

Grades 4-6 Class Handbook

2007-2008

Table of Contents

1. Classroom Instruction	4
2. Classroom Management	26
3. Classroom Needs	33
4. Communication	28
5. Curriculum	7
6. Daily Schedule	25
7. Disclaimer	37
8. Grading/Academic Policy	27
9. Homework Policy	29
10. Independent Reading and Book Reports	31
11. Key Learnings: Fourth Grade	12
Fifth Grade	16
Sixth Grade	20
12. List of Supplies	32
13. Philosophy	2
14. Resume	34

We welcome your children to San Francisco Adventist School and are anticipating a wonderful year. In seeking to develop in our children a greater understanding of our ideas and goals as a Christian School, we wish to work closely with you, as parents, and always remember to center our lives on God. If we remember that the education of our children can be likened to a triangle, Parent-Child-Teacher, with Christ as the Center, we will be able to more fully attain our ultimate goals.

Philosophy

As professional educators, we recognize the intrinsic worth and value of each child. We recognize that each child brings with her/him a set of beliefs, customs, and traditions that we accept. We also recognize that each child has a unique potential that develops through maturation, the unfolding of innate capabilities, and experiences with the environment.

The following core values indicate the high esteem and respect that is placed on the infinite worth of your child. We exist:

- To assist students in developing a closer relationship with Jesus Christ.
- To provide an environment conducive to the development of Christian values and character.
- To encourage students to assume a growing responsibility for unselfish service to the community.
- To provide an atmosphere of learning in which each student can realize his or her full potential.
- To promote a high level of academic achievement with emphasis on independent thinking, problem solving, cooperation, and self-control.
- To structure learning based on individuality.
- To celebrate the diversity of students in living and learning.

We recognize that we can serve the child's best interests by working toward an understanding of ourselves, both personally and professionally. This includes being aware of our beliefs and values, and the potential effect these can have on interactions with others. We recognize that the classroom is a valuable family support system that allows parents pursuit of two goals. Parents can pursue their own obligations or interests without any concern for their child's welfare. Additionally, the children can expand and enrich their overall development in a nurturing environment.

We believe that the ideal classroom is one in which the environment meets the individual needs of the children in a group setting. In this setting it is the educators' responsibility to establish a positive, interactive relationship between themselves and the children in their care. In this setting, it is crucial that the educators and parents work together as partners in meeting the needs of the children.

We are a school about people; (kids, parents, teachers, pastors, university professors, and church members) people who are all on a journey. A journey where all are students, all are teachers, and all are learners. Welcome to my class.

The Mission of San Francisco Adventist School is to provide a learning environment that fosters a growing Christian experience in each Child, and also nurtures and encourages optimum cognitive physical, social, emotional, spiritual, and creative development in each child, that will result in increased personal self-esteem needed for a happy, productive life.

Classroom Instruction

Teachers at San Francisco Adventist School will utilize instructional designs that create a school environment that promotes student achievement and engenders enthusiasm for life-long learning. In order to effectively deliver instruction in the classroom, I, the teacher, will:

- Be knowledgeable about the theories of learning styles and will continue to be aware of the needs of learners through current research and professional growth activities.
- Help students identify their dominant learning styles and provide opportunities to strengthen less-developed learning styles.
- Employ a variety of instructional strategies to meet the learning styles of individual students.
- Measure student progress and development in a variety of meaningful ways such as:
 - Traditional written assessments
 - True/false
 - Multiple choice
 - Essay/short answer
 - Standardized tests
 - Criterion referenced
 - Norm referenced
 - Performance-based assessments
 - Demonstrations and performances
 - Peer assessments
 - Products
 - Portfolios
 - Self-assessments
 - Simulations
 - Student-led conferences

I will use the assessments as the basis for:

- Enrichment and remediation.
- Individualized instruction.
- Curricular instructional modifications.
- Reporting student progress and mastery of objectives.
- Teacher self-evaluation.

Major instructional strategies, which are used in grades 4-6, include:

- Experiential learning
 - Faith-sharing activities
 - Service projects
 - Community-based activities

- Field trips
- Outdoor education trip
- Direct instruction
 - Interesting and engaging lectures of an age-appropriate length
 - Individualized instruction
- Problem-based learning
 - Critical thinking instruction
 - Case studies
 - Extended projects
 - Laboratory experiences
- Social learning
 - Cooperative learning methods
 - Leadership activities
 - Role playing
 - Affective education (i.e., social skills training, conflict resolution, anger management, character training)
 - Partnerships
- Remediation and enrichment activities
 - On-going assessment of individual needs
 - Student mentoring/tutoring
 - Activities and resources for exceptional students

Classroom instruction is done in mixed-age groups. Research indicates that academic achievement is the same as, or better than, the academic achievement of children in same-age classrooms. The benefits of a mixed-age classroom include:

- Children are able to spend several years with the same teacher. This allows the teacher to develop a deeper understanding of a child's strengths and needs, and is therefore in a better position to support the child's learning.
- Children have almost an extra month of teaching time, because the teacher does not have to spend the early weeks in the school year getting to know each child. Less review of prior instruction is needed before proceeding with new content.
- Children are viewed as unique individuals. The teacher focuses on teaching each child according to his or her own strengths, unlike in same-age classrooms that often expect all children to be at the same place at the same time with regard to ability.
- Children are not labeled according to their ability.
- Children learn at their own rate, with no fear of retention.
- Children develop a sense of family with their classmates. They become a "family of learners" who support and care for each other.

- Older children have the opportunity to serve as mentors and to take leadership roles.
- Children are more likely to cooperate than compete. The spirit of cooperation and caring makes it possible for children to help each other as individuals, not see each other as competitors.
- Children are invited to take charge of their learning, by making choices at centers and with project work. This sense of "ownership" and self-direction is the foundation for lifelong learning.

The classroom will provide a nurturing and safe environment which:

- Encourages recognition and respect for the value and worth of each individual.
- Provides a variety of positive examples and experiences.
- Enables individuals to attain the highest level of achievement.
- Encourages individuals to accept personal responsibility for their behavior and choices.

The classroom will recognize that individuals come from diverse backgrounds such as:

- Race
- Culture
- Gender
- Physical ability
- Family structure
- Age or generation
- Value system and beliefs
- Personal learning styles
- Socioeconomic group
- Religion

The fourth thru sixth grade classroom will demonstrate a respect for diversity and teach that acceptance leads to unity through the love of Jesus. It will promote an environment that appropriately celebrates the diversity found among God's children. It will employ instructional methods, which are sensitive to diversity.

Curriculum

The curricula of grades 4-6 conform to the requirements of the Pacific Union Conference Department of Education and the California Content State Standards. Please see section called Key Learnings. Grades earned at SFAS are accepted in all Seventh-day Adventist schools as well as public schools. Here is a brief description of each class that will be taught.

Bible

We will be studying a variety of Old and New Testament Bible Stories. Through these stories the student will:

- ❖ Understand that God continues to offer the gift of salvation.
- ❖ Know that worship and obedience are a natural response to God's gift of salvation.
- ❖ Understand the importance of daily commitment to God and relying on His power for a victorious life.
- ❖ Understand that God has a plan for everyone's life.
- ❖ Know that God has given each person unique talents and spiritual gifts.
- ❖ Understand the value of prayer, praise and reverence in communicating with God.
- ❖ Identify the Bible as God's way of communicating to humanity.
- ❖ Know what the great controversy is and how the plan of salvation relates to it.
- ❖ Know the importance of developing, exercising faith in Jesus.
- ❖ Understand importance of baptism, becoming a part of God's family.
- ❖ Understand that the "Fruit of the Spirit" are an expression of God's Character.

