



School Year 2020-2021

<b>Course Name</b>	Third Grade	<b>Course Code</b>	
<b>School Name</b>	Sagamore Hills E.S.	<b>Teacher Name</b>	Ms. Lora Biccum, Mrs. Natalie Caudle, Ms. Anna Jones and Mrs. Mandy Whitfield
<b>School Phone Number</b>	678-874-7502	<b>Teacher Email</b>	<a href="mailto:lora_biccum@dekalbschoolsga.org">lora_biccum@dekalbschoolsga.org</a> <a href="mailto:natalie_t_caudle@dekalbschoolsga.org">natalie_t_caudle@dekalbschoolsga.org</a> <a href="mailto:anna_jones@dekalbschoolsga.org">anna_jones@dekalbschoolsga.org</a> <a href="mailto:mandy_whitfield@dekalbschoolsga.org">mandy_whitfield@dekalbschoolsga.org</a>
<b>School Website</b>	<a href="http://www.sagamorehillsga.dekalb.k12.ga.us/">http://www.sagamorehillsga.dekalb.k12.ga.us/</a>	<b>Teacher Website</b>	msbiccumclass.weebly.com missjonesanna.weebly.com mrswhitfieldclass.weebly.com

### Course Description

#### Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

<b>CURRICULUM OVERVIEW—ELA</b>
Unit 1 – Book Talks and Narratives
Unit 2– Cause and Effect
Unit 3 – Narrators, Characters and Point of View
Unit 4– Authors, Information and Point of View
Unit 5 – Research to Compare and Contrast
Unit 6 – Different Stories/Different Experiences

<b>CURRICULUM OVERVIEW—Math</b>
Unit 1 – Numbers and Operations in Base 10
Unit 2– The Relationship Between Multiplication and Division
Unit 3– Patterns in Addition and Multiplication
Unit 4– Representing and Comparing Fractions
Unit 5– Geometry
Unit 6– Measurement

<b>CURRICULUM OVERVIEW—Science</b>
Unit 1 - Habitats of Georgia
Unit 2 - Pollution
Unit 3 - Heat

Unit 4 - Rocks and Minerals
Unit 5 - Fossils and Soils

<b>CURRICULUM OVERVIEW—Social Studies</b>
Unit 1 – Exploring a Globe
Unit 2 – Discovery of North America
Unit 3 – European Exploration
Unit 4 – Colonization of North America
Unit 5 – Understanding Government
Unit 6- Understanding Economics

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

<b>DCSD K-12 GRADING PROTOCOL</b>			
Formative & Diagnostic Assessments	Assessment Tasks (Skills & Homework)	Classwork (Guided, Independent, and Group Practice)	Quizzes, Tests & Projects
<b>0%</b>	<b>25%</b>	<b>45%</b>	<b>30%</b>
<b>Examples of Assignments per Grading Category</b>			
DCSD Unit Pre-Assessments DCSD Unit Post Assessments MAP Assessments DCSD Benchmarks	Sponge & Warm Up Exit tickets Quiz Skills Assessment Homework Notebook Checks Journal Prompts Discussions & Oral Presentations	Independent Work Group or Partner Work Performance Assessment Tasks Skills Demonstrations Performance and Exhibitions Demonstrations Portfolio reviews Labs	Quizzes Final Exams Chapter/Unit Assessments Projects and/or Performance Assessments Portfolio Assessments Presentations

**Notes:**

\*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

<b>DISTRICT EXPECTATIONS FOR SUCCESS</b>	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>

<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
<b>SCHOOL EXPECTATIONS FOR SUCCESS</b>	
<b>ONLINE CLASSROOM EXPECTATIONS</b>	<b>Students need to be logged on to the virtual platform each day on time and ready to learn. We encourage students to participate and engage daily during classroom discussions and lessons.</b>
<b>MATERIALS AND SUPPLIES</b>	<b>Please come ready to learn everyday with a charged computer, and any necessary materials for the day (for example, work that is due, workbooks, documents, textbooks, or projects that need to be presented).</b>
<b>EXTRA HELP</b>	<b>Conferences with students are on Wednesdays by appointment only.</b>