



**SCHOLÉ ACADEMY**  
CLASSICAL ACADEMIC PRESS

## **Foundational Math V**

**Mrs. Christina Royals**

Yearlong Course

2023-2024

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### **ELIGIBLE STUDENT:**

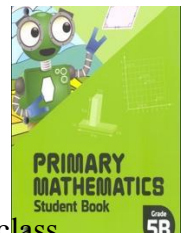
**Grade 5, Advanced 4th Grade:** This course is designed to reinforce multi-digit computational foundations rooted in all four arithmetic operations: addition, subtraction, multiplication and division. It also serves to instruct the application of these operations with fractions, decimals, and problem solving in word form. Students entering this course should have mastered single digit numerical fluency with all 4 operations (for multiplication, fact families 1-12). Students should also have a strong grasp of place value and use of estimation/rounding, telling time, and basic fractional skills (identifying parts of a whole through diagrams).

Throughout the duration of the course, the content delivery will continuously include mental math strategies to increase the fluency and efficiency of computation with larger values.

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### **REQUIRED TEXTS AND MATERIALS:**

- There are four Singapore Math books for the year.
  - [Primary Mathematics Student Book 5A](#) (Revised edition - 2022 Edition)
  - [Primary Mathematics Student Book 5B](#) (Revised edition - 2022 Edition)
  - [Primary Math 2022 Additional Practice 5A](#)
  - [Primary Math 2022 Additional Practice 5B](#)
- Digital tablet – [Wacom Intuos Tablets](#) (or similar- I use an XP-Pen and Slate)
- Personal Size Dry-erase Board with Markers
- Additional materials and/or manipulatives may be requested prior to a particular class session.



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### **COURSE SCHEDULE**

**ORIENTATION SESSION:**

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled during the week prior to the start of the class.

**CLASS SESSION DATES:**

Class Section 1:

Monday through Thursday 1:00-2:00pm(EST)

<https://scholeacademy.com/academic-calendar/>

**OFFICE HOURS:** Your teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

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**COURSE DESCRIPTION**

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By the end of 4<sup>th</sup> grade a student should have a good grasp of the four basic operations (addition, subtraction, multiplication and division) along with some foundational concepts in geometry and measurement. The emphasis in Math V is to take this foundation and build upon it with more complexity, especially as it pertains to problem solving in word form.

At this content level, the skills being learned and applied have major real world relevance, so it is always a chief goal for me to assist students in making these connections so that their learning extends beyond the classroom. You might see homework assignments that involve a task or information retrieval outside the parameters of a worksheet page from time to time.

I have a few mantras I recite quite often during the instructional setting, “work smarter, not harder”- this is when I am helping a student find the least complicated method of solving something that seems overwhelming. I use this approach especially when working with computation of large digit numbers. “Being smart isn’t knowing the answers, it’s knowing how to find them”- understanding relationships between numbers is infinitely more important than always recalling the algorithm.

You will also notice, if you’re within earshot of the class day, that I employ Socratic questioning as my primary pedagogical method. I like to see the “light bulb” moments that appear when students feel the empowerment of reaching the answer themselves through properly guided queries which enforce analysis.

Lastly, it should be understood that learning takes place when a student is comfortable and confident. This is the essence and aura of my classroom. I remove the anxiety and fear by removing negative consequences as much as possible, focusing on the positive reinforcement instead. I don’t expect correct answers- but I expect motivation.