The students will be given a variety of activities. We will have a Memory Gem every other week. Please help your child memorize the Memory Gem. A list of Memory Gems will be included in each newsletter. The Bible grades will be based on the Memory Gems, Bible activities, and projects. Participation in class will also be reflected in their grades.

Books: Exploring His Power (grade 4)
Christ Our Life: God's Grace (grades 5-6)

Mathematics

Mathematics is a balanced curriculum that includes conceptual understanding, computational and procedural skills, and problem solving and reasoning. The curriculum includes numbers and operations, algebra, geometry, measurement, data analysis, and probability. In math we will be using many different activities.

We will be working from our textbook, Harcourt Math, using games, and other educational materials to help master math concepts being taught. The class will be divided into small groups, so I can help students more on an individual level. We will also be working to build speed in all basic facts. Timed tests will be given to help the student get away from using fingers. It would be a good idea to drill your child on a regular basis. The math concept being taught will be listed in each newsletter.

Books: Harcourt Math grade 4
Harcourt Math grade 5
Harcourt Math grade 6

Handwriting

Students will have daily lessons in the proper formation of letters in cursive. Students may use cursive or printing for all assignments for the first semester. All assignments, for fifth and sixth grade students, second semester will be done only in cursive. Please encourage your child to write neatly. **Messy papers will not be accepted.** Students will be asked to do an assignment over if I am not able to read it **with ease.**

Books: A Reason for Writing Level D (grade 4)
A Reason for Writing Level E (grade 5)
A Reason for Writing Level F (grade 6)

Reading

The student will be reading from recommended Literature books. They will describe and connect the essential ideas, arguments, and perspectives of the text structure, organization, and purpose. The students will also develop their skills in word analysis and vocabulary development by studying phonics, word origins, word relationships, and contextual clues. A list of literature books will be sent home at the beginning of the school year. Independent reading will be required. This will help students learn to read one million words (about 3 books a month) annually on their own. Please see the page about independent reading and book reports. The computer may be used as a learning tool during reading.

Spelling

Students will learn about letters, how words are put together, and sounds letters make. Students will understand the use of phonics, syllabication, and word parts. Students will apply this knowledge to reading and writing activities across the curriculum. There is a spelling test every Friday. The students will receive their spelling contract that includes their words for the week on Monday and will put it in the homework folder. Assignments will be completed at school and at home. All written assignments are due the next day. Please help your child study their words during the week.

Language Arts

Students will learn to write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show that they considered the audience and purpose. Students will progress through the stages of the writing process (prewriting, drafting, revising, and editing successive versions). Students will write narrative, expository, persuasive, descriptive, and other essays of at least 400 to 700 words each. The student will demonstrate a command of standard American English. They will also demonstrate knowledge to research, organizational, and drafting skills needed in writing. Each student will make a book of their creative writing. The computer may be used in the writing of a creative writing assignment.

Students will also deliver focused, coherent oral presentations in class that convey ideas clearly and relate to the background and interests of the audience. They will demonstrate knowledge of standard spoken American English.

Books: Houghton Mifflin English grade 4
Houghton Mifflin English grade 5
Houghton Mifflin English grade 6

Social Studies

Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students will analyze the interactions among various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. They will analyze the geographic, political, economic, religious, and social structures of The United States, Africa, Asia, and countries of the Pacific. Students will use a variety of maps and documents to identify physical and features of neighborhoods, cities, states, and countries. Students will be able to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. The students will complete projects at home along with their daily assignments for each chapter. They will have approximately 2-4 weeks to complete the project. Many projects may need the use of the Internet or a library. Projects will be listed in the newsletters that are sent home. The student grades will be based on daily assignments, projects, class participation, and chapter tests.

Books: Regions (grade 4)
World Studies (grades 5-6)

Science

Asking meaningful questions and conducting careful investigations makes up the scientific progress. Students will develop their own questions and perform investigations in science on a variety of science topics. The topics might include the earth sciences, life sciences, physical science, safety, and health science. The topic will be put in the class newsletter. Students may have a small project due for a given topic. They will have approximately 2-4 weeks for each project, similar to Social Studies. Projects due dates will be listed in the classroom's newsletter. Students will complete daily assignments and special projects, participate in class discussions, and complete chapter tests.

If you have any interesting knowledge or items to share with us on one of our topics, please let me know. We would like to learn as much as we can from as many sources as possible.

Books: Scotts Foresman Science Red Book (grade 4)
Discover God's Creation (grade 5-6)

Field Trips

We like to go on field trips. We can only do this with your help. All parents who help on field trips will need to be finger printed for FBI purposes. If you are able to help, please let me know. We will help you get finger printed. We need your help for supervision and transportation. Dates for trips will be put in the newsletter as soon as they are available. Please help us much as you can! The following are possible trips we might take.

- Museum of Natural Science
- Museum of Modern Art
- The Exploratorium
- Ice skating
- Bowling
- Zeum for clay animation, music video, or computer graphics

Computers

We have a computer lab up and running. Students will be complete step-by-step lessons in computer basics, keyboarding, graphics, making spreadsheets, and creating a database. Each student will have a set amount of time at the computers to complete the requirements for a class in computer science. Students will need to complete assignments that are introduced at school on a home computer. Drills may be practiced at home and school. Computer science grades will be based on the completion of lessons with accuracy.

Books: Basic Computer Skills Level 4
Basic Computer Skills Level 5
Basic Computer Skills Level 6
Paws presents Typing for the Computer

P.E.

Students will participate in P.E. classes. Each student may want a change of clothes for class. A Student may bring dark blue sweats or shorts to change into. P. E. class will consist of three components. Each student will do warm-up exercises, practice individual skills, and play team sports. We will test students to show improvement of skills. Each student will be judged against himself or herself only. The team sports we might play are volleyball, soccer, hockey, flag ball, basketball, badminton, and baseball. Good sportsmanship will be incorporated in final grades. Students in grades 5-6 may also participate in After School Sports. Please see the After School Sports Handbook.

Art

The students will be studying different artist and their works. Students will complete projects in the style of the artist. Artwork will be displayed in the class and around the school. Please encourage your child to do their best. Student's projects will not be judged. Art is in the eye of the beholder. Grades will be based on the **completion** of each project.

Program: Art Attack Level 5

Music

Our goal is to prepare individuals for service to God and their fellow beings. With God as our guide, we are committed to the development of each person's talents and skills to the ultimate potential. Realizing the influence which music has on character development, we are determined to bring to our students an understanding and appreciation of quality music.

We provide an hour of music/performing arts instruction each week. During this time students are being taught how to read, write, compose, analyze, and perform music to the fullest extent of their abilities. Students are also developing their abilities to speak and perform for an audience. They will perform vocally, artistically, and may learn to play hand bells.



