

The graphic features a central teal circle containing the text. Surrounding this circle are several thick, colorful ribbons in shades of purple, blue, green, yellow, orange, and red, which are curled and looped in a decorative, celebratory manner. The background is a light, neutral color.

**Curriculum  
Night  
2021-2022**

<https://www.wevideo.com/view/2365113175>



# Communication

Grade Level Blog - [npefifthgrade.weebly.com](http://npefifthgrade.weebly.com)

Answers to most questions can be found on our grade level website. Blog posts are made once a week on Fridays and contain updates and information for the following week.

NPE Website - <https://www.fultonschools.org/newprospectives>

Answers to school and/or district-based questions can most often be found on the NPE website.



# Communication

Teachers can be reached at the following email addresses:

Ms. Childs – [childse@fultonschools.org](mailto:childse@fultonschools.org)

Mr. Fernandez – [fernandezmd@fultonschools.org](mailto:fernandezmd@fultonschools.org)

Ms. Fullerton – [fullertonk@fultonschools.org](mailto:fullertonk@fultonschools.org)

Mr. Lew – [lewt@fultonschools.org](mailto:lewt@fultonschools.org)

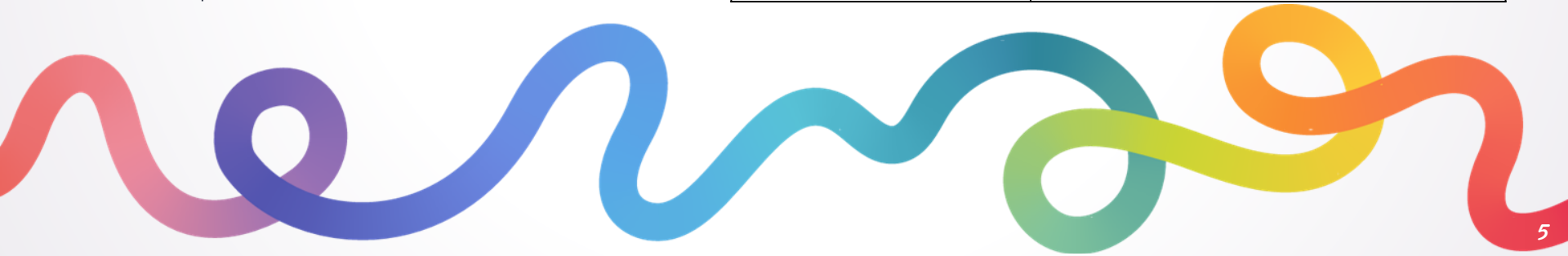
Mr. Williams – [williamsd19@fultonschools.org](mailto:williamsd19@fultonschools.org)



# Schedule

Your child's specials schedule is dependent upon their homeroom teacher. Each student has 1 day of STEM, 1 day of Art, 1 day of Music, and 2 days of PE per week.

7:40-8:00	Morning Meeting
8:00-9:20	Math
9:20-9:35	Recess 1
9:35-10:35	Reading
10:35-11:25	Writing
11:25-12:00	Lunch
12:00-12:30	RELA
12:30-12:45	Recess 2
12:45-1:30	Social Studies
1:30-2:15	Specials



# Small Group & Conferences

Small groups & conferences are held during class in Math, Reading, and Writing


- Based on skill/need
- Students may not be pulled every day.
- Focuses on specific strategies in both familiar and new texts / problems
- Conferences are typically one-on-one and focus on the topic of the day as it pertains to the writing task. These are also not always daily.
- Allows teachers to work more closely with students and develop skills with more teacher-student interaction





