2022-2023

Third Grade Syllabus

Goshen Elementary School

Mrs. Bell

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**A note from the teacher…**

Welcome to third grade! My name is Mrs. Bell and this is going to be an exciting year. This year your child will be learning new ideas and concepts and I am excited to watch them grow academically and socially.

I earned my bachelor’s degree in Elementary Education from Grand Canyon University. This is my 7th year as an elementary educator and this is my 2nd year at Goshen elementary. I am from Lakeland Florida but currently live in Grovetown, Georgia with my husband and my Golden Shepard Angel. I love dogs, enjoy going for walks, biking, painting, and reading books.

**Communication:**

Communication between parent and teacher is very imperative. Feel free to email me or text via ClassDojo App (preferred) regarding any concerns or questions. If you would like to schedule a phone conference, please contact me through class dojo to discuss availability.

**Course Content:**

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| **ELA/Reading:** | Students will receive instruction in reading, writing, speaking and listening. |
| **Math:** | Students will receive instruction in addition, subtraction, multiplication, division, fractions, and gathering and interpreting data. |
| **Science:** | Students will gather and interpret data and make models to focus on “doing” science related to earth science, physical science, and life science. |
| **Social Studies:** | Students will receive instruction in geography, economics, history, government, and civics. |

**Course Objectives**

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| --- | --- |
| **ELA/Reading**  Unit 0: Review  Ask and Answer Questions  Unit 1: Text Analysis   * Ask and Answer Questions * Words in Context * Narrative Writing   Unit 2: What’s it all about?   * Central Message * Main Idea * Words in Context * Informative/Explanatory Writing   Unit 3: Describe it!   * Characters * Text Relationships * Words in Context * Opinion Writing   Unit 4: What’s the same and different?   * Compare and Contrast Story Elements Points * Words in Context * Narrative Writing   Unit 5: Summarize It!   * Theme/Central Idea * Write Summaries * Words in Context * Informative/Explanatory Writing   Unit 6: What’s Your Point of View?   * Point of View * Words in Context * Opinion Writing   Review Unit Show What You Know   * Read and Comprehend Literary and Informational Words in Context * Research Writing | **Math**  Unit 0: Think like a Mathematician. Course Overview   * Solve Addition/Subtraction Word Problems within 100 * Fluently Add/subtract within 100 & Mentally within 20 * Add/subtract within1000   Unit 1: Numbers and Operations in Base Ten   * Fluently Add/Subtract within 1000 * Graphically Solve One-and Two-Step “How Many More and Less” Problems   Unit 2: The relationship between Multiplication and Division   * Solve Multiplication/Division Word Problems within 100 * Fluently Multiply/Divide within 100 (paper pencil) & From Memory within 100 (by the end of 3rd grade)   Unit 3: Patterns in Addition and Multiplication   * Solve Two-Step Word Problems Using Addition/Subtraction/Multiplication/ Division * Relate Area to Multiplication and Addition   Unit 4: Representing and Comparing Fractions   * Explain Equivalence with Visual Fraction Models * Compare Fractions   Unit 5: Measurement   * Tell and Write Time to the Nearest Minute and Measure Elapsed Time Intervals in Minutes * Measure and Estimate Volume and Mass * Add/Subtract/Multiply/Divide One-Step Mass and Volume Problems   Unit 6: Geometry   * Understand Shapes in Different Categories with Given Attributes   3rd Grade Review: Show What You Know   * Solve Multiplication/Division Word Problems within 100 * Fluently Multiply/Divide within 100 (paper pencil) & From Memory within 100 (by the end of 3rd grade) * Explain Equivalence with Visual Fraction Models & Compare Fractions |
