

Classroom Syllabus

Grade Level/Department: 5th Grade

Daily Schedule

Daily Schedules will vary according to teacher.

Related Arts time: 8:15-9:00

Lunch: *Varied by teacher

Recess: *Varied by teacher

Grading Policy/Weighting of Grades/Assessments

Uniform grading system among 5th grade teachers:

- Any report card grades lower than a 50 will show up on the report card as a 50, and not lower.
- Major tests and projects count as major grades (40% of final average). Quizzes and daily grades count as minor grades (60% of final average).
 - Assignments turned in after the due date will be graded as follows.
 - 1 day late – 10 points
 - 2 days late – 20 points
 - 3 days late – 30 points
 - 4 days late – 40 points
 - 5 days late – 0 points
 - Assignments more than 4 days late will not be graded.

Homework Policy

The 5th grade teachers feel like homework is an important part of the learning process. Check your child's agenda daily for homework assignments. We strongly encourage the use of the agendas as an organizational tool.

Missed Work/Make-up Policy

School Policy-Parents may call the school before 9:00 am to request make-up work. This may be picked up in the office after 2:30 pm. Students have 5 days to complete make-up work.

Discipline Plan/Rules for Student Behavior/Consequences and Rewards

❖ 5th Grade teachers use behavior cards to communicate with parents weekly. Cards will be marked by the teacher for any of the following infractions. Other infractions may also occur which require your child's card to be marked. Please discuss this behavior with your child and encourage him/her to receive an Excellent or Satisfactory rating on his/her card. Homeroom teachers will provide a reward system to students who behave appropriately. Rewards vary by teacher. Students may have their card marked and will be assigned silent lunch or think time for reasons such as these...

❖ (Level 1 Infractions)

- Not following directions or instructions
- Disobedience, disrespect, minor disruptive conduct
- Excessive talking
- Refusal to complete assignments
- Being uncooperative
- Rude behavior
- Annoying others
- Chewing gum
- Bringing candy or toys to class
- Name calling
- Violation of the school dress code (especially skin or underwear showing)
- Lying – Simple
- Not completing homework

**Level 1 behavior that intensifies and is not resolved by the interventions carried out through Level 1 discipline is considered a Level 2 infraction.

LEVEL 2 INFRACTIONS (*Major Inappropriate Behavior*)

- Gross disrespect towards students, teachers, administrators, staff, volunteers, visitors, property
- Threatening students, teachers, administrators, staff, volunteers, visitors
- Profanity
- Cheating
- Sexual harassment
- Obscene gestures and/or obscene behavior
- Bullying or intimidation
- Stealing
- Simple assault (Limited to the use of physical force resulting in little or no injury to the victim where no weapons are used.)
- Aggravated assault (An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury usually accompanied by the use of a weapon or by means likely to produce death or great bodily harm.)
- Fighting
- Presence in off limits areas including leaving class without permission

- Weapons
- Direct and immediate refusal to comply with a reasonable direction given by an adult

LEVEL 2 DISCIPLINE

A student committing a Level 2 infraction will receive a disciplinary referral to an administrator. Consequences may include removal from the classroom, in-school suspension, out-of-school suspension, parent conference, counseling, and/or other consequences as deemed appropriate by the administration.

1. Raise your hand before talking.
2. Use indoor voices.
3. Follow directions.
4. Keep hands to yourself.
5. No running at school.
6. Remember the “Whisper Zone” in the hallways and the cafeteria.
7. Show respect for teachers, peers and yourself.

PROCEDURES FOR VIOLATING CLASS AND SCHOOL RULES/POLICIES:

The Think Time strategy will implemented as follows: The first part is designed to allow students to focus and gain self control by asking them to move to another classroom. The second part involves providing the students with feedback about their behavior and opportunity for him or her to plan for future success in the classroom. You will be notified in the agenda daily if your child has had Think Time.

Further Actions could consist of 1) writing a letter/filling out behavior form explaining their behavior to their parents, 2) silent lunch or alternative recess until child has shown observable improvement in behavior, and/or 3) referral to the assistant principal. Please help us to encourage positive and appropriate behaviors.