KEY LEARNINGS: FOURTH GRADE

BIBLE

Following in His Way: God the Creator, Sustainer and Friend

- Understand that the Bible contains a powerful message for humanity
- Know the structure and divisions of the Bible
- Understand that the "Fruit of the Spirit" portrays God's character
- Understand and accept the free gift of salvation
- Know the importance of developing and exercising faith in Jesus as the Messiah and Savior
- Realize the importance of preparing for a mission and service for God
- Identify specific spiritual gifts given to important New Testament characters
- Understand that God has a plan for everyone's life and will lead people to develop a Christ-like character
- Understand that expressions of adoration are an important part of worship
- Understand the importance of examining and accepting God's unconditional love and forgiveness
- Know that worship and obedience are a natural response to God's gift of salvation

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

Music

- Read meter signatures (2/4, 3/4, 4/4)
- Identify staff, treble clef and measure
- Know names of lines and spaces of treble clef
- Distinguish between secular and sacred music
- Recognize rondo form (ABACA pattern)
- Recognize terms: ritardando, accelerando, allegro and andante
- Recognize how legato and staccato affect the way music is performed
- Experience nationalistic and patriotic music
- Recognize an overture
- Identify parts of the hymnal page

LANGUAGE ARTS

Viewing

- View visual media for a specific learning purpose
- Ask questions for clarification of visual media
- Recognize how impressions of visual media can influence understanding

Listening

- Listen to and show respect for ideas of others
- Identify false or misleading information
- Connect learning to all subjects from what is heard
- Identify persuasive messages

Reading

- Decode unfamiliar words
- Use punctuation clues to help read aloud
- Understand author's purpose
- Read aloud, adjust speed of reading to suit purpose and difficulty of material
- Identify figurative language
- Use word origins and derivations to understand word meanings
- Use the thesaurus to learn word meanings

Speaking

- Use notes and memory aids to assist in speaking effectively
- Convey clearly focused main idea and details, making connection and transition among ideas and elements

Visually Representing

- Generate visual media to communicate topic, context, and purpose
- Construct visual media to demonstrate specific information

Writing

- Write legibly in cursive with proper size and form
- Practice the writing process
- Use characteristics of good writing
- Select an organizational structure to fit purpose
- Identify and use declarative, interrogative, imperative, and exclamatory sentences
- Write business letters, invitations, and thank-you notes

MATH

Number and Operations

- Understand place value through millions
- Understand concept and representation of numbers between zero - one, i.e. fractions - decimals
- Recognize representations for equivalent numbers
- Read, write and compare decimals to the hundredths
- Know equivalents in counting money, e.g. 5 nickels equal 1 quarter
- Know how to count up to make change
- Understand how multiplication and division relate to each other to solve problems
- Interpret the meaning of a remainder in a division problem
- Memorize multiplication and division facts through 12
- Multiply a 3- and 4-digit number by a 1-digit number
- Divide using 1-digit divisor and 1- 2- or 3-digit dividend
- Multiply two 2-digit numbers
- Understand simple equivalent fractions
- Convert improper fractions to mixed numbers and vice versa
- Add and subtract fractions and mixed numbers with common denominators
- Estimate solutions involving whole number, fraction and decimal computations
- Understand basic concepts of least common multiple (LCM) and greatest common factor (GCF)
- Reduce simple fractions to lowest terms
- Explore numbers less than zero by extending the number line and through familiar applications

Algebra

- Construct a table of values to solve problems in a mathematical relationship
- Understand how a change in one variable affects the value of another variable
- Use distributive properties to simplify and perform computations
- Make and justify predictions using numerical and non-numerical patterns

Geometry

- Describe points, lines and planes
- Use columns and rows to determine position on a grid
- Use coordinate systems to specify locations
- Identify line symmetry in 3-dimensional shapes
- Create models of 3-dimensional objects
- Multiply to find area of rectangles
- Make and test conjectures about geometric properties and relationships, then develop logical arguments to justify conclusions
- Compare similarities and differences of quadrilaterals

Measurement

- Measure length to the nearest $\frac{1}{4}$ inch
- Use measures less than one unit
- Solve multi-step problems involving measurement
- Estimate and measure the perimeter of irregular shapes
- Compare the number of units to the size of units, e.g. number of feet compared to number of yards in a given length, estimating/determining cups in a 2-liter container
- Draw a simple time line
- Determine elapsed time by the hour and half-hour
- Understand time zones and read timetables
- Read a Celsius thermometer knowing the significance of 0 and 100 degrees; and read a Fahrenheit thermometer knowing the significance of 32 and 212 degrees
- Know equivalent measures for simple metric and customary units of length, capacity, weight/mass and time e.g. inches to feet, meters to kilometers

- Convert simple metric and customary units of length, capacity, weight/mass, and time, e.g. inches to feet, kilograms to grams, quarts to gallons

Data Analysis and Probability

- Collect and organize data into tables and graphs using different scales
- Read and interpret data presented in circle graphs
- Conduct simple probability experiments
- Interpret and construct Venn diagrams
- Evaluate the process of data collection

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Adapt a skill to the demands of a dynamic, unpredictable environment
- Acquire beginning skills of a few specialized movement forms
- Combine movement skills in applied settings
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills
- Use critical elements of fundamental and specialized movement skills to provide feedback to others
- Recognize and apply concepts that impact the quality of increasingly complex movement performance

Lifestyle and Fitness

- Select and participate regularly in physical activities for the purpose of improving skill and health
- Identify the benefits derived from regular physical activity
- Identify several moderate to vigorous physical activities that provide personal pleasure
- Identify several activities related to each component of physical fitness
- Associate results of fitness testing to personal health status and ability to perform various activities
- Meet the health-related fitness standards as defined by a fitness testing program
- Experience enjoyment while participating in physical activity
- Enjoy practicing activities to increase skill competence
- Interact with friends while participating in group activities
- Use physical activity as a means of self-expression

Sportsmanship and Appropriate Behaviors

- Follow, with few reminders, activity-specific rules, procedures and etiquette
- Utilize safety principles in activity situations
- Work cooperatively and productively with a partner or small group
- Work independently and on-task for a specified period of time
- Explore cultural/ethnic self-awareness through participation in physical activity
- Recognize the attributes that individuals with difference can bring to group activities
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins

SCIENCE

Physical: Atomic Structure/Matter

- Explain the structure of atoms and how they are the building blocks of matter
- Identify substances as they exist in different states of matter and how they may be changed
- Distinguish between chemical and physical changes in matter

Life: Plants (Classification, Growth, Photosynthesis, Reproduction, Structure/Function)

- Group and classify plants based on a variety of characteristics e.g. seed, non-seed
- Identify conditions necessary for plant survival and growth
- Describe the steps of photosynthesis and sequence them
- Describe the life cycle of a plant including the process of pollination
- Describe basic plant structures and systems and identify their functions
- Understand ecosystems and communities and how plants adapt to survive

Earth: Environmental Use (Conservation/Ecology, Pollution)

- Identify properties, uses and misuses of Earth materials
- Identify renewable and nonrenewable resources
- Understand that God created natural resources for human use
- Explain how human activity affects the balance of nature

- Recognize that Earth materials are limited and explore strategies for addressing this problem
- Health:** Disease Prevention, First Aid, and Community Health
- Identify sources of diseases and how they may be prevented
 - Identify the appropriate first aid procedures to follow in case of emergency
 - Identify important community health care resources