| **Science**  Unit 0: Think like a Scientist   * Proper lab safety procedures * Science and Engineering Fair   Unit 1: Rock, Soil, and Fossils   * Rocks * Soil * Fossils * Science and Engineering Practices * Obtaining, evaluating and communicating information * Construct explanations and designing solutions * Engage in argument from evidence * Asking questions and defining problems: Crosscutting Concepts * Patterns * Cause and Effect * Structure and Function * Stability and Change   Unit 2: Habitat, Adaptations, and Environment   * Georgia’s Geographic Regions-Plants, Animals & Habitats * Animal Adaptations * Science and Engineering Practices * Obtaining, evaluating and communicating information * Construct explanations and designing solutions * Engage in argument from evidence Crosscutting Concepts * Structure and Function * Systems and Models * Cause and Effect   Unit 3: Heat   * Heat Energy * Effect of Sunlight * Science and Engineering Practices * Obtaining, evaluating and communicating information * Using mathematics and computational thinking * Plan and carry out an investigation * Asking questions * Developing and using models: Crosscutting Concepts * Energy and Matter * Cause and Effect   Unit 4: Pollution and Conservation   * Pollution and Conservation * Science and Engineering Practices * Obtaining, evaluating and communicating information * Developing and using models * Asking questions * Engaging in argument from evidence: Crosscutting Concepts * Systems and System Model * Cause and Effect   Stability and Change | **Social Studies**  Unit 0: Think like a historian   * Connecting Themes  • Beliefs and Ideals  • Conflict and Change  • Distribution of Power  • Human Environmental  Interaction  • Individuals, Groups, &  Institutions  • Location  • Scarcity  • Production, Distribution,  Consumption  • Time, Change, &  Continuity   Unit 1: United States Geography   * Locate major rivers and mountain ranges of the United States. * Locate and describe the equator, prime meridian, and lines of latitude and longitude   Unit 2: American Indians: past and present   * •Describe early American Indian cultures in North America * Locate regions where American Indians settled: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast * Compare/contrast how American Indians in each region used their environment and why and how they lived where they did * Discuss how American Indians continue to contribute to American life (e.g., arts, literature)   Unit 3: Let’s go exploring!   * Describe reasons for and obstacles to European exploration in North America * Describe accomplishments of Cabot, Balboa, de Soto, Columbus, Hudson, and Cartier * Describe examples of conflict and cooperation of European explorers with American Indians * Describe how these explorers adapted or failed to adapt to the physical environments in which they traveled   Unit 4: British Colonial America   * Explain the factors that shaped British Colonial America * Identify key reasons for the founding of the three groups of colonies and compare/contrast colonial life in each group * Describe colonial life from the point of view of large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians * Explain how the physical geography of each group of colonies helped determine economic activity   Unit 5: American Government Basics   * Describe the elements of representative democracy/republic in the U.S. * Describe the 3 branches of national and state government and their main responsibilities * Explain shared democratic beliefs and principles –respecting rights of others and the common good, obeying laws and rules, and the importance of active citizenship   Unit 6: Economics 101   * Explain goods and services provided by governments and paid for with taxes * Give examples of interdependence and trade and explain benefits of voluntary exchange * Explain the concept of opportunity cost related to spending and saving choices |

**Instructional Materials:**

**Text(s):** **ELA/Reading** – Benchmark Literacy, Fundations

**Word study/Phonics:**  Fundations, Wilson Language

**Math:** Ready Classroom Math

**Science** – Georgia Science, HMH

**Social Studies:** myWorld, Easy Bridge, Studies Weekly

**Software:** i-Ready Math and Reading, First in Math, CommonLit, ReadWorks, XtraMath, MyOn, Epic, Seesaw, BrainPop, and BrainPop Jr.

**Grade Communication**

Graded papers will go home every other Friday. The conduct sheet will go home weekly on Friday. The conduct sheet and graded papers will be inside their conduct folder. The conduct sheet will be reporting any disciplinary problems that may have occurred that week. Parents are expected to sign and have the students return the conduct sheet and graded papers the following Monday. Also, please note you can keep track of all GRADES given online on Infinite Campus.