I lead with love-for my craft, for my students, and math

## ABOUT THE INSTRUCTOR

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**Christina Royals** began her journey as an educator in 2005 and holds a B.S in Middle Grades Education with certifications in ELA, Math, and Gifted as well as a Minor in Music. She has spent much of her career as a math instructor in a variety of instructional settings in Georgia. She is joining the Scholé Academy instructional team as a mathematics instructor and is excited to share her joy and passion for the content with young, eager learners. Christina feels it is a blessing and a “calling” to be allowed the opportunity to assist children with their academic progress. She enjoys showing even the most apprehensive students that math doesn’t have to be scary, and they CAN find success! When she isn’t engaged in math teaching, you can find her playing with her sprightly toddler, enjoying walks at parks, or reading in her hammock. She also loves crossword puzzles and math logic puzzles such as KenKen, Sudoku, and Suguru! (Expect to see those pop up during class sessions to challenge the students!) Christina was born, raised and continues to live in sunny Savannah, Georgia with her son and

husband. Además, Christina habla español porque su marido es de la República Dominicana!



*Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on [scholeacademy.com](http://scholeacademy.com) and be familiar with the ideas, policies, and procedures outlined.*

## STUDENT EXPECTATIONS IN ACTION

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Students enrolling in Scholé Academy's Foundations of Math V will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

**1. Engagement:** One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

**2. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines and submission requirements, but also are deliberate, neat and detailed in solving problems. Numbers are clearly written; all work is shown on the paper and answers are boxed in. As I review student assignments and tests, I expect that I can discern their thought process from what they put on the paper.

**3. A willingness to make mistakes:** Errors are common in math and they are essential to learning. We learn from our mistakes. Every assignment is not expected to be perfect and neither is every test. The primary desire should not be perfection, but improvement. Mistakes are common, but we work hard to mitigate mistakes with thoroughness. They are mitigated by checking answers before submission and working problems backward. I encourage and welcome student questions both during class time and outside of class hours! If a student feels frustrated, please encourage your child to reach out to me.

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## STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

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Homework will be assigned regularly. It will never be longer than 8-10 problems in length. Math is a skill, and therefore it must be practiced. Repetition and practice of both emerging and prior skills will be ongoing throughout the course.

Quick Check Quizzes will also occur regularly in order to more formally assess a student's comprehension and retention of skills after sufficient practice and lessons have taken place.

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism and the use of Math Solver websites or apps is a serious and punishable offense. Their use on assignments will result in a failing grade. We do NOT need calculators for this coursework, hence, they are not allowed for any assignment: homework, quiz, or test.

Students work with the instructor as they progress and develop their understanding of mathematical concepts which naturally build in complexity. Therefore, the interaction and conversation between a student and the instructor during class, on assignments and assessments, and during office hours is imperative to communicating a student's level of mastery.

It is our goal within Scholè Academy to pursue restful learning, yet the instructor does wish to provide clarity in the form of a grade on a Mastery Scale for assignments and the overall course. Based on his performance, a student will be placed in one of the following categories:

- Master - a student shows mastery of the material and/or concept
- Journeyman - a student demonstrates satisfactory understanding, but is encouraged to review the material and/or concept
- Apprentice - a student will be encouraged to re-work the assignment or assessment and may be provided with additional practice, an invitation to an office hour session, and/or a parent/instructor meeting

The overall goal is to ensure that each student performs at or above the level of Journeyman.

\*In as much as you might be fully on board with this grading scale in theory, there may be a need to complete a transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided upon request. Additionally, the instructor will provide a transcript of the grade at the end of the year per a parent's request.

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### STUDENT EVALUATION: ACADEMIC INTEGRITY

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We ask that parents proctor quizzes and tests to help keep their children accountable. This does not include the assistance of a parent for solving any of the questions or problems. It is okay for your student to NOT KNOW the answer. I implore parents to encourage thoughtful approaches to more difficult problems so that students are showing an attempt to think through them versus simply leaving them blank.

Remember: formative and summative assessments are feedback to the instructor. It is imperative that I have an accurate gauge of which concepts need to be revisited during subsequent classes or can be considered mastered and built upon.

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

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### THE VIRTUAL CLASSROOM:

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We will be using the free online "virtual classroom" software provided by Zoom. The live, interactive nature of our courses is foundational and we require cameras to be on during all class sessions. The virtual classroom will provide students with interactive audio and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom. Courses will be managed through our learning management system, Canvas. Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