# Behavior Expectations

# Panther Expectations

	Hallways	Cafeteria	Restroom	Bus	Playground	Computer Lab
<p><b>P</b> Pride</p>	<ul style="list-style-type: none"> <li>Take care of others' work</li> <li>Keep the halls clean</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Place all trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Wash hands with soap and water</li> </ul>	<ul style="list-style-type: none"> <li>Be a good example to others</li> <li>Be kind to others and personal property</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver</li> <li>Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Take care of computers and other equipment</li> <li>Put everything back in its place</li> </ul>
<p><b>A</b> Attitude</p>	<ul style="list-style-type: none"> <li>Walk quietly</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Allow for privacy for each person</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Use positive and appropriate language</li> <li>Invite others to join in</li> </ul>	<ul style="list-style-type: none"> <li>Work quietly</li> </ul>
<p><b>W</b> Wise Choices</p>	<ul style="list-style-type: none"> <li>Go to your destination quickly</li> </ul>	<ul style="list-style-type: none"> <li>Use time to eat wisely</li> <li>Eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>Return to class quickly</li> <li>Use water and supplies wisely</li> </ul>	<ul style="list-style-type: none"> <li>Keep belongings in your book bag</li> <li>Be ready for your stop</li> </ul>	<ul style="list-style-type: none"> <li>Line up at first signal</li> <li>Agree on rules before the game</li> <li>Stay in approved areas</li> </ul>	<ul style="list-style-type: none"> <li>Use approved programs</li> <li>Print only what is needed</li> </ul>
<p><b>S</b> Safety</p>	<ul style="list-style-type: none"> <li>Keep hands, feet, and other objects to yourself</li> <li>Walk on the right</li> </ul>	<ul style="list-style-type: none"> <li>Walk in line</li> <li>Stay seated until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and other objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated until the bus stops</li> <li>Walk on and off the bus in a single file line</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and other objects to yourself</li> <li>Report problems and injuries to adults</li> </ul>	<ul style="list-style-type: none"> <li>Walk to your designated location Push in chairs</li> </ul>



# School Behavior Expectations



## PAWS Tickets

- Students can earn PAWS tickets throughout the school day for exemplifying our PAWS expectations.
- PAWS Tickets are turned each week and two winners from each grade level are drawn (lottery style) on Fridays to earn a prize!

## BUSTed Tickets

- Students can earn BUSTed tickets by showing our PAWS behaviors on their school bus.
- Tickets are turned in throughout the week and one winner from each grade is chosen on Friday to win a prize.

The background features several thick, colorful lines that swirl and loop across the page. The colors include shades of red, purple, blue, teal, green, yellow, and orange. A large teal circle is centered in the background, framing the text.

# Grade Level Blog

[HOME](#)

[BLOG](#)

[MEET THE TEACHERS](#)

[GENERAL INFORMATION](#)

[SUBJECT AREAS](#)

[CALENDAR](#)

[PHOTOS](#)

# FIFTH GRADE

*Grow Celebrate Matter*

[HOME](#)

[BLOG](#)

[MEET THE TEACHERS](#)

[GENERAL INFORMATION](#)

[SUBJECT AREAS](#)

[CALENDAR](#)

[PHOTOS](#)

[SCHEDULE](#)

[STANDARDS](#)

[STUDENT SUCCESS  
SKILLS](#)

[PBIS EXPECTATIONS](#)

# FIFTH GRADE

*Grow Celebrate Matter*

[HOME](#)[BLOG](#)[MEET THE TEACHERS](#)[GENERAL INFORMATION](#)[SUBJECT AREAS](#)[CALENDAR](#)[PHOTOS](#)[MATH](#)[ON LEVEL MATH](#)[RELA](#)[ADVANCED MATH](#)[SCIENCE](#)[ACCELERATED MATH](#)[SOCIAL STUDIES](#)

# FIFTH GRADE

*Grow Celebrate Matter*

# FIFTH GRADE

## *On Level Math*

On Level Standards



For resources on each unit, please click the unit number in the table below.