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: **Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.**

History: Earth's Regions and Its People (Time, Technology, Native People, Early Settlers, National Leaders, Transportation, Holidays)

- Recognize the importance of God's global mission and the work of the Adventist church
- Understand time measurements: dates in terms of centuries, BC-AD, time lines
- Understand current events and the history, traditions and holidays of one's state, provinces and other regions of the world
- Know the influence of early settlers and native people in one's region and state
- Recognize the impact of cultural influences in different regions of the world

Civics: Ideas about Civic Life, Politics and Government

- Know the difference between power and authority
- Know the characteristics of an effective law and understand the consequences of the absence of government and laws
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of state government and the constitution
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

Geography: Geographic Features and Patterns of the Environment

- Know the basic elements of maps, globes, graphs
- Use a globe to clarify knowledge of the earth
- Use charts and maps to show the physical and human characteristics of one's state
- Know characteristics of other regions of the United States
- Know how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

Economics

- Understand responsibilities of Christian stewardship in a global economy
- Know which goods and services are produced, delivered and shared in various regions; know why people produce them
- Know how the production of goods and services affects the environment
- Understand that limited resources make economic choices necessary
- Learn how technology impacts the world through inventors/inventions

TECHNOLOGY

- Demonstrate proper use and care of computers and other audio-visual equipment
- Practice using the keyboard
- Become familiar with proper computer terms
- Use computers to express ideas with drawing, multi-media and word processing software
- Learn file management
- Learn about technology related occupations and use in everyday life
- Use appropriate input/output devices

- Begin troubleshooting for basic malfunctions
- Become aware of copyright issues
- Practice courtesy and respecting of computer time

KEY LEARNINGS: FIFTH GRADE

BIBLE

Exploring God: Through the Stories of the Old Testament

- Understand that God continues to offer the gift of salvation despite humanity's rejection of Him
- Know that God's character of love is revealed through His laws and interaction with His people
- Understand that God created humanity with the power of choice
- Understand the covenant relationship God initiated with His people and the role of faith, repentance and forgiveness
- Understand the importance of daily commitment to God - relying on His power for a victorious life
- Understand that God has always had a remnant of people that have remained a faithful witness for Him
- Know that each person has been given unique talents and spiritual gifts by God
- Understand the value of prayer, praise and reverence in communicating with God
- Identify the sanctuary as a symbol of God's love, acceptance and restoration through the Gospel

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Know names of lines and spaces of bass clef
- Identify and write symbols for sharp, flat and natural
- Sight-read a musical phrase
- Use *D.C. al fine*
- Know symbols and meanings for ritardando and accelerando
- Know symbols and meanings for crescendo, decrescendo and diminuendo
- Listen to music of the baroque period
- Learn names of some hymn writers

LANGUAGE ARTS

Viewing

- Interpret impressions from visual media that influence understanding
- Understand similarities and differences among a variety of media
- Determine correct word meaning from visual context using electronic devices

Listening

- Interpret a speaker's topic, purpose, and perspective
- Use listening skills in group settings
- Take brief notes to identify main points and key information
- Draw inferences and reach conclusions

Reading

- Read independently, selecting appropriate reading strategies
- Use dictionary, glossary, thesaurus, encyclopedia, card catalog, and electronic devices
- Use abstract vocabulary to extend reading vocabulary
- Use skim for overview and scan for specific information to improve comprehension
- Use compare and contrast to improve comprehension

Speaking

- Use oral language skills in a variety of settings
- Participate in group discussions, refine and use cooperative group processes
- Identify persuasive messages

Visually Representing

- Develop visual media to model responsible decision-making skills
- Demonstrate how visual media techniques establish mood
- Develop visual media to show similarities and differences

Writing

- Practice the writing process
- Use characteristics of good writing
- Use figurative language to describe characters

MATH

Number and Operations

- Understand place value through billions
- Be proficient in counting money and making change
- Develop and use number sense for whole numbers, fractions and decimals
- Develop and apply number theory concepts, e.g. multiples, primes and factors in real world and mathematical situations
- Determine pairs of numbers given a relation or rule, and determine the relation or rule of given pairs of numbers
- Understand how basic mathematical operations are related
- Develop, analyze and explain procedures for computation and techniques for estimation
- Select appropriate methods and tools for computing with whole numbers, fractions and decimals from among mental computation, estimation, calculator and paper/pencil
- Round whole numbers to the designated place value
- Identify and generate equivalent forms of fractions, decimals and percents
- Recognize, model and describe multiples, factors, composites and primes
- Determine the greatest common factor (GCF) and least common multiple (LCM) of two numbers
- Convert fractions to the least common denominator (LCD)
- Reduce fractions to simplest form (lowest terms)
- Add and subtract time using renaming

Algebra

- Graph linear equations with one variable
- Use calculators, computers, tables and graphs to develop and interpret patterns
- Understand and use formulas
- Develop skill in solving and writing linear equations using informal and formal methods
- Investigate inequalities and nonlinear equations
- Apply order of operation rules

Geometry

- Learn the relationship between radius and diameter
- Classify angles according to the measure
- Identify and select appropriate units to measure angles (degrees)
- Understand and use linear, square and cubic units
- Count faces, vertices and edges
- Create perspective drawings
- Describe ray, segment, interior and exterior of an angle
- Recognize and create patterns with tessellations

Measurement

- Identify the paths between points on a grid or coordinate plane and compare the lengths of the paths, e.g. shortest path, paths of equal lengths
- Demonstrate and describe the difference between covering the faces (surface area), and filling the interior (volume), of 3-dimensional objects
- Use standard angles (45° , 90° , 120°) to estimate the measure of angles and use a protractor to measure and draw angles
- Convert one metric unit to one customary unit and one customary unit to one metric unit
- Understand that measurement is not exact, e.g. when measured multiple times, measurements may give slightly different numbers
- Understand and explain how differences in units affect precision
- Measure length to the nearest cm and $\frac{1}{8}$ of an inch

Data Analysis and Probability

- Collect and organize data, then determine appropriate method and scale to display data
- Find the mean, median, mode and range of a given set of data and use these measures to describe the set of data
- Use calculators to simplify computations and use computers to assist in generating and analyzing information
- Sample and analyze data, making predictions and conjectures based on samples
- Distinguish between a population and a sample
- Discuss the reasonableness of the data and the results
- List all possible outcomes of an event

- Read, construct and interpret frequency tables
- Make predictions based on experimental and theoretical probabilities

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a health lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills
- Demonstrate increasing competence in more advanced specialized skills
- Adapt and combine skills to the demands of increasingly complex situations of selected movement forms
- Demonstrate beginning strategies for net and invasion games
- Apply previously learned knowledge, or use instruction to improve performance
- Apply information from a variety of internal and external sources to improve performance
- Identify and apply principles of practice and conditioning that enhance performance
- Recognize sport specific movement patterns that can be applied to games, e.g. similarity of the ready position in striking movement forms
- Understand terms that describe basic movement
- Use basic offensive and defensive strategies in non-complex settings

