed). Special homework will also be assigned. Homework should take no longer than 40-60 minutes per evening. In addition to daily homework, students are expected to read for at least 15 minutes each day.

**Unit exams** for Social Studies and Science occur approximately every three to four weeks. Dates for exams will always be mentioned in the classroom newsletter. Exams are comprehensive and cover material studied throughout the entire unit. Students will receive a study guide that summarizes all this content about one week before an exam.

**Late Work:** Since grading reports are issued every 4 weeks, very strict limits will be placed on late assignments and homework. In order for students to receive full credit for completed work, the assignments must be turned in on the due date. A student who turns in an assignment either in-class work or homework one day late will receive 80% credit for the work, work turned in two days late will receive 50% credit. Any assignment turned in more than two days late will receive a zero. Illness or other emergency situations will be the only exceptions. Please let us know about either in a note or phone call about unusual circumstances. Students will stay in for Friday recess for late or missing work.

## **Homework Hotline**

Crown Pointe provides a Homework Hot Line for each grade. Each day the homework assignments will be put on the Homework Hot Line. Dialing the school phone number and pushing the number that

corresponds with the grade of your child will allow parents access to homework information. For example push 3 for third grade homework, 4 for fourth grade and 5 for fifth grade.

## **Absent Work**

### **Fifth Grade**

Please notify us ahead of time when students are going to be absent or are leaving school early. Absent work will be available for pick up in the classroom at the end of the day if 24 hour notice is given. If students are leaving for several days, please send a note in along with dates students will be gone. All work is due when the students returns, if the work was given in advance. The more students complete ahead of time, the easier it will be for students to get caught up again. Be sure to check in with us about whether or not students made up all of their absent work.

## **Money**

**Fifth Grade:** Whenever money is sent with your child to school, please seal it in an envelope and label it with your child's name, amount, and its purpose.

## **Special Events**

### **Fifth Grade**

Students will participate in a culminating activity related to the Core Knowledge curriculum. Further information and details will be included in classroom newsletters.

## **Art Program**

### **CONTENT**

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

### **TESTBOOK/MATERIALS**

No textbook. Material include tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.

### **CLASS PROCEDURE**

Elementary classes rotate between having art once a week and twice a week by the semester. All class periods are thirty minutes in length. Students are expected to:

1. listen to directions and follow them the first time
2. raise their hand when they have a question, would like to share something, or need help
3. share art supplies with their classmates, act politely, and use kind words
4. use class time to discuss and create art
5. sit in "artist mode" (freeze, put supplies down, and put eyes on the teacher) when they hear the teacher's cadence clap
6. respect the classroom, supplies, and tools, and clean-up after themselves



# Reading

## CONTENT

Open Court text unit stories  
Fiction and Drama: stories, drama, myths and legends, literary terms  
Poetry  
Speeches  
Sayings and phrases

## TEXTBOOKS/MATERIALS

Imagine It!  
What Your Fifth Grader Needs to Know  
Core Literature Texts

## CLASS PROCEDURE

Placement testing is administered and evaluated during the first weeks of school. The results are used to plan and drive instruction for the year. Students read aloud and/or silently and discuss fiction and non-fiction stories both in small groups and whole class. Students meet to discuss stories and understanding is assessed through various worksheets, activities and tests. When not in group, students are working independently on either spelling practice or AR. Homework consists of defining vocabulary words, comprehension questions, other skill activities, and independent reading.

## TESTING:

Students are tested on a variety of specific literacy skills during elementary testing days during the first few weeks of school tests include: a reading inventory, various reading skills (story elements, making inferences, maps, charts, and graphs summarizing, etc) Students are also given the STAR Reading test 3 times per year and TCAP and CTB Tests.

## HOW STUDENTS ARE GROUPED:

Students are placed into groups randomly and other times by ability.

## HOW GRADES ARE DETERMINED:

Grades are determined by performance on Comprehension tests, vocabulary, worksheets and book reports.

## PROFICIENCY EXPECTATIONS BY THE END OF THE YEAR:

We repeat the beginning of the year testing (STAR, reading inventory, and skills sheets). Test scores are expected to be on grade level.

## ACCELERATED READER AND STAR

Crown Pointe uses Accelerated Reader (AR) program. This program allows students to read books appropriate to their reading level while providing teachers feedback on comprehension through a computerized test. The S.T.A.R. test, given approximately three times each year, determines a student's pleasure reading level. The student is given a point goal, which he/she attempts to attain by reading books and passing corresponding tests. Students may redeem points earned for items at the AR store. There will be classroom incentives as well, such as earning a movie or a trip to Dairy Queen.

Students are expected to read a book for a minimum of 45 minutes per day. We will provide approximately 30 minutes of reading time during the school day and it is expected that students will read an additional 15 minutes each evening.

It is highly recommended that this book be found within the AR program so students may earn points for their reading. We encourage students to keep the quarterly book report in mind

when selecting a book. It is possible to do the reading for the book report and earn AR points at the same time.

### **LITERACY PLANS**

Students who score below grade level according to evaluation of beginning of the year placement testing, previous year's CSAP or CTB scores, and beginning of the year STAR scores are placed on a literacy plan. The previous year's teacher is consulted for this recommendation and past literacy plans are reviewed for growth and goal attainment. These plans are reviewed and updated throughout the year. They help to drive individual instruction for students throughout the year.