**Grading**

Students will be graded using standards-based grading. Grading will represent student progress towards meeting the academic standards using the rating scale below:

* Level 4 = (Distinguished Learner) Makes applications and inferences beyond expectations.
* Level 3 = (Proficient Learner) Meets standards consistently and independently.
* Level 2 = (Developing Learner) Progressing toward mastery of standards.
* Level 1 = (Beginning Learner) Limited progress toward mastery of standards.
* ND = (Not Demonstrated) Not yet been demonstrated.
* NA = (Not Applicable) Not applicable at this time.

These categories are used across all content areas - Math, English Language Arts, and Social Studies/Science. Classwork and assessments will be used to evaluate progression towards mastery of standards.

Each semester represents an 18-week grading period.

* **Progress Report 1** will be issued at the end of the first 6 weeks.
* **Progress report 2** will be issued at the end of 12 weeks.
* **Semester Report Card** will be issued at the end of an 18-week grading period.

The student’s final grade will reflect their cumulative achievement from the first day to the last day of the semester.

Homework is an important part of students’ practice to develop skills and build mastery.

**Homework:**

Homework is assigned daily to ensure that students are familiarizing themselves with the content. All required worksheets will be placed inside the students’ homework folder. Homework is checked daily, and the answers will be reviewed. Homework serves as a review that reinforce skill, strategies and concepts learned in class. However, if there is an extreme emergency and homework is not completed, please notify me as soon as possible, so that can take those situations under consideration.

The math homework is a worksheet that is a spiral review. Please check and go over the answers with your child. Each student is expected to show their work if applicable. Also, students will be expected to practice the multiplication facts daily once we get to unit later in the year.

Language Arts homework will consist of Fundations and reading comprehension assignment. Also, students are required to read 15-20 minutes nightly. Please complete the reading log located in their homework folder and provide a signature to indicate that your child has completed their required reading time for the night. This is a very crucial part of your child’s education.

**Class Participation:**

Students are expected to participate in class each day. Participating means being in class, listening to instructions and explanations for class work, completing classroom tasks, asking questions when necessary, answering questions when asked, cooperating, and following classroom policies. Essentially, class participation is doing your best to learn and help others learn while allowing the teacher to teach.

**Class Absences:**

Students are expected to arrive at school on time daily. Breakfast is served from 7:45-8:20 a.m. The instructional day begins at 8:30; students will be marked tardy if they report to class after 8:30 a.m. Excessive absences and tardiness can lead to poor grades. If a student is absent, a written excuse is required on the first day the student returns to school. Also, students are responsible for assignments that were missed on the day(s) he/she was absent. Please remind your child to ask for the missing assignments upon their arrival the next day.

**Classroom Expectations:**

**Standards/ Rules**

* Follows oral and written directions
* Works independently
* Works Cooperatively
* Participates in Class
* Completes Classwork
* Completes Homework
* Produces Best Work
* Demonstrates Self-Control

**Behavior Management Plan**

**Disciplinary Action**

* Verbal Warning
* Chill Zone (5 minutes to calm down and reflect)
* Silent Lunch/ Writing a Reflection
* Contact Parent
* Teacher/Parent Conference
* Disciplinary Referral

**Positive Reinforcements**

Class dojo reward system will be used for positive reinforcement. Students earn dojo points and cash them in at the end of the week.

* Verbal Praise
* Smile, pat on the back
* Stickers
* Candy
* Notes/Calls Home
* Class Treats 3

**Tips for Success**

* BE ORGANIZED! Do not throw things away because your notes, handouts, and worksheets will serve as good study guides and review practice. Keep these things in a folder at home. Have a designated notebook and folder for each subject.
* Come to each class ready to learn. Students are expected to bring to class all necessary materials as well as a good attitude.
* Actively participate in class. Students should play an active role in their own learning by asking questions and sharing their thoughts by raising their hands.
* iReady. It is strongly recommended that students have a total of 45 minutes in math and reading on iReady each week. Please allow students to get on iReady for 10-15 daily.

**Important Information**

Additional resources for my class can be found on my webpage:

Let’s work together so that we can have a successful year while increasing our knowledge in education! [Bell, Codi / Meet the Teacher (rcboe.org)](https://www.rcboe.org/Domain/17880)

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_