Communication with Parents

Weekly folders on every Friday, with weekly behavior/communication card

E-mail

Progress Reports

Report Cards

Phone Calls to touch base

Notes

Agendas

Field Trip Locations

Washington, DC
Visit Middle Schools
RMSC- Greenville, SC
The Hovercraft Project

	Math	Language Arts: Reading	Language Arts: Spelling/Writing/English	Science	Social Studies
First Nine Weeks	Unit 1 – Understanding Volume Unit 2 – Developing Multiplication and Division Strategies Unit 3 – Using Equivalency to Add and Subtract Fractions Unit 4 – Order of Operations	Novel Study (Western Expansion/.Transcontinental Railroad: <u>40 Acres and Maybe a Mule</u>	(District Fall District Writing Prompt) Review and Use Writing Process Narrative Writing/Narrative Craft Writing a Narrative/personal Memoir Introduce 5+ paragraph essays Meaning, Context, and Craft (MCC)- Standard 3 Language (L)- Standard 5 Range and Complexity (RC)- Standard 6 Opinion Writing- Researched Based Essays. Write to persuade Multi paragraphs-ongoing Meaning, Context, and Craft (MCC)- Standard 1 Language (L)- Standard 4 Range and Complexity (RC)- Standard 6 Grammar: kinds of sentences, subject verb agreement, capitalization, end punctuation –ongoing; pronouns	All Year: Process Skills & Inquiry: observe, classify, measure, communicate, infer, predict, hypothesize, planning and conducting simple investigations Aug- Sept. -Physical Science Motion and Design Sept. -Nov. - Earth Science Changes in the Earth's Surface: landforms and oceans	Reconstruction 5-1.1-5 Westward Expansion 5-2.1-5
Second Nine Weeks	5 – Understanding the Concept of Multiplying Fractions by Fractions 6 – Comparing and Rounding Decimals 7 – Interpreting Multiplying Fractions as Scaling	Novel Study: <u>Letters From Rifka</u>	Writing Process –ongoing Opinion Writing- Researched Based Essays. Write to persuade Multi paragraphs-ongoing Meaning, Context, and Craft (MCC)- Standard 1 Language (L)- Standard 4 Range and Complexity (RC)- Standard 6 Informational Writing- The Lens of History	Nov. – Jan. – Physical Science Mixtures and Solutions	Industrial Revolution and Immigration 5-3.1.5

	8 – Developing the Concept of Dividing Unit Fractions		<p>Meaning, Context and Craft (MCC)- Standard 2 Language (L)- Standard 4 Range and Complexity (RC)</p> <p>Grammar continued : commas, regular and irregular verbs, adjectives; subject and object pronouns (District Winter Writing Prompt)</p>		
Third Nine Weeks	<p>9 – Solving Problems Involving Volume</p> <p>10 – Performing Operations with Decimals</p> <p>11 – Classifying Two-Dimensional Figures</p> <p>12 – Solving Problems with Fractional Quantities</p>	Novel Study: <u>Christmas After All</u>	<p>Writing Process ongoing Narrative Writing/Narrative Craft Writing a Narrative real or imagined Meaning, Context, and Craft (MCC)- Standard 3 Language (L)- Standard 5 Range and Complexity (RC)- Standard 6</p> <p>Argument Writing-Literary/Comparative Essay Meaning, Context and Craft (MCC)- Standard 1 Language (L) Standard 5 Range and Complexity (RC)- Standard 6</p> <p>Grammar cont. Negatives, quotations, contractions; adverbs</p>	Jan - Feb – Science Fair: Process Skills & Inquiry: observe, classify, measure, communicate, infer, predict, hypothesize, planning and conducting simple investigations	<p>WWI</p> <p>Roaring Twenties and the Great Depression 5-4.1.7</p> <p>WWII and the 1940s 5-4.4-7</p>
Fourth Nine Weeks	<p>13 – Representing Algebraic Thinking</p> <p>14 – Exploring the Coordinate Plane</p> <p>15 – Finalizing Multiplication/Division with Whole Numbers</p>	Novel Study: <u>Foster's War,</u>	<p>(District; Spring Writing Prompt) Testing as a Genre- Writing Text Dependent Analysis Unit Practice TDA on all genres- fiction, poetry, nonfiction, and argumentative All standards.</p> <p>Poetry</p> <ul style="list-style-type: none"> • Prose/poetry • Rhyme scheme • Free verse • Kinds/ Haiku, biopoem, tanka, <p>Grammar Review: Diagramming</p>	Mar. - May - Life Science Ecosystems (Aquatic/Terrestrial) Cells and Systems	<p>The Cold War 5-5.1-5</p> <p>The Civil Rights Movement 5-5.1-.3</p> <p>Current Events</p>