

# Beech Tree Specials

Yolanda Adams, School Counselor - [yeadams@fcps.edu](mailto:yeadams@fcps.edu)

Meriem Bacha, Arabic - [mbacha@fcps.edu](mailto:mbacha@fcps.edu)

Tina Britton, Library - [clbritton@fcps.edu](mailto:clbritton@fcps.edu)

Kiri Cooper, General Music & Chorus - [kncooper@fcps.edu](mailto:kncooper@fcps.edu)

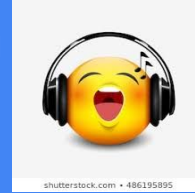
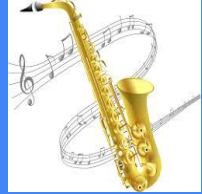
Mike Jenkins, PE - [mwjenkins@fcps.edu](mailto:mwjenkins@fcps.edu)

Greg Nakamura, Band (5th) - [gknakamura@fcps.edu](mailto:gknakamura@fcps.edu)

Jackie Simon/ Copa, STEM - [jmcopa@fcps.edu](mailto:jmcopa@fcps.edu)

Greg Skrtic, Art - [ggskrtic@fcps.edu](mailto:ggskrtic@fcps.edu)

Abby Volcansek, Strings (4th & 5th) - [aevolcansek@fcps.edu](mailto:aevolcansek@fcps.edu)



# Meet Our Admin Team



Stop by to say "HI"!

Join Zoom Meeting

<https://myfcpsk12.zoom.us/j/91778762347?pwd=bnFtOWg5OVpqNFFZdmFyZ05PcVhBZz09>

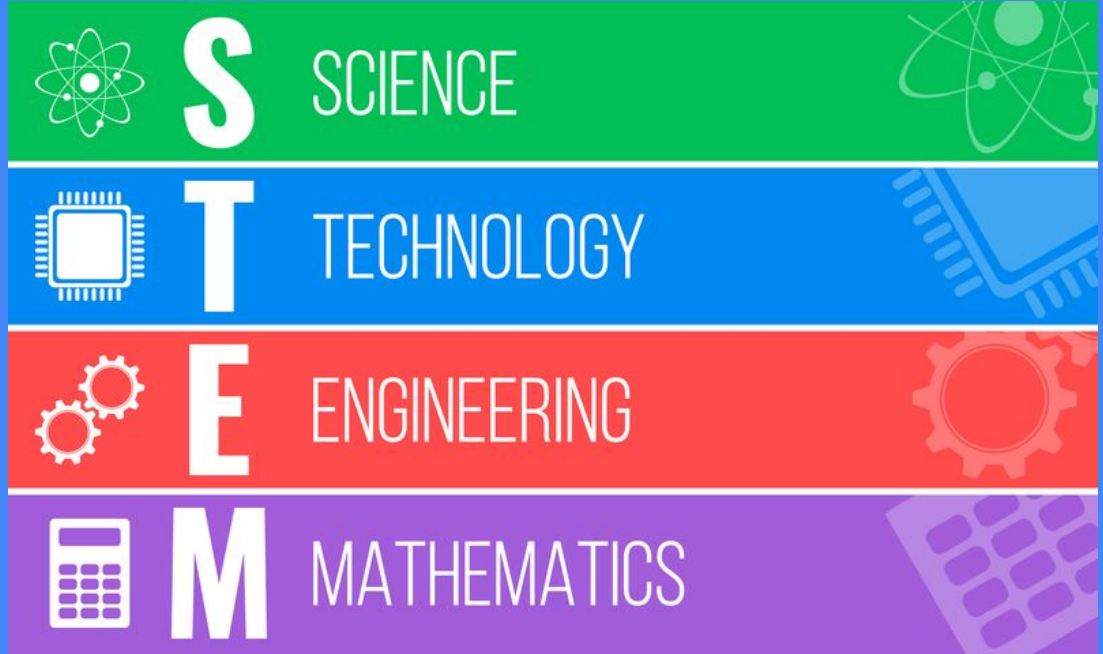
# STEM



# Miss Simon Mrs. Copa



[jmcopa@fcps.edu](mailto:jmcopa@fcps.edu)