Unit	Topic	Priority Standards
<a href="#">Unit 1</a>	Order of Operations and Whole Numbers	MGSE5.OA.1, MGSE5.NBT.1, MGSE5.NBT.2, MGSE5.NBT.6
<a href="#">Unit 2</a>	Adding and Subtracting Decimals	MGSE5.NBT.1, MGSE5.NBT.7
<a href="#">Unit 3</a>	Multiplying and Dividing Decimals	MGSE5.NBT.2, MGSE5.NBT.7
<a href="#">Unit 4</a>	Adding, Subtracting, Multiplying, and	MGSE5.NF.2, MGSE5.NF.6, MGSE5.NF.7

# FIFTH GRADE

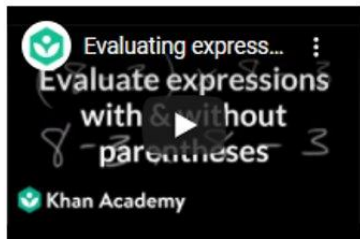
## *On Level Math*

### PARENT LETTER



Fulton County has provided letters for parents that outline the standards and content that is covered in each unit for fifth grade this school year. Please click on the photo to the left to access the letter.

### RESOURCES





**Curriculum  
Information**



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# Phonics

Phonics instruction builds on student understanding of letters, syllables, prefixes, roots, and suffixes to determine the meaning of *new* and *unfamiliar* words.

## Example of a week of phonics instruction

### Day 1:

Students explore words to determine patterns

#### Example:

Students use matching activity to identify pattern between bilingual, bicycle, and bilateral.

### Day 2:

Students learn the meaning of prefixes, roots, or suffixes

#### Example:

Students take notes on the prefix bi, which means 2. They copy examples.

### Day 3-5:

Students use the words in their own writing or creative opportunities.

#### Example:

Students create a Frayer model for the prefix bi-, or work in groups for a word creation competition.





# Reading

Reading instruction is designed to teach students skills that apply to interaction with a text. Students are expected to be reading and interacting with text daily.

### Example of a day's reading instruction

<u>Introduction:</u>	<u>Active Engagement:</u>	<u>Link:</u>	<u>Conferencing / Small Groups:</u>
The teacher will introduce a strategy based on a need to understand a text	As a class, we apply the strategy to our read-aloud or mentor text	Students work independently or collaboratively to practice the skill in the context of their own reading	Teacher will pull students to focus on specific reading skills
Example: Teacher will introduce the strategy of using a Kek's actions to build a theory about the theme of <i>Home of the Brave</i>	Example: Students will use notes from the teacher to develop ideas for a theme in the book, discussing amongst tables	Example: Students will take notes during independent reading and record their ideas in their notebook.	Example: Teacher will pull students to work on identifying meaningful character actions vs unimportant actions



## Reader's Workshop

- Mentor Texts
- Read Aloud
- Independent Reading
- Book Clubs/Book

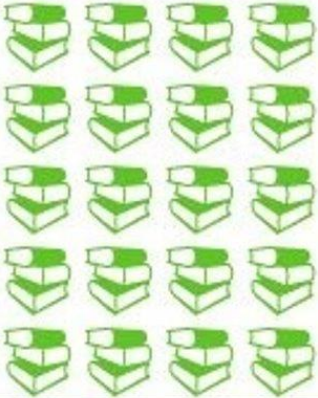


## Partners

- Expand writing
- and reading connections
- iReady

## Reader's Workshop

- Narrative
- Informational
- Narrative
- Argument
- Fantasy

# WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Oney and Brown, 1992.)

## WANT TO BE A BETTER READER? SIMPLY READ.



# Language Arts

### 3 Main Types of Writing: Narrative, Informational, Opinion

Produce and strengthen writing over time and multiple approaches

Use technology to publish and research

Recall information and gather relevant information from sources

Routinely write over extended amounts of time



Narrative W3	Informational W2	Opinion W1
<ul style="list-style-type: none"> <li>-Small Moment</li> <li>-Descriptive Language</li> <li>-Dialogue</li> <li>-Chronologically ordered</li> <li>-Narrative techniques</li> </ul>	<ul style="list-style-type: none"> <li>-Evidence based</li> <li>-Without opinion</li> <li>-Thesis Statement</li> <li>-Use supporting text features</li> <li>-Research</li> <li>-Quotations</li> </ul>	<ul style="list-style-type: none"> <li>-Evidence based</li> <li>-Takes a side</li> <li>-Counterargument</li> <li>-Essay Structure</li> <li>-Thesis statement</li> <li>-Research</li> <li>-Quotations</li> </ul>