Lifestyle and Fitness

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health-enhancing physical activity
- Discover personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle
- Participate in moderate to vigorous physical activity in a variety of settings
- Monitor intensity of exercise
- Understand the reason for proper cool-down and warm-up techniques
- Begin to develop a strategy for the improvement of selected fitness components
- Work somewhat independently with minimal supervision in pursuit of personal fitness goals
- Meet the health-related fitness standards as defined by a standard physical fitness test, e.g. AAHPERD Physical Best, Fitnessgram, President's Challenge
- Recognize physical activity as a positive opportunity for social and group interaction
- Experience enjoyment from participation in physical activities
- Use physical activity to express feelings and relieve stress
- Seek personally challenging experiences in physically active opportunities

Sportsmanship and Appropriate Behaviors

- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities
- Make conscious Christ-like decisions about applying rules, procedures and etiquette
- Utilize time effectively to complete assigned tasks
- Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development and disability by learning more about both similarities and differences
- Cooperate with disabled peers and those of different gender, race, ethnicity and religion
- Work cooperatively with both more and less skilled peers

SCIENCE

Physical: Energy Waves (Electromagnetic Spectrum, Heat, Light, Mirrors/Lenses, Sound, Waves)

- Identify, describe and compare different types of wave energy
- Describe the organization of the electromagnetic spectrum and the uses/applications of each type of electromagnetic wave
- Compare electromagnetic (heat, light, radio) waves and mechanical (sound, water) waves
- Explore characteristics of heat, light, and sound
- Compare and contrast types of mirrors and lenses
- Define a wave and describe characteristics and features of waves

Life: Cells, Classification/Behavior, Fish

- Describe, explain and compare the structure and function of cells
- Identify the characteristics of living things
- Use the standard classification system to group animals based on their characteristics
- Identify features of fish that distinguish them from other classes of animals

Earth: Oceanography, Meteorology: Air Pressure, Climate, Earth's Atmosphere, Water Cycle, etc.

- Describe the physical structures of and ecosystems present in the ocean
- Study currents, tides and waves
- Explain air pressure and local/global winds, how they are measured and their effects on weather
- Distinguish between climate and weather and identify factors that affect climate
- Describe Earth's atmospheric layers and the "greenhouse" effect
- Explain the water cycle and its relationship to weather and climatic patterns

Health: Reproductive System, Mental/Emotional Health

- Explain human reproduction and development
- Identify the physical, emotional, intellectual and social changes that occur at puberty
- Describe God's plan for human sexual behavior
- Know ways to seek assistance if worried, abused or threatened
- Recognize how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully
- Describe how personality, relationships and self-concept affect mental and emotional health.

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

Service/Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: **Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.**

American History: Native People – 1860 (Native People, Exploration/Colonization, Pre-Independence Movement, American Revolution, Territorial Expansion – 1801-1861, Westward Expansion, Current Events)

- Understand God's ultimate control and protection over human affairs
- Describe the relationships between key people/groups, events and cultures in U S History
- Know causes and effects of key influences/events and be able to place them on a time line
- Understand and interpret key events and issues in United States history around commonality and diversity, continuity and change, conflict and cooperation, individualism and interdependence, interaction within different environments
- Interpret major events, issues and developments involved in making a new nation within the following topical areas: Land and people before Columbus, Age of Exploration, Settling the Colonies, War of Independence and Westward Expansion
- Understand the role and work of the Adventist Church in North America

Civics

- Understand how participation in government affects citizen life e.g. check and balances
- Understand the constitution of the United States and how it affects one's life
- Know how the constitution protects the rights of individuals
- Know the importance of Christian citizenship and cultural diversity
- Understand socially acceptable ways of participation in activities to achieve group goals

Geography

- Prepare, examine and interpret charts and maps that show key geographic information such as population, climate, natural resources, movement
- Locate and identify the continents of the world, the fifty states and the major cities of the United States and major physical features of North America
- Identify patterns of migrations and cultural interactions in the United States
- Understand the effects of weather/climate on migration patterns
- Understand how physical and human activity (e.g. pollution, deforestation, flood plains) has impacted changes in physical environment
- Economics
- Understand responsibilities of Christian stewardship in a global economy
- Understand that all economic choices have costs and benefits
- Know the differences between needs and wants and their relationship to economic tradeoffs
- Understand how supply/demand and price increase/decrease influence consumers and the economy

- Identify economic systems and terms e.g. capitalism, inflation, free enterprise

TECHNOLOGY

- Demonstrate proper use and care of computers and input/output devices
- Learn to troubleshoot basic malfunctions
- Practice keyboarding, using correct hand position and posture
- Use word processing, editing and file management skills
- Begin using presentation software
- Use a variety of electronic resources to enhance and access information
- Know proper technology terms
- Understand consumer issues regarding technology in every aspect of our lives
- Investigate technology-related occupations
- Use courtesy while sharing computer time
- Become aware of legal issues when using software
- **Identify computer abuse including use of Internet**

KEY LEARNINGS: SIXTH GRADE

BIBLE

Exploring Jesus' Life: His Teaching, Death, Resurrection and the Early Church

- Identify the Bible as God's way of communicating who He is to humanity
- Demonstrate how to use aides for greater understanding when studying the Bible
- Understand that God is omnipotent, omniscient and infinite, yet is affected by one's response to Him
- Explain the relationship of God, heaven and the angels to Jesus and His life on earth
- Know what the great controversy is and how the plan of salvation relates to it
- Know the gospel story and why it is important to accept Jesus as Savior and model one's life after His
- Understand the importance of baptism and becoming a part of God's family
- Explain the mission of the church and the importance of using one's spiritual gifts to share the Gospel
- Understand the early development of the Christian church

FINE ARTS

Art - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Employ organizational structures and analyze their effectiveness in the communication of ideas
- Use subjects, themes and symbols that demonstrate knowledge of contexts, values and aesthetics that communicate intended meaning in artwork
- Describe and place a variety of art objects in historical and cultural context
- Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Music

- Recognize and write the C major scale
- Recognize the sound of a major scale
- Sight-read a simple song
- Identify and sing cadence
- Demonstrate and use first and second endings
- Identify canon form (liturgy)
- Know symbols and meanings for fermata and tenuto
- Compare the tone qualities of orchestral music from different cultures
- Identify and sing early Advent hymns

LANGUAGE ARTS

Viewing

- Scan for a specific purpose using visual media
- Define and interpret examples of literary forms from visual media

Listening

- Adapt listening strategies to fit various situations
- Analyze presentations using established criteria
- Follow multi-step instructions

Reading

- Adapt pace and reading techniques
- Understand specific devices an author uses to accomplish purpose
- Recognize and determine meaning of non-standard usage – images, slang, dialects
- Read for comprehension and application

Speaking

- Use effective speaking skills in varied situations
- Use appropriate verbal and non-verbal techniques for oral presentations

Visually Representing

- Produce visual media to support an opinion
- Generate visual media to compare and contrast information
- Design visual media to conduct an interview
- Demonstrate how media effects the coverage of events or issues

Writing

- Begin word processing in all subject areas
- Practice the writing process
- Use characteristics of good writing
- Write entertaining and complete stories
- Check for effective transitions between sentences to unify ideas
- Write clear, coherent, and focused essays and reports including footnotes and italics