## **Spelling**

### **CONTENT**

All spelling words come from the Imagine It! curriculum.  
There are 20 words, 2 challenge words, and a saying or phrase

### **TEXTBOOKS/MATERIALS**

SRA Spelling and Teacher created lists. Words are taken from the Open Court stories, Social Studies, and Science words.

### **CLASS PROCEDURE**

Students will receive two copies of the spelling list at the beginning of each week. One list is for at home study, and the other is for daily spelling practice activities. A copy of the weekly spelling list will be printed on the back of the weekly newsletter as well. Students take a pretest on Monday and a final test on Fridays. Students do a variety of activities to practice spelling words for the week.

## **Creative Writing**

### **CONTENT**

Writing, Grammar, and Usage: writing and research, grammar and usage, spelling and vocabulary  
Poetry: selected 5<sup>th</sup> grade poems and poetry terminology  
Six traits of writing: Ideas and Content, organization, word choice, voice, sentence fluency, conventions, and presentation.  
Produce a variety of writing including stories, reports, summaries, descriptions, poems, and letters.  
Gather information from different sources and presenting information in various ways.  
Organize materials into paragraphs, reports, and essays.

### **TEXTBOOKS/MATERIALS**

Imagine It!  
The Shurley Method  
Six Traits of Writing  
Step up to Writing

### **CLASS PROCEDURE**

Students receive approximately 15 -20 minutes of grammar practice through Shurley Grammar or DOL (Daily Oral Language). In addition students will complete lessons on the 6 traits of writing (conventions, word choice, voice, sentence fluency, ideas, and organization). Students will complete writing samples using the various steps of the writing process (pre-write, rough draft, revising, editing and final copy). Writing is also incorporated into science, social studies, math, and reading activities as well. Grades are determined by performance on writing samples (sentences, paragraphs, essays, and reports) worksheets, and quizzes.

## **Social Studies**

### **CONTENT**

Westward Expansion; Civil War; The Renaissance; The Reformation; England and the Golden Age; European Explorers; Maya, Aztec, and Inca Civilizations, Feudal Japan; Czars of Russia; Native American Cultures, United States and capitals.

### **TEXTBOOKS/MATERIALS**

Pearson Learning/Core Knowledge History & Geography- Pearson Learning Group  
United States and its Neighbors  
Teacher created Materials

### **CLASS PROCEDURE**

Each unit begins with an introduction activity. Instruction includes a variety of lectures, note taking, chapter reading, completion of chapter guides, worksheets, activities, and discussions. At the end each week unit there is a comprehensive test. Students receive a study guide before the unit test. Grades are determined by performance on unit tests, vocabulary, worksheets and written essays.

## **Science**

### **CONTENT**

Plant Structures and Processes, Scientific Process, Classification Chemistry, Cells, Human Reproductive System and Puberty, Endocrine System

### **TEXTBOOKS/MATERIALS**

Teacher Created Materials

### **CLASS PROCEDURE**

Each unit begins with an introduction activity. Instruction includes a variety of lectures, notetaking, chapter reading, demonstrations, experiments, worksheets, activities, and discussions. At the end each unit there is a comprehensive test. Students receive a study guide a week before the unit test. Grades are determined by performance on unit tests, vocabulary, lab reports, worksheets and written essays.

### **SCIENCE FAIR**

All fifth graders will enter the Science Fair. A detailed packet of guidelines and requirements will be available for students. Students have the option of working with a partner or doing an individual project.

## **Character Education**

### **CONTENT**

Six Pillars of Character: Trustworthiness (be a courageous person), respect (be a considerate person), responsibility (be a reliable worker), fairness (be a good sport), caring (be a kind person), citizenship (be a protector of the environment), and Bully Prevention.

### **TEXTBOOKS/MATERIALS**

Young People's Lessons in Character- Young People's Press; teacher created materials

### **CLASS PROCEDURE**

Students engage in lessons once per week. Instruction varies upon lesson including class discussion, drama, read aloud, hands-on projects, and lecture.

## Fifth Grade Math

### ABOUT *GO MATH!*

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students' early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students' mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards, curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

**Houghton Mifflin Harcourt's GO Math!** was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

### CONTENT

**Operations and Algebraic Thinking:** Write and interpret numerical expressions; analyze patterns and relationships. **Numbers and Operations in Base Ten:** Understand the place value system; perform operations with multi-digit whole numbers and with decimals to hundredths. **Number and Operations—Fractions:** Use equivalent fractions as a strategy to add and subtract fractions; apply and extend previous understanding of multiplication and division to multiply and divide fractions. **Measurement and Data:** Convert like measurement units within a given measurement system; represent and interpret data; geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **Geometry:** Graph points on the coordinate plane to

solve real-world and mathematical problems; classify two-dimensional figures into categories based on their properties.

## **Intermediate Physical Education**

### **CONTENT**

Grades 3-5 will be working in an individualist movement curriculum guided by the research based SPARK PE program. This will provide lots of variation to meet different needs, and lots of progressive practice to refine skills. Throughout the year students will participate in cooperative games/sports, refine basic movements and gymnastics, engage in a lot of fitness exercises, and finally, learn many different sport/game skills. Students will take fitness tests towards the end of the second semester.

### **TEXTBOOK/MATERIALS**

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

### **CLASS PROCEDURE**

All elementary classes have P.E. twice a week throughout the school year. All class periods are thirty minutes in length. Classes are sometimes taken outside. Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful