Curriculum Night
5th Grade/ Ms. Snadon
Meet Your Teacher!

- Name: Aretha Snadon
- Likes: Creating floral arrangements, nurturing houseplants, Zumba, the color purple, collecting elephants
I love my son: Mark Graham Snadon!
I love my Mother: Mrs. Bertha McDuffie!
I love my dog: Miles Davis!
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Class Meeting</strong> 8:10-8:40</td>
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<tr>
<td>Recess 9:40-10:00</td>
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<td>Social Studies 9:30-10:20</td>
<td>Recess 9:40-10:00</td>
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<td>Social Studies 10:00-10:40</td>
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<tr>
<td>Reading/Writing 10:40-11:40</td>
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<tr>
<td>Lunch 11:40-12:30</td>
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<td>Math 12:30-1:30</td>
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<tr>
<td>Independent Work/Intervention 1:30-2:00</td>
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<td>Office Hours 2:00-2:30</td>
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<td>Recess 2:30-3:00</td>
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<tr>
<td>Closing Circle 3:00-3:13</td>
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<td>Closing Circle 3:00-3:13</td>
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Behavior Expectations

I can RAISE MY HAND if I want to talk.

When I see my name or I am called on, it is MY TURN.

I will LISTEN when it is someone else’s turn.

I will stay in ONE SPOT unless the directions are to get up or move.

[Icons for UNMUTE and MUTE]
<table>
<thead>
<tr>
<th>Community Expectations</th>
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<tbody>
<tr>
<td><strong>Be present</strong></td>
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<tr>
<td>Use caring and</td>
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<tr>
<td>compassionate words</td>
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<tr>
<td>and actions</td>
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<td>Support each other</td>
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<tr>
<td>Participate Daily</td>
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<td>Provide safe,</td>
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<tr>
<td>developmentally</td>
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<tr>
<td>and culturally</td>
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<tr>
<td>responsive instruction</td>
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<tr>
<td>Give Grace &amp; Space</td>
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<tr>
<td>Monitor Work completion</td>
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<tr>
<td>Try your best</td>
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<td>Turn in class work</td>
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<td>Give Feedback</td>
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<tr>
<td>Ask for help</td>
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<tr>
<td>Put away/turn off</td>
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<tr>
<td>cell phones, apps,</td>
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<td>video games, etc.</td>
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</table>
Now let’s login to Schoology.
Click your name
Click our Classroom icon
Ms. Kastanis' Class Meeting Zoom
Ms. Kastanis' Class Meeting Zoom

<table>
<thead>
<tr>
<th>Start time</th>
<th>Title</th>
<th>ID</th>
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<tbody>
<tr>
<td>Mon, Oct 05</td>
<td>Ms. Kastanis' Class Meeting</td>
<td>97795345802</td>
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<tr>
<td>8:00 AM</td>
<td>Recordings Reports Sessions</td>
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<td></td>
<td>Ms. Kastanis' Class Meeting #1</td>
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<td></td>
<td>Start time: 10/05/2020 08:00 AM</td>
<td>Duration: 02:00</td>
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<td></td>
<td>Ms. Kastanis' Class Meeting #2</td>
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<td>Start time: 10/06/2020 08:00 AM</td>
<td>Duration: 02:00</td>
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<td></td>
<td>Ms. Kastanis' Class Meeting #3</td>
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<td></td>
<td>Start time: 10/07/2020 08:00 AM</td>
<td>Duration: 02:00</td>
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<td></td>
<td>Ms. Kastanis' Class Meeting #4</td>
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<td></td>
<td>Start time: 10/08/2020 08:00 AM</td>
<td>Duration: 02:00</td>
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<td></td>
<td>Ms. Kastanis' Class Meeting #5</td>
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<td></td>
<td>Start time: 10/09/2020 08:00 AM</td>
<td>Duration: 02:00</td>
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Independent Work Choices

Do First -
Check your Monday Schoology Folder
- Math
- Social Studies
- ELA
- Specials

Do Next -
- Lexia Core 5
- Interest Survey
- Hopes & Dreams

DO ANYTIME
- Read a book
- Write a story
- Class Code: 6BBA4E
- Code: jui4168
- Everyday Math Games
- Name Art
● Turned in through Schoology
● Monitored for completion
● Not graded
● Used to give individual feedback
● Used to inform report cards
Social Studies

This year we will focus on U.S. History from the beginning to the writing of the Constitution and Bill of Rights. During remote learning, instruction will be delivered synchronously and asynchronously, utilizing a variety of sources, including current events. Here are the specific units and tentative timing:

- **Unit 0: The Land We Stand On** - September 14th - October 9th
- **Unit 1: Three Worlds Interact** - October 19th - November 13th
- **Unit 2: Colonization** - February 1st - February 26th
- **Unit 3: The American Revolution** - May 3rd - May 28th
- **Unit 4: The U.S. Constitution** - May 31st - June 11th
Science:

These units are founded on research-backed beliefs about the process by which students construct their understanding of science. These beliefs and values underlie our instruction and curriculum development in the form of Core Principles.

**Phenomenal Science Core Principles:**
1. Student Centered / Student Driven
2. Elicit prior knowledge
3. Key questions about Real World Phenomena
4. Activity Before Concept
5. Concept Before Vocabulary
6. Evidence is the heart of the scientific enterprise.
7. Talk, argument and writing
8. Classroom Culture
9. Application
10. Assessment
11. Science Driven Integration of content areas
12. Understanding is Constructed Socially
13. Phenomena-Based Engagement

**The Units:**

PLTW (Project Lead The Way) *Matter & Interactions* Nov-Dec

Go With The Flow *Earth’s Systems* Jan.

To Infinity & Beyond *Earth & the Universe* March

Round & Round *Matter, Energy, & Ecosystems* April
**Phenomenal Science Core Principles:**

This unit is founded on research-backed beliefs about the process by which students construct their understanding of science. These beliefs and values underlie our instruction and curriculum development in the form of Core Principles. Here are the PS Core Principles in summary:

1. **Student Centered / Student Driven** – Instruction begins with the student’s ideas and understanding and follows the growth of the student throughout the instructional cycle.

2. **It’s critical to elicit prior knowledge** as a unit or lesson begins.

3. **Key questions** about **Real World Phenomena** should drive student explorations and investigations.

4. **Activity Before Concept** – Student inquiry-based explorations which give personal experience with phenomena and ideas should precede a presentation of science ideas.

5. **Concept Before Vocabulary** – Attaching science vocabulary to concepts developed by student investigations yields more success than beginning a unit or lesson with a list of science vocabulary.

6. **Evidence is the heart of the scientific enterprise.** Students generate evidence and analyze patterns in data that help to construct scientific explanations around key questions.

7. **Talk, argument and writing** are central to scientific practice and are among the most important activities that develop understanding.

8. **Development of a healthy Classroom Culture** by setting classroom norms and teaching students how to engage in productive discourse is vital to engaging students science discourse for deep science learning.

9. **Application** of the ideas to explain phenomena and / or engineer solutions provides review, extends understanding, and reveals relevance of important ideas.

10. **Assessment** of knowledge, skill, and reasoning should involve students throughout the learning process and be well aligned to the main objectives and activities of the unit.

11. **Science Driven Integration of content areas** allows for a synergy that leads to greater understanding in all content areas. Students who read and write about science phenomena after engaging in hands-on investigation of the phenomena, have much greater understanding about both the phenomena and what they read or write about it. The Michigan Department of Education has identified the new science standards as an opportunity for **Supporting Early Literacy Development** and that science is an ideal vehicle for this integration.

12. **Understanding is Constructed Socially** through discourse and processing activities.

13. **Phenomena-Based Engagement:** In every instructional cycle, students encounter a puzzling event that really happens and are challenged to explain it. They develop their own explanation through intentional application of the Science and Engineering Practices, building understanding of core ideas, and consideration of the phenomena through the lens of a particular cross-cutting science concept. Through this active engagement, students must develop their own concept of the scientific phenomena under investigation.
Units:
- Building Habits (Sept.)
- Readers Read with Power (Oct.)
- Interpreting Characters (Nov.)
- Informational Reading (Jan.)
- Interpretive & Analytic Reading (March)
- Historical Fiction Book Clubs (End of May)

Structure:
- Daily Mini Lesson
- 20+ Minutes of Independent Reading
- Daily Assignment on Schoology

During a reading unit we are continuing to write.
Units:
- Building Habits (Sept./Oct.)
- Persuasive Writing (Dec.)
- Informational Research Writing (Feb.)
- Narrative Writing (Memoir) (April)

Structure:
- Daily Mini Lesson
- 20 Minutes of Independent Writing
- Daily Assignment on Schoology

During a writing unit we are continuing to read.
Throughout **word study** we are continuing to apply what we know about words by **reading & writing**.

**Structure:**
- **Tuesday/Thursday Morning Meeting**, which includes a mini lesson or closure activity
- **Explicit spelling generalization** (Learning Target)
  - Taught, modeled, and practiced
- Application opportunities throughout the week via Schoology
- **Additional opportunities** for differentiated phonics instruction include Lexia Core-5, small group work, & individualized instruction & activities
# 5th Grade Mathematics Units

<table>
<thead>
<tr>
<th>Unit 1: Area and Volume</th>
<th>Unit 2: Whole Number Place Value and Operations</th>
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<tbody>
<tr>
<td>Unit 3: Fraction Concepts, Addition, and Subtraction</td>
<td>Unit 4: Decimal Concepts; Coordinate Grids</td>
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<tr>
<td>Unit 5: Operations with Fractions</td>
<td>Unit 6: Investigations in Measurement; Decimal Multiplication and Division</td>
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<tr>
<td>Unit 7: Multiplication of Mixed Numbers; Geometry; Graphs</td>
<td>Unit 8: Applications of Measurement, Computation and Graphing</td>
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Resources for Students, Parents & Families

Continuous Learning Resources
for Coronavirus Closure Period

- Student Resources
- Family & Parent Resources
- Reports & Accountability

Curriculum & Instruction
- Google Apps for Education – Parent FAQs
- Community Resource (CR) Program
- Section 504 & ADA Compliance
- Rights & Responsibilities – AAPS
- Student, Teachers, Staff, Parents, Guardians

Schoology
- Parent Account Setup Info

PowerSchool
- Our Parental Notification System
For questions about devices or a WiFi Hotspot, please email family_techsupport@aaps.k12.mi.us. Here’s a Student Mobile Device Hotspot Form; we are also in partnership with Comcast Essentials. Live technical support is available, 7:30 a.m. to 5:00 p.m. at the AAPS Parent Help Desk, 734-997-1222.

Para Español 734-997-1246.