MATH**Number and Operations**

- Understand the meaning and use of exponents
- Understand the associative property of addition and multiplication
- Extend understanding of whole number operations to fractions, decimals, percents and mixed numbers
- Understand and apply divisibility rules
- Round decimals to the nearest thousandths
- Understand the concepts of ratio, percent and percentage
- Compare and order improper fractions, mixed numbers and decimal fractions to thousandths
- Develop meaning for integers and use integers to represent and compare quantities
- Add, subtract, multiply and divide integers
- Give the prime factorization of a number
- Use factor trees to give the prime factorization of a number
- Convert fractions to decimals to percents and vice versa
- Convert fractions to terminating, repeating or rounded decimals
- Solve proportions with an unknown
- Understand and use mathematical vocabulary appropriately
- Write a remainder as a fraction or decimal
- Find the percent of a number
- Find the percent one number is of another and find the original number when the percent is given
- Use percents to determine sales tax, commission, discount and simple interest

Algebra

- Write, solve and graph linear equations
- Use two-step operations to solve linear equations
- Write and solve inequalities
- Infer and use a rule to determine a missing number
- Use appropriate mathematical vocabulary and properties
- Compare integers on a number line

Geometry

- Define and use appropriate geometrical vocabulary
- Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms and volume of rectangular prisms
- Find the area of parallelograms and triangles
- Find the circumference and area of circles
- Find the volume and surface area of prisms
- Classify triangles according to the angles and sides
- Understand parallel, intersecting, and perpendicular lines
- Measure an angle using a protractor
- Draw similar figures that model proportional relations
- Explore fractal patterns
- Do geometric construction, e.g. bisect a segment

Measurement

- Describe how perimeter, area and volume are affected when dimensions of a figure are changed
- Use strategies to develop formulas for finding circumference and area of circles, and area of sectors ($\frac{1}{2}$ circle, \square circle, $\frac{1}{4}$ circle)

- Express solutions to the nearest unit
- Estimate length, area, volume, perimeter, circumference, area of a circle, various shapes and surfaces using everyday objects, e.g. string, arms, etc.
- Make conversions within the same measurement system while performing computations
- Use indirect measurement such as similar triangles to solve problems

Data Analysis and Probability

- Calculate the probability of independent and dependent events
- Construct a multiple line graph
- Make logical inferences from statistical data
- Calculate the odds
- Design an experiment to test a theoretical probability and explain how the results may vary
- Construct a scatter plot
- Make organized lists and tree diagrams

PHYSICAL EDUCATION

Spiritual Emphasis

- Recognize that God's ideal for quality living includes a health lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

Movement and Motor Skills

- Demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills
- Demonstrate increasing competence in more advanced specialized skills
- Adapt and combine skills to the demands of increasingly complex situations of selected movement forms
- Demonstrate beginning strategies for net and invasion games
- Apply previously learned knowledge, or use instruction to improve performance
- Apply information from a variety of internal and external sources to improve performance
- Identify and apply principles of practice and conditioning that enhance performance
- Recognize sport specific movement patterns that can be applied to games, e.g. similarity of the ready position in striking movement forms
- Understand terms that describe basic movement
- Use basic offensive and defensive strategies in non-complex settings

Lifestyle and Fitness

- Identify opportunities in the school and community for regular participation in physical activity
- Participate daily in some form of health-enhancing physical activity
- Discover personal interests and capabilities in regard to one's exercise behavior
- Identify the critical aspects of a healthy lifestyle
- Participate in moderate to vigorous physical activity in a variety of settings
- Monitor intensity of exercise
- Understand the reason for proper cool-down and warm-up techniques
- Begin to develop a strategy for the improvement of selected fitness components
- Work somewhat independently with minimal supervision in pursuit of personal fitness goals
- Meet the health-related fitness standards as defined by a standard physical fitness test, e.g. AAHPERD Physical Best, Fitnessgram, President's Challenge
- Recognize physical activity as a positive opportunity for social and group interaction
- Experience enjoyment from participation in physical activities
- Use physical activity to express feelings and relieve stress
- Seek personally challenging experiences in physically active opportunities

Sportsmanship and Appropriate Behaviors

- Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations
- Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities
- Make conscious Christ-like decisions about applying rules, procedures and etiquette
- Utilize time effectively to complete assigned tasks
- Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development and disability by learning more about both similarities and differences
- Cooperate with disabled peers and those of different gender, race, ethnicity and religion
- Work cooperatively with both more and less skilled peers

SCIENCE

Physical: Electricity, Magnetism

- Compare and describe static and current electricity
- Identify the difference between conductors and insulators.
- Differentiate between open and closed circuits and parallel and series circuits.
- Identify characteristics of magnets and what causes magnetism
- Describe the relationship between electricity and magnetism
- Identify uses of electromagnets

Life: Human Body Systems

- Describe and explain the structure and functions of the human body in terms of cells, tissues and organs
- Describe the functions of each major organ system in the human body
- Describe and explain the relationship and interaction of the organ systems in the human body

Earth: Geology

- Describe Earth's structure and features
- Explain how Earth changes/has changed over time e.g. erosion, weathering, earthquakes
- Explore and interpret evidences for the Genesis Flood and the Ice Age
- Describe the components and relationships of Earth's land forms and geological features
- Describe the processes by which rocks and soils are formed
- Classify rocks, minerals and soils based on their origin and their chemical and physical properties
- Identify how successive layers of sedimentary rock and the fossils contained within them can be used to confirm the age, history and changing life forms of the Earth

Health: Drug Effects, Decision Making, and Nutrition

- Define drug and identify helpful and harmful drugs
- Explain the short- and long-term physical and emotional consequences of drug use
- Identify personal and community resources for drug abuse education and treatment
- Describe the steps in decision-making, how values develop and how these apply to healthy choices
- Explain healthy eating practices and design nutritional goals based on national dietary guidelines and individual needs
- Identify eating disorders and explain how they adversely affect health

Scientific Inquiry

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- **Safely use and store tools and equipment**

Service and Career Options

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

SOCIAL STUDIES

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: **Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.**

World History: Creation – Middle Ages (Ancient Civilizations: Mesopotamia, India, Sub-Saharan Africa, Egypt, Greece, Rome, China; Americas: Incas, Mayas, Aztecs; Current Events)

- Recognize God's involvement in the world's history through the prophetic fulfillment of the rise and fall of nations
- Describe the relationships between people/groups, events and cultures in World History
- Understand the major characteristics and historical influence of ancient civilizations on world development – past and present, and be able to place them on a timeline
- Understand the democratic legacy of Greek ideas and government
- Describe the relationships between people/groups, events and cultures in World History
- Understand the democratic legacy of Greek ideas and government
- Understand the global role and work of the Adventist church in North America

Civics

- Compare and contrast the various forms of government in the world's history and identify their effect on the modern world
- Understand how politics helps people with different ideas to reach agreements
- Understand competing ideas about the purposes government should serve

- Know that the world is divided into nations that claim sovereignty over a defined territory and jurisdiction over everyone within it
- Know the rights and responsibilities of citizenship
- Know the importance of Christian citizenship and cultural diversity

Geography

- Interpret maps and charts of the world and organize information about people, places and environments
- Construct charts and maps to show information
- Identify the characteristics of ecosystems on the Earth's surface

Economics

- Understand the broader defining characteristics of the term stewardship
- Understand the concept of prices and the interaction of supply and demand in a market economy
- Know the impact of trade on the development of countries
- Identify and understand the changes in people's lives as a result of technology
- Understand economic systems

TECHNOLOGY

- Demonstrate proper use and care of computers and input/output devices
- Learn to troubleshoot basic malfunctions
- Practice keyboarding, using correct hand position and posture
- Use word processing, editing and file management skills
- Begin using presentation software
- Use a variety of electronic resources to enhance and access information
- Know proper technology terms
- Understand consumer issues regarding technology in every aspect of our lives
- Investigate technology-related occupations
- Use courtesy while sharing computer time
- Become aware of legal issues when using software
- Identify computer abuse including use of Internet

Daily Schedule

Please allow me to briefly acquaint you with my program this school year. Here is a sample of a possible class schedule. Please study it. If you have any questions, please come see me. You are welcomed to visit at any time. I am every excited about this year, and will explain it to your understanding.