All Writing Structures

- Vocabulary
- Transitional words and phrases
- A variety of leads and conclusion types





# Grammar

- Unknown and multiple-meaning words
- Use when speaking, writing, or listening
- Conventions of standard English: capitalization, punctuation and spelling
- Change in verb tenses
- Conjunctions, prepositions, interjections, perfect verb tense, etc.
- Figurative language
- Acquire new vocabulary



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**Math**

- Rotations – Students meet with their specific Math teacher for differentiated Math instruction.
- Math Talk – Promotes math and number fluency and proficiency with a variety of math strategies.
- Differentiated Centers – **Leveled** centers that **target** multiple levels of understanding from multiple levels of instruction.
- iReady Math - Students are encouraged to complete 45 minutes of tailored math instruction on iReady each week.



## Example of a Day of Math Instruction and Centers

<u>Math Talk</u>	<u>Instruction</u>	<u>Practice</u>	<u>Enrichment</u>	<u>Groups</u>	<u>Technology</u>
Teacher introduces new math strategies and helps promote number and math fluency.	Teacher introduces new standards-based content through a mini-lesson	Students solve practice problems that allow for fluency building of newly taught math concepts.	Students are given an opportunity to go further in their understanding of the concept.		Students work on tailored lessons based on need for review or challenge
<u>Example:</u> Students learn the strategy, “Add a Friendly Number” and work through multiple problems, learning the math language.	<u>Example:</u> After instructing a mini-lesson on multiplying whole numbers with powers of ten, students walk through guided problems and are released to their centers.	<u>Example:</u> Students work independently on problems to strengthen their understanding of the content presented in the day’s mini-lesson.	<u>Example:</u> Students will work together to solve a real world problem involving math, work on a project, or take the content from the day “one step further”.		<u>Example:</u> iReady Quizizz Khan Academy

# On Level

5th Grade 5.1						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Order of Operations and Whole Numbers	Adding and Subtracting with Decimals	Multiplying and Dividing with Decimals	Adding, subtracting, Multiplying and Dividing Fractions	2D Figures	Volume and Measurement	Geometry and the Coordinate Plane
MGSE.5.OA.1 MGSE.5.OA.2 MGSE.5.NBT.1 MGSE.5.NBT.2 MGSE.5.NBT.5 MGSE.5.NBT.6	MGSE.5.NBT.1 MGSE.5.NBT.3 MGSE.5.NBT.4 MGSE.5.NBT.7	MGSE.5.NBT.2 MGSE.5.NBT.7	MGSE.5.NF.1 MGSE.5.NF.2 MGSE.5.NF.3 MGSE.5.NF.4 MGSE.5.NF.5 MGSE.5.NF.6 MGSE.5.NF.7 MGSE.5.MD.2	MGSE5.G.3 MGSE5.G.4	MGSE5.MD.1 MGSE5.MD.2 MGSE5.MD.3 MGSE5.MD.4 MGSE5.MD.5	MGSE5.G.1 MGSE5.G.2

# Advanced

5th Grade Material (5.2)			6th Grade Material (6.1)			
Unit 5	Unit 6	Unit 7	Unit 1	Unit 2	Unit 3	Unit 4
<b>2D Figures</b> Characteristics and Hierarchy of 2-Dimensional Figures MGSE5.G.3 MGSE5.G.4	<b>Volume &amp; Measurement</b> Converting metric and customary measures, measurement & calculation of volume. MGSE5.MD.1 MGSE5.MD.2 MGSE5.MD.3 MGSE5.MD.4 MGSE5.MD.5	<b>Geometry and the Coordinate Plane</b> Graphing points on a coordinate plane to solve real-world and mathematical problems MGSE5.G.1 MGSE5.G.2	<b>Number System Fluency</b> Operations with Fractions and Decimals, GCF/LCM, Division of Whole Numbers MGSE6.NS.1 MGSE6.NS.2 MGSE6.NS.3 MGSE6.NS.4	<b>Ratio, Rate, &amp; Proportional Reasoning</b> Ratio, Rate, Unit Rate, Proportions, Percent of a Quantity MGSE6.RP.1 MGSE6.RP.2 MGSE6.RP.3a MGSE6.RP.3b MGSE6.RP.3c MGSE6.RP.3d	<b>Expressions</b> Write & evaluate expressions using variables, whole number exponents, equivalent expressions MGSE6.EE.1 MGSE6.EE.2 MGSE6.EE.2a MGSE6.EE.2b MGSE6.EE.2c MGSE6.EE.3 MGSE6.EE.4 MGSE6.NS.4	<b>One Step Equations &amp; Inequalities</b> Reason about and solve one-step equations and inequalities, represent and analyze relationships between independent and dependent variables, using ratio relationships to solve problems. MGSE6.EE.5 MGSE6.EE.6 MGSE6.EE.7 MGSE6.EE.8 MGSE6.EE.9 MGSE6.RP.3 MGSE6.RP.3a MGSE6.RP.3b MGSE6.RP.3c MGSE6.RP.3d

# Accelerated

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<p><b>Number System Fluency</b></p> <p>Operations with Fractions and Decimals, GCF/LCM, Division of Whole Numbers</p> <p>MGSE6.NS.1 MGSE6.NS.2 MGSE6.NS.3 MGSE6.NS.4</p>	<p><b>Ratio, Rate, &amp; Proportional Reasoning</b></p> <p>Ratio, Rate, Unit Rate, Proportions, Percent of a Quantity</p> <p>MGSE6.RP.1 MGSE6.RP.2 MSGE6.RP.3 MGSE6.RP.3a MGS E6.RP.3b MGSE6.RP .3c MGSE6.RP.3d</p>	<p><b>Expressions</b></p> <p>Write &amp; evaluate expressions using variables, whole number exponents, equivalent expressions</p> <p>MGSE6.EE.1 MGSE6 .EE.2 MGSE6.EE.2a MGSE6.EE.2b MGS E6.EE.2c MGSE6.EE. 3 MGSE6.EE.4 MGS E6.NS.4</p>	<p><b>One Step Equations &amp; Inequalities</b></p> <p>Reason about and solve one-step equations and inequalities, represent and analyze relationships between independent and dependent variables, using ratio relationships to solve problems.</p> <p>MGSE6.EE.5 MGSE6.EE.6 MGSE6.EE.7 MGSE6.EE. 8 MGSE6.EE.9 MSGE6.RP .3 MGSE6.RP.3a MGSE6. RP.3b MGSE6.RP.3c MG SE6.RP.3d</p>	<p><b>Area &amp; Volume</b></p> <p>Solve mathematical and real-world problems involving area, surface area, and volume.</p> <p>MGSE6.G.1 MGSE6.G.2 MGSE6.G.4</p>	<p><b>Statistics</b></p> <p>Develop understanding of statistical variability, Summarize and describe distributions,</p> <p>MGSE6.SP.1 MGSE6 .SP.2 MGSE6.SP.3 M GSE6.SP.4 MGSE6.S P.5</p>	<p><b>Rational Explorations: Numbers &amp; Their Opposites</b></p> <p>Apply and extend previous understandings of numbers to systems of rational numbers, absolute value, integers</p> <p>MGSE6.NS.5 MGSE 6.NS.6 MGSE6.NS.6 a MGSE6.NS.6b M GSE6.NS.6c MGSE6 .NS.7 MGSE6.NS.7a MGSE6.NS.7b MGS E6.NS.7c MGSE6.NS .7d MGSE6.NS.8 M GSE6.G.3</p>

The image features a central teal circle containing the text 'Social Studies & Science'. This circle is surrounded by several thick, colorful, swirling lines in shades of red, orange, yellow, green, and blue, creating a dynamic and artistic background.

# **Social Studies & Science**



Social studies and science are taught in a rotating unit basis. We cover one unit of social studies, then one unit of science, and so forth.

This ensures we have plenty of time to focus on the different standards in each subject.



# Social Studies Units



# Social Studies Resources

This is the online version of our Social Studies book that also contains links and activities that can be done in class and at home.

**UNIT 1** ★ Democratic Ideals and Systems That Shape the United States

**CHAPTER 1** Correlates with SSSCG1b, SSSCG2a,b  
**THE U.S. CONSTITUTION AND CITIZENS' RIGHTS**

**Key Terms**


Articles of Confederation	rights	Bill of Rights
U.S. Constitution	republic	due process of law
representative democracy	amendment	

**The U.S. Needs a Government**

After the American colonies declared their independence from Great Britain, they needed to establish a new system of government. Delegates, or representatives, from the states worked together to form a national government. In 1777, they wrote the plan for the new government in the **Articles of Confederation**.

The Articles of Confederation created a loose association of the states with a weak national government. The delegates designed it that way on purpose because they did not want to risk losing the freedom they'd just won to a new powerful government. However, the government created under the Articles of Confederation was too weak to run the new nation.

In 1787, state delegates met to revise the Articles of Confederation. After discussion, they decided to start over and write a new constitution instead. They wrote the **U.S. Constitution** to describe how the new American government would work.



**Fascinating Fact** ■■■ **The U.S. Constitution established the written plan for government that we still use today!**

# Science Units



# Science Resources

This is the online version of our Science book that also contains links and activities that can be done in class and at home.

Earth and Space Science Earth's Structures and History

### Mapping Earth's Crust

Earth's crust is not flat. In some places, it rises high toward the sky. In others, it dips low and is covered by deep oceans. People make maps to represent the many features of Earth's surface.

The height of a location above sea level is called its elevation. A map must show elevation in order to show features such as mountains and valleys. How can elevation be shown on a flat map?

A **relief map** shows elevation using shading. Different colors on the map represent different elevations. A key may tell what elevations each color represents. The shading can sometimes make a relief map look three-dimensional.

A **topographical map** shows elevation using lines called contour lines. Each line represents a different elevation. The number on a line tells what elevation it represents. Each point on that line has that same elevation. In areas where contour lines are close together, the elevation changes rapidly. This represents a steep slope. In areas where the lines are spread apart, elevation changes more gradually.

In the relief map, dark green represents the lowest elevation. Brown represents the highest elevation.

Trace along any line on the map. Every place that line passes through has the same elevation.

### Modern Mapping Technology

One way of making maps involves surveying. Surveying involves measuring distances and angles from one point on land to another. A surveyor uses those measurements to find elevations, which are then used to make maps.

New technologies have made surveying easier. The invention of radio signals, lasers, and GPS have made taking those measurements faster and more precise. GPS stands for Global Positioning System. You may have used GPS in a car or cell phone to tell you how to get somewhere. A surveyor can measure the time that a radio signal or laser takes to travel from one point to another. From that, he or she can find the distance between those points.

People have developed new ways to make maps. Airplanes and satellites can take measurements by firing laser pulses at the ground. The pulses bounce back and are received by the plane or satellite. The time they take to bounce back is used to calculate precise elevations.

New technologies also change how we use maps. Maps made by computers no longer have to be flat. Computer models can be three-dimensionally rendered, or drawn. These models can be turned and analyzed in the computer. Some of these models help keep people safe. Scientists analyze them and run simulations to predict possible dangers, such as floods.

Computers maps may have layers that represent different parts of an area.

A surveyor uses math to calculate elevation from distances and angles.

30 Earth and Space Science Earth's Structures and History 31

# STEM Class

The students will also work with Ms. Davis, the STEM teacher to build worldly connections to the standards being discussed.





**TAG &  
Continuous  
Achievement**

# TAG

TAG is a program offered to gifted learners, in which students are pulled out of their regular class one day a week to receive specialized curricular instruction to meet their unique learning needs.

\*\*ALL students are screened twice a year.

Person to Contact:

Diana Anderson- TAG Coordinator

[andersondl@fultonschools.org](mailto:andersondl@fultonschools.org)





# Continuous Achievement

Continuous Achievement is specific to Fulton County and refers to various levels of instruction within reading, writing, and math.