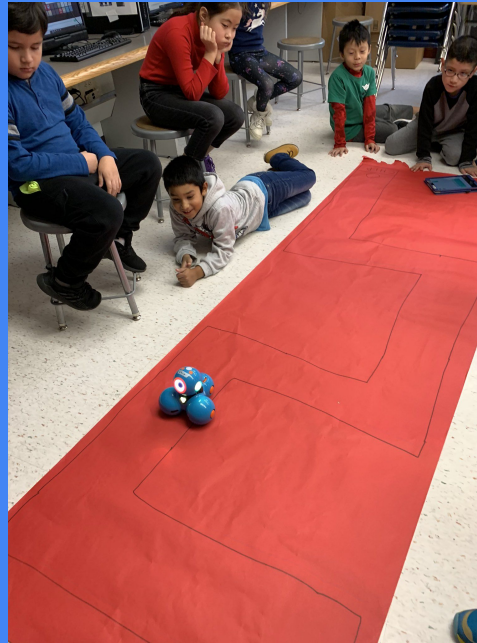
# STEM Curriculum

SCIENCE- Highlighting & extending grade level science



# STEM Curriculum

TECHNOLOGY- computer science, coding, tech tools





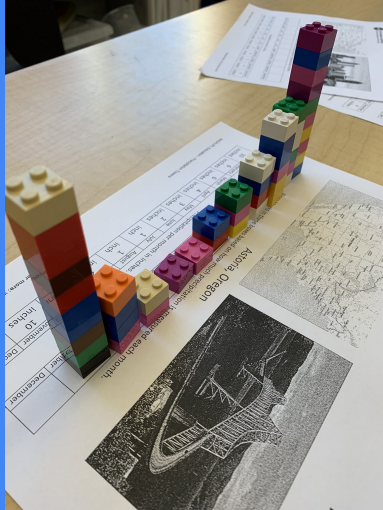
# STEM Curriculum

Engineering- Engineering Design Process, building



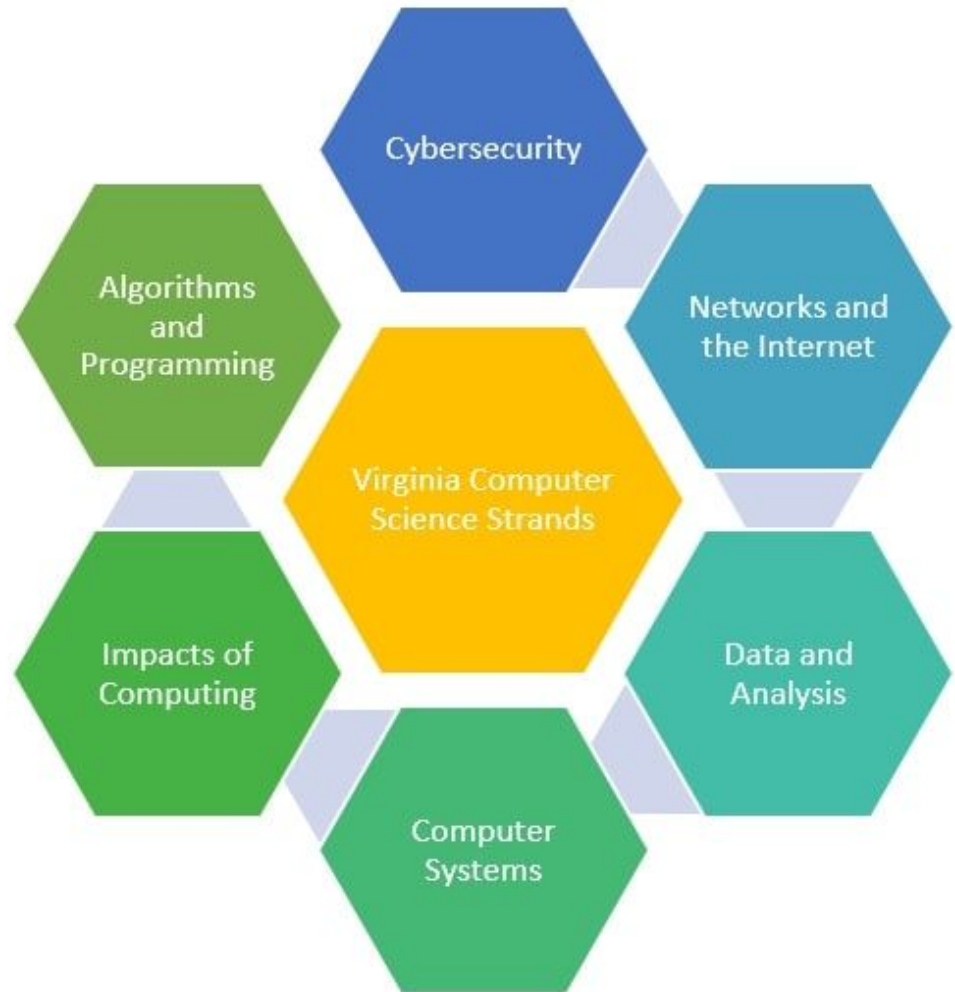
# STEM Curriculum

MATH- Measuring , computing, geometry, graphing, scaling



# Virginia Computer Science Standards in FCPS

Programs  
Patterns  
Sequences  
Debugging  
Modeling  
Systems  
Generalization  
Variables  
Conditionals  
Evaluation  
Perspectives  
Society Relationships



## Benefits of Teaching STEAM Lessons



- Gives all students hands-on learning experiences
- Shows them a different way to value the arts
- Exposes students to the creative process
- Provides a unique way to problem-solve
- Encourages girls to explore STEM fields
- Offers meaningful collaboration
- Increases critical thinking

 [resilienteducator.com/teachingsteam](https://resilienteducator.com/teachingsteam)



# Stem enhances creative & critical thinking skills



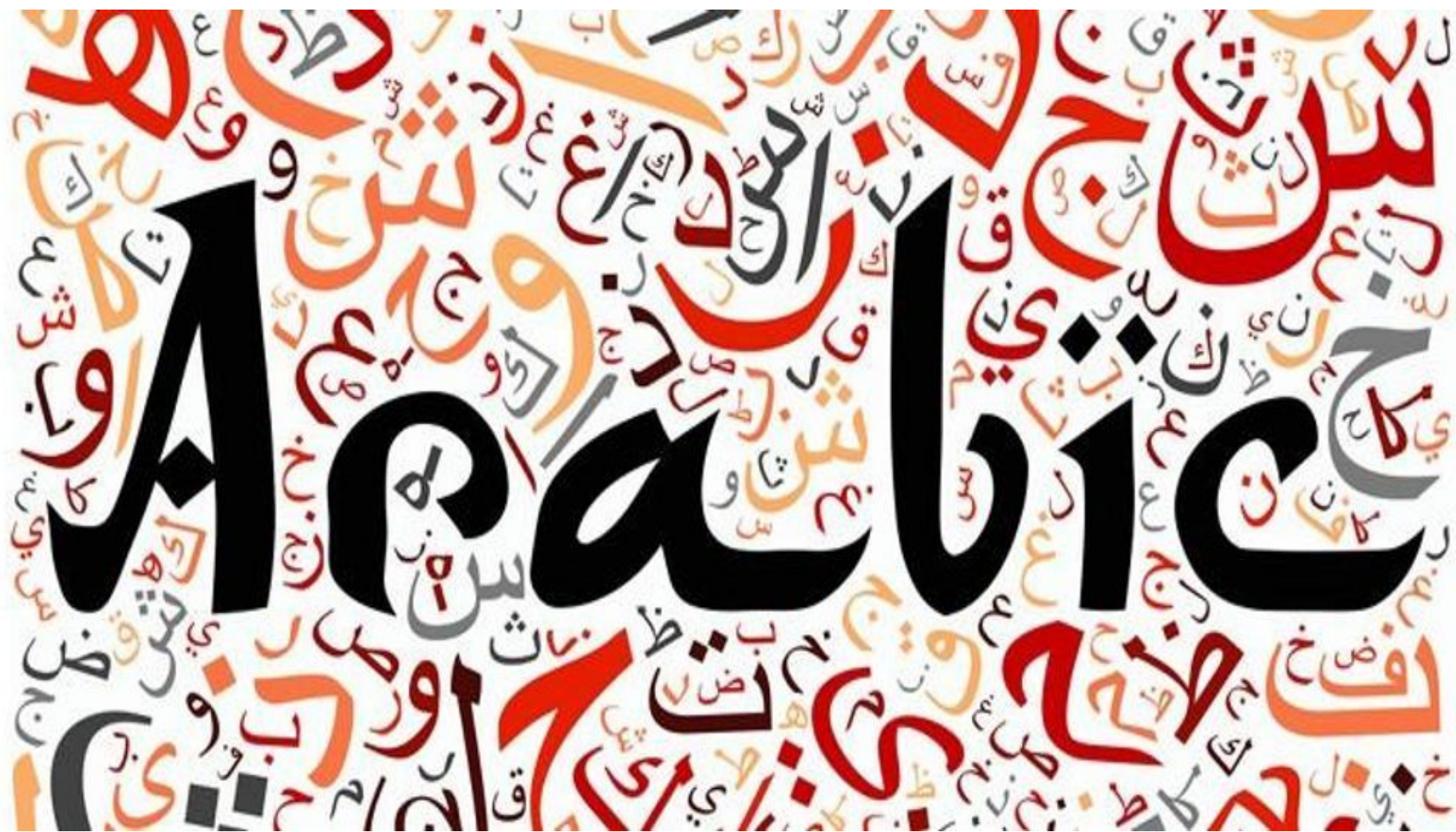
# STEM Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM:</b> Fletcher (4th) Ford (2nd)  <b>PM:</b> Lieu (5th)	<b>AM:</b> Pena (4th) Signet (2nd)  <b>PM:</b> Garvic (K) Vachon (1st) Science support (5th)	<b>AM:</b> Abu-Rish (3rd)  <b>PM:</b> Good (K) Chon (1) Science support (5th)	<b>AM:</b> Ahmad/ Bliss (4th) Garasich (2nd)  <b>PM:</b> Hollen (5th)	<b>AM:</b> Rankin (3rd)  <b>PM:</b> Harvey (K) Walnock (1st) Science support (5th)

# Online Learning



- STEM Schoology at Beech Tree Elementary
- Been shared with all homeroom teachers
- Will only be added to as needed



أَهْلًا وَ سَهْلًا وَ مَرْحَبًا!

Ahlan wa Sahlan wa marhaban !

Welcome and Hello!



**Meriem Bacha Ph.D.**  
**Arabic Teacher**  
**[mbacha@fcps.edu](mailto:mbacha@fcps.edu)**

Arabic is spoken in North Africa and East Southern Asia



# أَهْلًا وَسَهْلًا وَمَرْحَبًا! FLES/LTC Benefits Ahlan wa Sahlan wa marhaban!

FLES/LTC Research studies indicate that the early study of a second language results in cognitive benefits, gains in academic achievement, and increases in self-esteem, creativity, and positive attitudes toward diversity.

# What is FLES/LTC?

The **FLES/LTC program** uses an approach to language learning that allows students to develop basic communicative skills in a target language while reinforcing Science, Technology, Engineering, Arts, and Mathematics (STEAM) skills, with an emphasis on Science, as well as introducing students to topics of global importance. Combining these skills with early language learning provides a unique way for students to acquire a target language while preparing the Portrait of a Graduate skills needed to become successful global citizens.



# FLES/LTC At Beech Tree

The program is designed to provide all students at Beech Tree K through 5th, the opportunity to learn Modern Standard Arabic MSA. Students receive 60 minutes of language instruction per week which focuses more on meaningful and purposeful communication. Students are encouraged first to understand and then to produce in the language. They are also encouraged to compare their culture with the Arabic one.

# FLES- LTC Units and Projects at a glance

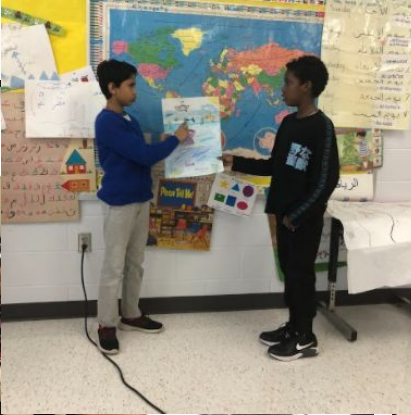
Grade	Semester 1	Semester 2
Kinder	<b>Carving a Pumpkin</b> Design or trace on the pumpkin using at least three shapes.	<b>Squirrels</b> Using playdough, or clay, students create a representation of a face showing the 5 senses organs
Grade 1	<b>World Traveler</b> Plan a trip to an Arab country for example: Morocco or Egypt.	<b>Come Cardinal Come!</b> Make a milk carton bird feeder.
Grade 2	<b>A Habitat for Monarchs</b> Preserved information about the type of food and migration (location) of the monarch butterfly. They will have choices to present their projects. Whether on a traditional poster or an electronic platform such as a video.	<b>Camouflage</b> Play a guessing game about an animal of their choice that uses camouflage.

# FLES- LTC Units and Projects at a glance

<b>Grade</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>Grade 3</b>	<b>A Perfect Garden for a Ladybug</b> Design a garden to attract ladybugs	<b>Soil</b> Design a garden and describe what is in the garden in Arabic
<b>Grade 4</b>	<b>Weather Around the World</b> Be a weather reporter of the city of your choice	<b>Serving Our Precious Water</b> Create an imaginary camping trip to a place in which the student has to describe the geographical location body of water, season, weather, and other things such as water sports.
<b>Grade 5</b>	<b>Ocean Adventures</b> Create your own island community in the middle of the ocean	<b>Sounds Everywhere</b> Design a device to help direct the sound of your voice clearly to your classmates.