School Hours: Monday-Thursday	8:00a.m. - 2:55p.m. Grade 4
	8:00a.m. - 3:25p.m. Grades 5-6
Friday	8:00a.m. - 12:00 noon

Monday, Tuesday,

Thursday

8:00-8:10	Worship
8:10-8:40	Bible
8:40-9:40	Daily Oral Language
	Grammar
	Handwriting
	Spelling
	Phonics
	Vocabulary
9:40-10:00	Recess
10:00-10:50	Reading Instruction
10:50-11:50	Science
	Social Studies
11:50-12:25	Lunch & Recess
12:25-12:35	Pray Time
12:35-12:45	Story Time
12:45-1:45	Math
1:45-2:15	PE
2:15-2:35	Writing (grade4)
-2:45	Writing (grades 5-6)
2:35-2:55	Reading Workshop (4)
2:45-3:15	Reading Workshop (5-6)
3:15-3:25	Science/Soc. St. as needed (5-6)

Wednesday

8:00-9:15	Chapel
9:15-9:40	Daily Oral Language
	Grammar
9:40-10:00	Recess
10:00-11:00	Spelling
	Handwriting
	Phonics
	Reading Instruction
11:00-11:50	Science
	Social Studies
11:00-12:25	Lunch & Recess
12:25-12:35	Pray time
12:35-12:45	Story time
12:45-1:45	Math
1:45-2:15	PE
2:15-2:35	Writing (grade4)
-2:45	Writing (grades 5-6)
2:35-2:55	Reading Workshop (4)
2:45-3:15	Reading Workshop (5-6)
2:45-3:25	Science/Social Studies as needed (5-6)

Friday

8:00-8:10	Worship
8:10-8:45	Computer Tech.
8:45-9:45	Art
9:45-10:15	Music (part1)
10:15-11:45	Choir
	Band
11:45-12:00	Spelling Test

Classroom Management

Every student who enters SFAS pledges to observe willingly all its regulations. He/she agrees to uphold the Christian principles upon which the school operates. These principles are spelled out in the SFAS handbook. With this in mind, and as we start this year, we have set up standards of conduct that will affect each area of the school. The following standards have been set up for the class:

1. Everyone has the right to live safely.
2. Everyone has the right to learn.
3. Everyone has the responsibility to be polite.
4. Everyone has the responsibility to be honest.
5. Everyone has the responsibility to use time wisely.

Please discuss these standards with your child. It is part of the student's contract that he/she perform all duties assigned to him/her in connection with the school.

When a student is not following the above standards, they will be asked to comply with them. If the misbehavior continues, the student will be asked to move to another area in the room to work. If moving does not work, the student will be asked to go to the office and do work there until a conference can be set up with the teacher and student.

After the first request to leave the room, the student must make up for that incident and complete all schoolwork that was missed. The student and teacher will talk about what exact behavior needs to change and what steps will accomplish the changed behavior.

After the second request to leave the classroom, the student will be required to have lunch alone, to stay after school and conference with the teacher. Parents will be notified of the situation.

After the third request to leave the classroom, the student will complete the day away from other students. They will continue to work out of the class until a conference can be set up with the student, teacher, principal, and parent. The group will decide plan of action.

The Plan is for Students to become responsible for their behavior.

Grading/Academic Policy

The school has adopted the following system in an endeavor to use a method that will more effectively communicate each student's progress. I will observe where the child is in their education, and try to take them as far as they will go. A student's grades will include daily activities, projects, homework, tests, and class participation. Grades will be given on the following scale:

A	100-94%
A-	93-90%
B+	89-87%
B	86-84%
B-	83-80%
C+	79-75%
C	74-70%
C-	69-65%
D+	64%
D	63-62%
D-	61-60%
F	59% and below

A Parent-Child-Teacher conference will be set up when a student's progress is below satisfactory (a "C"). Mid-term reports will be going home twice a quarter. Please ask to see the report. It will need to be signed by a parent or guardian. This report will let you know how your child is doing throughout the quarter. Therefore, the grades on the progress report will not be a surprise. If you have any concerns about you child's grades, please feel free to come in and we will discuss the matter to bring about understanding for all.

Late work will be accepted in cases of sickness, appointments, and extreme emergency only. Students will be encouraged to turn work in on time. Please see the section explaining homework.

Communication

Newsletters

You will be receiving a newsletter from me about once or twice a month. It will be in the homework folder. Students need to learn to assume the responsibility of taking home the necessary papers. I believe that parents need to be aware of what is going on in the classroom. Please ask your child for any information that will be sent home in their homework folders.

Telephone

You are welcome to call me at home if you have any questions. My number is (650) 866-3408 or (650) 291-2834. I will accept calls up to 9:30 p.m.

Before and After School

I am available to meet with parents 15 minutes before school and anytime after school. I run a study hall after school for about an hour on Tuesday and Thursday; therefore, I can answer questions and concerns during this time also. If you want a formal Parent-Teacher-Student Conference please call and make an appointment. I will make every effort to meet your schedule when possible.

E-mail

My E-mail address is TLTRobin@aol.com. You are welcome to write a note or ask any questions. I read my e-mail almost every day. I will respond as soon as possible. You can also e-mail me through the school web site.

Homework Policy

Homework on any one day will be assignments in Spelling, Bible, Reading, a project, or any unfinished class work. The students will be given time to complete all in class assignments. When an assignment is not completed in class, it's considered homework. All homework will be written in an assignment book. Also all homework will go home in a homework folder. This is to help train the student to have good study habits later in their education. Homework should take a student no more than 60-75 minutes. Homework is due the next day or on the due date of a project. Any special projects to be completed at home will be given a due date in advance. Students will have extra time for assignments missed due to being absent. If homework cannot be complete in 60-90 minutes, please contact me immediately.

Student's Homework Responsibilities

I expect students to do their best job on their homework. I expect homework to be **NEAT**, not sloppy. I expect students to do the work on their own and only ask for help after they have given it their best effort. I expect that all assignments will be **TURN IN ON TIME**. Students are responsible for making up all work due to an absence.

Teacher's Homework Responsibilities

I will check all homework. Because I strongly believe in the value positive support plays in motivating children to develop good study habits, I will give praise and other incentives when they do their homework on time.

Parent's Homework Responsibilities

Parents are the key to making homework a positive experience for their children. Therefore, I ask the parents make homework a top priority, provide necessary supplies, have a quiet homework environment, set a daily homework time, and provide praise and support. Do not let your child avoid homework. Please ask to see the assignment book and the completed assignments. Please contract me if you see any problems.