\*\*ALL students are automatically screened for these levels 3 times a year through the school.

Person to contact:

Diana Zarzour- our CST

[zarzourd@fultonschools.org](mailto:zarzourd@fultonschools.org)



## STEM with Mrs. Davis



- Visit my website at [www.stemlabnpes.weebly.com](http://www.stemlabnpes.weebly.com)
- Follow me on twitter @stemlabnpes
- If you have any questions or concerns email me at: [davisb4@fultonschools.org](mailto:davisb4@fultonschools.org)

My amazon wish list:  
<https://a.co/4e4idvT>



## PE with Coach Stokes and Portnoy

- Visit my website at <http://physicaleducationnpe.weebly.com/>
- Follow me on twitter @NewProspectPE
- If you have any questions or concerns email us at: [stokesj4@fultonschools.org](mailto:stokesj4@fultonschools.org)
- My amazon wish list:

[https://www.amazon.com/hz/wishlist/ls/3PJ0ZT7FCEQJJ?ref=wl\\_share](https://www.amazon.com/hz/wishlist/ls/3PJ0ZT7FCEQJJ?ref=wl_share)



## Art with Mrs. Hopen

- Visit my website at [mrshopensartstudio.weebly.com/](http://mrshopensartstudio.weebly.com/)
- (Please see my website's FAQ page for Teams & Seesaw information)
- Follow me on Twitter @npesart
- If you have questions or concerns email me at: [hopena@fultonschools.org](mailto:hopena@fultonschools.org)
- My amazon wish list: <https://a.co/dnC3WPn>



# SPECIALS TEACHERS

## Music with Mrs. Ingraham

- Visit my website at: [newprospectmusic.weebly.com](http://newprospectmusic.weebly.com)
- Follow me on Twitter @NPMusicRoom
- If you have any questions, please email me at: [ingrahamk@fultonschools.org](mailto:ingrahamk@fultonschools.org)
- My amazon wish list: <https://a.co/b9Wx4WN>



# TAG Preguntas

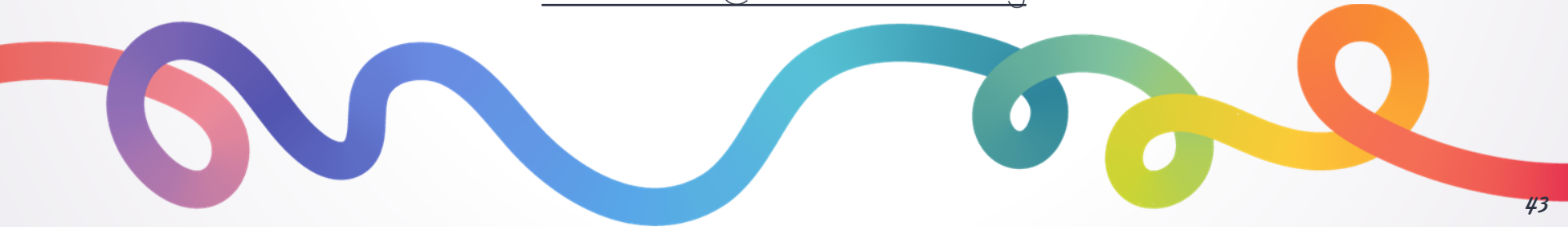
TAG es un programa ofrecido a estudiantes superdotados, en el cual un día por semana, los estudiantes salen de su clase regular para recibir instrucción curricular especializada con el objetivo de satisfacer sus necesidades de aprendizaje únicas.

TODOS los estudiantes son evaluados dos veces al año.

Persona contacto:

Diana Anderson- TAG Coordinadora

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# Avanzado & Acelerado Preguntas

Continuous Achievement (Logro Continuo) es específico del condado de Fulton y se refiere a los varios niveles de instrucción existentes para lectura, escritura y matemáticas.

TODOS los estudiantes son evaluados automáticamente para estos niveles 3 veces al año a través de la escuela.

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