(FLES/LTC Standards for every grade)  
posted on **Schoology every two weeks**

# Arabic Project Based Learning:





# Writing using Play Dough







# Art

## Greg Skrtic, Art Teacher

This year will be my 36th year as an Art Teacher. I have taught in Botswana, Yemen, and Lithuania in addition to FCPS, and Beech Tree for the last 14 years.

I am a practicing artist, creating works of art in many mediums but I prefer Acrylic on Canvas... for now.

38th year as an Art Teacher!!!



Email: [ggskrtic@fcps.edu](mailto:ggskrtic@fcps.edu)

## Elementary Enduring Idea

# A Sense of Place

### Big Idea K-Self

#### Key Concepts:

- Appearance
- Gender
- Roles
- Culture
- Family
- Home
- Interests
- Similarities
- Sensory Awareness
- Stories
- Experience
- Perceptions

### Big Idea 1-Family

#### Key Concepts:

- Nuclear and Extended Families
- Friends
- Generations
- Legacy
- Culture
- Heritage
- Celebrations
- Rituals
- Traditions
- Religion
- History
- Stories
- Location
- Home
- Hierarchy
- Relationships
- Perceptions
- Memories

### Big Idea 2-Community

#### Key Concepts:

- Religion
- Neighborhood
- Gender
- Nationality
- Friends
- Family
- Environment
- Diversity
- Tolerance
- Support
- Cooperation
- Pride
- Public Spaces
- Events/Activities
- Perceptions
- Interests
- Identity
- Common Goals
- Change
- Socio/Economic Class
- Location
- Age

### Big Idea 3-Culture

#### Key Concepts:

- Traditions
- Celebrations
- Dress
- Decoration
- Food
- Ritual
- Stories
- Identity
- Economy
- Religion
- Iconography
- Symbols
- Community
- Architecture
- Media
- Language
- Writing
- Location
- Environment
- Art
- Roles
- Visual Culture
- Diversity
- Perception

### Big Idea 4-Time

#### Key Concepts:

- Change
- Past/Present/Future
- History
- Seasons/Weather
- Time-Day/Week/Month/Year
- Environment
- Conservation
- Series/Sequence
- Celebrations
- Trends
- Memory
- Cycles
- Generations
- Milestones
- Perceptions
- Schedules
- Birth/Death

### Big Idea 5-Globalization

#### Key Concepts:

- Place
- Culture
- Nations
- Politics
- Economy
- Travel
- Ecology
- Environment
- Nature
- Conservation
- Technology
- Consumerism
- Hierarchy
- Change
- Exploration
- Regions
- Geography
- Architecture
- Perceptions

### Big Idea 6-Identity

#### Key Concepts:

- Appearance
- Gender
- Roles
- Aspirations
- Culture
- Family
- Home
- Communities
- Outward/Inward
- Character
- Values
- Perceptions
- Interests
- Talents
- Similarities
- Differences
- Experience
- History





# **Music with Mrs. Cooper**

**[kncooper@fcps.edu](mailto:kncooper@fcps.edu)**

# Curriculum

Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"><li>• our voices &amp; singing</li><li>• steady beat</li><li>• explore instruments and instrument playing</li><li>• movement and BEST</li><li>• seasonal and cultural/world music</li><li>• same vs. different, patterns</li><li>• creating as music makers</li></ul>	<ul style="list-style-type: none"><li>• our voices &amp; singing</li><li>• steady beat</li><li>• instruments and instrument playing</li><li>• movement and BEST</li><li>• seasonal and cultural/world music</li><li>• creating as music makers</li><li>• introduction to rhythm, pitch, tempo, dynamics</li></ul>	<ul style="list-style-type: none"><li>• singing</li><li>• steady beat</li><li>• instruments and instrument playing</li><li>• movement and BEST</li><li>• seasonal and cultural/world music</li><li>• creating with musical notation</li><li>• expressive qualities</li></ul>

# Curriculum

Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"><li>● singing</li><li>● instruments of the orchestra and instrument playing</li><li>● introduction to recorder</li><li>● movement and BEST</li><li>● seasonal and cultural/world music</li><li>● notes on the treble staff</li><li>● composing vs. improvisation</li><li>● reading and performing musical notation</li><li>● expressive qualities</li></ul>	<ul style="list-style-type: none"><li>● singing</li><li>● instruments and instrument playing</li><li>● movement and BEST</li><li>● seasonal and cultural/world music</li><li>● composing and improvising</li><li>● reading and performing musical notation</li><li>● the elements of music</li><li>● copyright</li><li>● careers in music</li></ul>	<ul style="list-style-type: none"><li>● singing</li><li>● instruments and instrument playing</li><li>● science of sound</li><li>● movement and BEST</li><li>● seasonal and cultural/world music</li><li>● composing techniques</li><li>● reading and performing musical notation</li><li>● the elements of music</li><li>● copyright</li><li>● careers in music</li></ul>



# Curriculum

The background of the slide is a vibrant, abstract composition. It features several large, overlapping paint splashes in shades of light blue, pale green, bright yellow, and soft pink. Interspersed among these splashes are various musical symbols, including a large treble clef on the left, several eighth and sixteenth notes, and snippets of musical staves with notes. The overall aesthetic is creative and artistic, reflecting the theme of music.

**My goal is to continually engage in the process of music making – including reading and writing music, with an emphasis on moving to, responding to, and performing a wide repertoire of music.**

# Chorus

- 5th grade chorus will be held on Fridays from 12:00 to 12:30 and 4th grade chorus will be held on Mondays from 2:15 to 2:35.
- 5th Grade Honor Chorus - TBA

# Strings & Band

# *Strings with Ms. Volcansek*



[aevolcansek1@fcps.edu](mailto:aevolcansek1@fcps.edu)

In Strings, you can play the:

- Violin
- Viola
- Cello
- Double Bass



Students will be able to play in a string ensemble, perform songs, challenge themselves to learn new skills, and have fun!







**Expect more from Yourself**

**BAND STUDENTS CAN LEARN:**

**FLUTE**

**TRUMPET**

**CLARINET**

**TROMBONE**

**PERCUSSION**

**WELCOME TO THE  
BTES BAND!**

**-MR. NAKAMURA  
EMAIL ME!**







Library

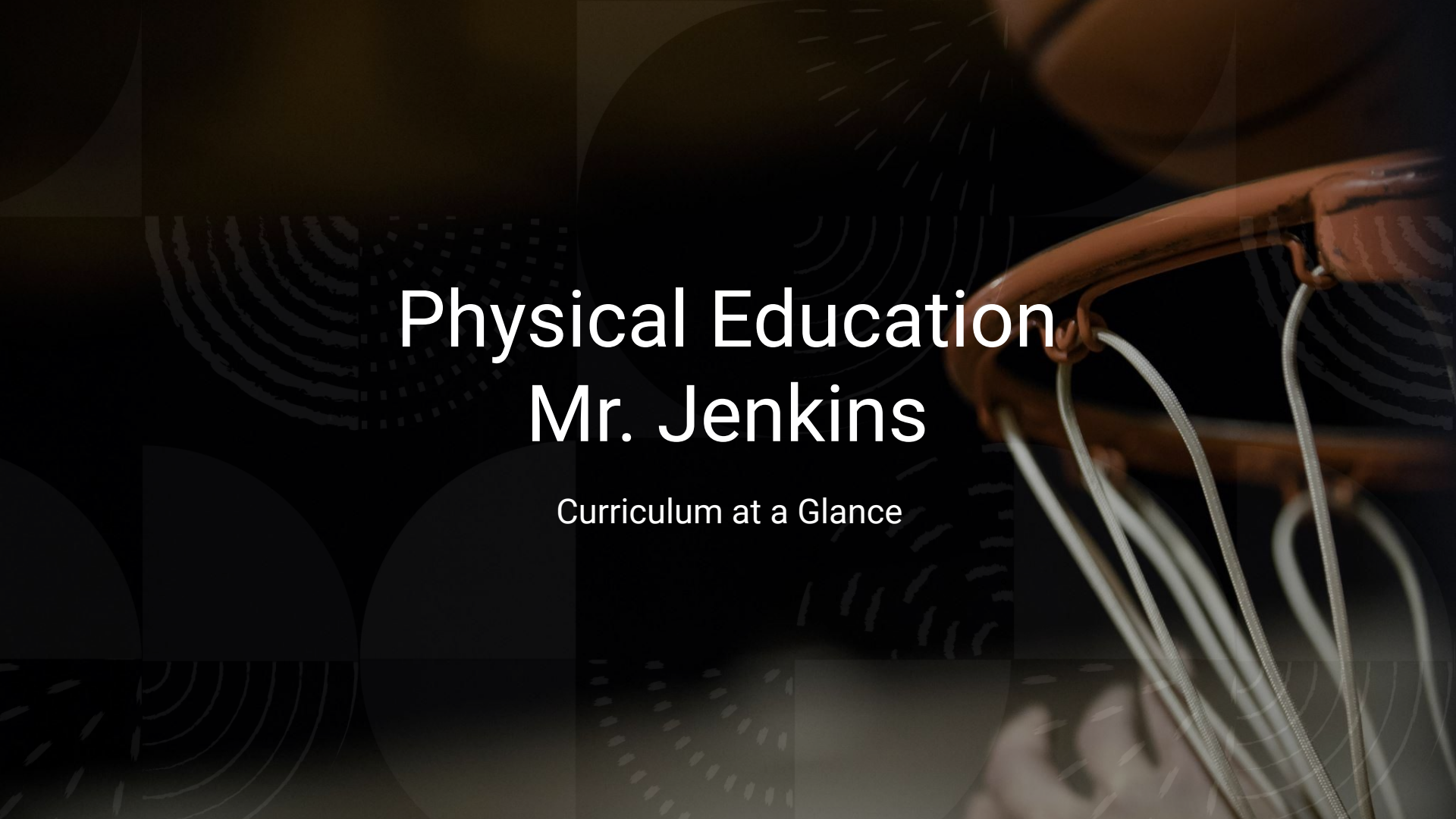


We learn about:

- Books
- Authors
- Databases
- Research
- Dewey Decimal
- Content (Science and Social Studies)

K	First	Second
<p>Understands the concept of “borrowing”</p> <ul style="list-style-type: none"> <li>• Uses a shelf marker, if library has them</li> <li>• Is able to give their full name when checking out</li> <li>• Has a solid grounding in traditional literature and can compare and contrast at least two different stories</li> <li>• Uses PebbleGo to find an article of interest</li> <li>• Locates the Everybody section in the library</li> <li>• Locates the Nonfiction area in the library</li> <li>• Indicates if their information comes from a print book or a computer</li> </ul>	<p>Able to use Everybody and Nonfiction signs to locate physical areas of the library b) Able to use shelf/case signs to find general areas of personal interest (e.g., cars, fairy tales) c) Able to find a topic or word of interest in a picture dictionary d) Able to use PebbleGo or World Book Kids to find a relevant article to use in a school-related inquiry project e) Able to ask questions tied to their own curiosity and find a simple answer to those questions f) Giving a “thank you” citation to a resource (either print or online) g) Able to locate the print poetry books in the library</p>	<p>Able to find the Fiction section in the library b) Understands that the concept of genre helps readers know what they like to read c) Knows that spelling counts when using the library catalog d) Knows that spelling impacts online searches e) Understands that writing and iteration are similar processes – f) Understands why it is important to be goal-directed &amp; resilient g) Knows that the library is an active learning environment with reading, inquiry, and constructing new learning h) Finds poetry books in the library that they are able to read and enjoy i) Experiences at least one complete inquiry-based unit j) Uses a simple online encyclopedia, and primary print atlas to gather information k) Gives credit to sources by writing the title of the source</p>

Third	Fourth	Fifth
<p>Uses the OPAC to locate books of own choice in Everybody, Fiction, and beginning understanding of nonfiction section organization b) Knows that traditional literature forms our basis of literature c) Participates in a minimum of one inquiry-based unit d) Uses the appropriate reference source for a task e) Understands how to use guide words that are found in multiple print reference sources f) Regularly uses more than one source to locate information for inquiry g) Knows that keywords help focus searches for information online h) Gives credit to sources by indicating the author and title of a source and whether or not the source is print or electronic i) Compares and contrasts different forms of poetry and share others' poetry and their own</p>	<p>Uses the online catalog to locate books of own choice using all limiters on the catalog's landing page, with the exception of "AdvancedSearch" b) Accesses ebooks through the online catalog c) Uses almanacs, specialized atlases, and encyclopedias (print/online) for curricular and personal inquiry tasks d) Narrows a search online using keywords e) Understands that online research and resource creation has ethical implications f) Evaluates appropriate websites for credibility g) Gives credit to inquiry sources with author, title, year, website address. h) Is able to copy/paste database citations i) Participates in a minimum of two inquiry-based units</p>	<p>Uses the online catalog to locate books of own choice using Advanced Search features • Is able to copy/paste database citations into a works cited page • Identifies and is able to take notes from the appropriate print or online encyclopedia, atlas, or almanac for a defined research purpose • Cites image sources correctly and understand the difference between "permission" to use and the need to "give credit" • Understands that both online research and online resource creation have ethical implications • Understands that stories connect humanity • Understands that the work they produce reflects on their own efforts • Crafts an inquiry question that may be answered in a reasonable timeframe • Distinguishes between plagiarism and paraphrasing • Applies inquiry skills between content areas • Uses a citation generator to support the creation of a works cited page • Participates in a minimum of two inquiry-based units</p>



# Physical Education Mr. Jenkins

Curriculum at a Glance



# Health & Physical Education Essential Standards

This document provides streamlined guidance and resources to support and simplify curriculum team planning in the extraordinary circumstances of the COVID-19 pandemic.

## Key Features:

- **Year-Long Essential Knowledge:** These standards capture the heart of the course – the learning outcomes that should be prioritized in planning, teaching, assessing, and intervening to ensure student success over the course of the year.
- **Unit-by-Unit Essential Standards:** These standards guide unit-by-unit planning and support the year-long essential knowledge.
- **Unit Guides:** Hyperlinked under Unit Pacing, these guides support concept-based curriculum, provide ready-to-use resources, and incorporate guidance for teaching diverse learners.

# Throughout the Year Fitness & Nutrition:

- Quarter 1: Unit 1 Expectations and Routines Cooperative Games- Suggested time: 2-3 weeks
- Unit 2 Movement- Suggested time: 2-4 weeks
- Unit 3 Throwing/Catching (with Hands and/or Implements)- Suggested time: 2-4 weeks
- Quarter 2: Unit 4 Educational Gymnastics- Suggested time: 3-5 weeks
- Unit 5 Striking with Implements- Suggested time: 3-4 weeks
- Unit 6 Volleying- Suggested time: 3-4 weeks
- Unit 7 Fitness and Nutrition- Suggested time: 2-3 weeks
- Quarter 3: Unit 8 Dribbling with Hands- Suggested time: 3-4 weeks
- Unit 9 Dribbling with Feet- Suggested time: 2-3 weeks
- Quarter 4: Unit 10 Fitness and Nutrition- Suggested time: 2-3 weeks
- Unit 11 Dance & Rhythmic Activities- Suggested time: 3-5 weeks

## Physical Education: Mr. Jenkins

To visit the PE Google Site and access asynchronous activities, go to schoology and then click the Physical Education Google Site link.

The link:


<https://sites.google.com/a/fcpsschools.net/beech-tree-physical-education/Home>

This is the home page to the website.

Specialist VirtualOrientation 2020 x Specialist VirtualOrientation 2020 x Beech Tree Physical Education x +

← → ↻ sites.google.com/a/fcpschools.net/beech-tree-physical-education/Home?pli=1&authuser=1 ☆ 🌐 ⋮


Apps FCPS B+ FCPS 24-7 Learning FCPS Google Apps Beech Tree Physical... Beech Tree Physical... Sign In - myON® Nutrition For Kids Movie: Immune Sys... ES HPE 20-21



## Beech Tree Physical Education

⌵ Home

- Third, Fourth and Fifth Grade PE
- Kindergarten, First and Second and Third Grade PE
- Mental Health Education
- Adapted Physical Education
- Lesson Recordings for Distance Learning



# Beech Tree Mental and Physical Education

🔍

📄

🔍 Type here to search

10:06 AM 9/2/2020

The background of the slide is a vibrant green with a dense, overlapping pattern of various tropical leaves and foliage. The leaves are rendered in different shades of green, creating a layered, jungle-like effect. In the top right corner, there are some white geometric shapes: a plus sign, a small circle, and a larger circle with a dot inside.

# THE ROLE OF A SCHOOL COUNSELOR

School Counselor, Yolanda  
Adams



# What are the many roles of a School Counselor

Consultant

Crisis Counselor


Group Counselor

Individual Counseling

Career Counselor




- We serve as student advocates by consulting with students, parents, teachers and others regarding strategies to help students.


- 
- We serve students and the faculty with critical issues that may arise unexpectedly, such as death and fire.
-




# Group Counselor

- A School Counselor will conduct group counseling as needed on such topics as anger management, bullying and divorce.
- 





# Individual Counseling

- A counselor will work with students as needed individually as needed on such topics as divorce, separation, grief and loss, anxiety etc.
- 



# CAREER COUNSELOR

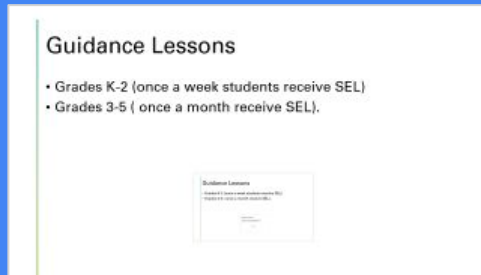


School Counselors help students investigate the world of work as well as their personal interest.

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# Guidance Lessons

- Grades K-2 (once a week students receive SEL)
- Grades 3-5 ( once a month receive SEL).



QUESTIONS  
OR  
COMMENTS





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# The End!

Thank you for taking the time to listen to my presentation. Please feel free to email me with any questions or concerns at [yeadams@fcps.edu](mailto:yeadams@fcps.edu) or call 703-531-2668

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