If Students Do Not Complete Homework

If a student is not completing their homework, I will contact parents or guardians immediately. I will set up a program to help a student complete missing work. If a student still chooses not to complete their homework, they will be required to complete homework during recess and lunch play periods. Any missing work will affect a student's mid-term and progress reports. Assignments turned in more than one day late will receive no more than a "C-" grade.

If there is a legitimate reason why a student is not able to finish the homework, please send a note to me on the day the homework is due stating the reason it was not completed. Students will then be given extra time to finish the work with no penalties.

Please read and discuss this homework policy with your child. If there are any questions, please contact me at school. Thank you for your cooperation.

Independent Reading
And
Book reports

Independent reading promotes interest in reading books other than textbooks. Students will learn how to choose good books to read with guidance. Therefore, independent reading and book reports will be a formal part of the reading program.

A student wishing for an "A" grade in reading must read 60/100 pages a week and complete one book report each month. The student in fourth grade will read at least 60 pages a week. The student in grades 5 & 6 will read at least 100 pages a week. Students will record pages read on a reading log. The reading log will be handed in every week on Monday. Each student with parental supervision chooses which books to read. Students may check out a book from the library to read. Students are encouraged to read a book from each of the genre or categories listed below. There will be one genre or category assigned during each of the months of school. The book report will be covering the book from the chosen category. This will help the student learn about the many different types of books available to read. However, students may read more than one book from a category. If you have any other category for books, please get my approval before beginning to read. If you are having trouble finding a book to read, I will be glad to assist your child in finding a suitable book. A special reading chart in the classroom will keep a record of how many pages have been read and what book reports have been completed.

Please encourage your child to read silently and aloud. Someone may read a book aloud with the child. If you have any questions, please contact me. I will be glad to explain for your understanding. Thank-you for your cooperation in reading!

Categories: Adventure	Biography	Religious	Missions	Poetry
Non-fiction	Health	Sports	Humor	Science
Realistic fiction	"How to Do" book		Historical	
Autobiography	Short Stories		Hobbies	

Grades 4-6
List of Supplies

1. 1 set of felt markers
2. 3 boxes of Kleenex
3. 1 water bottle with name on it
4. pencils and pens (**No Mechanical Lead Pencils**)
5. erasers
6. crayons (box of at least 16)
7. scissors (small pair)
8. 2 rolls of 35mm film
9. 6 folders to hold paper
10. 1 colored pencil set
11. 1 backpack
12. 1 sm. Box to hold supplies (9x12x2 inches)
13. 1 bottle of glue
14. 4 glue sticks
15. a notebook
16. lots of notebook paper
17. 3 journal composition book
18. a compass (for creating circles)
19. a protractor
20. a 12in./30cm ruler
21. a clipboard
22. a calculator
23. 1 badminton racquet (if new to the class)
24. 1 racquet for playing racquetball (if new to the class)
25. Books on the Literature List for each grade
26. 1 Thesaurus Dictionary
27. Lots of Small post a note pads (1 7/8")

Please put your child's name on all items. **There will be no sharing of supplies.**

Classroom Needs

Every teacher wishes for items that will make the classroom more interesting and motivate students to learn. Here is my wish list for the year.

- A set of flags for football \$3.00 each
- 10 stethoscopes \$6.00 each
- 10 classroom microscopes \$15.00 each
- 15 stopwatches \$8.00 each
- Team jerseys \$15.00 each
- a rag ball for softball \$16.00 each
- 2 beanbag chairs \$20.00 each
- 1 Twister game \$20.00 each
- Two portable soccer goals \$100.00 each
- A classroom copier \$175.00
- Two volleyball poles to hold the net \$190.00 each
- One volleyball net \$225.00
- A 35mm Camera \$200.00
- A large laminator for the school \$1,600.00

2861 Carmel Dr.
San Bruno, CA 94066
(650) 866-3408 home
(415) 585-5550 work
TLTRobin@aol.com

Thelma L. Robinson

Objective Teacher

Experience 2000-present San Francisco Adventist School
San Francisco, CA

Elementary Teacher (Grades 4-6)

- ◆ Taught students who had special needs (ADHD)
- ◆ Use the computer to reinforce language Art concepts
- ◆ Helped with the after-school sports program
- ◆ Run an after-school study hall
- ◆ A mentor teacher
- ◆ Yearbook editor
- ◆ Conference Spelling Bee Committee member

1995-2000 San Antonio Junior Academy
Ontario, CA

Elementary Teacher (Grade 2)

- ◆ Team taught art and P.E. with First grade teacher
- ◆ Established and directs a K-2 Choir
- ◆ Implemented Developmentally practices in second grade
- ◆ Use the computer to reinforce Reading, Math, and Language Art concepts.
- ◆ Taught students who had special needs (ADHA and developmental challenged)
- ◆ Serve as adjunct faculty for La Sierra University School of Education,
Department of Curriculum and Instruction with responsibility for undergraduate math instruction and curriculum.

1993-1995 Crescenta Valley SDA School
La Crescenta, CA

Elementary Teacher (grade 5 and 2)

- ◆ Taught fifth grade the first year and second grade the next.
- ◆ Plan and served a hot lunch to raise money for class funds.

- ◆ Organized the use of computers in the second grade classroom.
- ◆ Relocated to be closer to home.

1992-1993 Culver City Adventist School
Culver City, CA

Elementary Teacher (grades 5-6)

- ◆ Taught students to read music and play a soprano recorder.
- ◆ Taught multigrade classes using large and small group activities.
- ◆ Took the sixth grade on an outdoor education trip
- ◆ Relocated to be closer to home.

1989-1992 Laguna Niguel SDA School
Laguna Niguel, CA

Elementary Teacher (Grades 3-8)

- ◆ Taught grade 5-8 for two years and 3-8 the last year using both large and small group activities.
- ◆ Taught the students to read music and play a soprano recorder
- ◆ Plan an eighth grade graduation.
- ◆ Taught the seventh and eighth grade girls how to sew with a sewing machine.
- ◆ Relocated to be closer to grandparents for new son.

1985-1989 San Gabriel Academy
San Gabriel, CA

Elementary Teacher (Primary grades)

- ◆ Taught multigrade classes with the overflow students of grades 1-4 (a different combination each year).
- ◆ Served on the Home and School Committee.

1985 It's A Small World Preschool
Riverside, CA

Assistant Director

- ◆ Taught the primary school age summer class.
- ◆ Taught the four years old class in the morning and school age children in the afternoon.
- ◆ Planned and prepared snacks for children.
- ◆ Acting director when the director was out.

1979-1983 Burlingame SDA Elementary School
Burlingame, CA

Disclaimer

This handwork has been prepared as a source of information for parents. As such, it does not directly or indirectly constitutes a contract between you and the school. The contents of this handbook are subject to change at any time at the discretion of the San Francisco Adventist School Board.

I hope this will be a special year for you and your child. Please talk to me when you have something to share, when you do not understand something, or when you are upset over something. I will try to listen very carefully and make plans together for the good for you child. Also you as a parent can come visit the class any time. Thank-you for the opportunity of working with you and for the privilege of working with your child!