



SYLLABUS

Contact Information

Teacher Name: Brandi Kakadelis
Grade Level/Department: Third Grade
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Daily Schedule

7:30-7:45 Unpack/Morning Work
7:45-8:00 Morning Meeting
8:00-8:50 Writing and Grammar
8:55-9:40 Related Arts
9:45-10:55 Reading and Phonics
11:00-11:30 Recess
11:35-12:00 Lunch
12:05-1:05 Math
1:05-2:05 Science and Social Studies
2:05-2:15 Closing Meeting/Pack Up

Grading Guidelines

The Uniform Grading Policy approved by the State Board of Education is in effect for all students enrolled in unit-bearing classes, including those offered at the middle school level.

Kindergarten and First Grade Grading Scale

M= The student consistently meets or exceeds end-of-year expectations for this standard
P= The student shows expected growth/progress in meeting this end-of-year standard
B= The student is beginning to progress toward meeting this end-of-year standard
N= The student needs intensive support at school and home to develop this end-of-year standard

Second through Fifth Grade Grading Scale

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 0-59

If left blank, this standard was not addressed or assessed during this reporting period.

Related Arts Indicators

M= Meets related arts standards

P= making progress towards related arts standards

Grading Floor for Elementary School Students (Grades 2-5)

A floor of 50 will be applied to quarter report cards for elementary students (2-5). The floor will not be applied to Interim Progress Reports.

The district's guidelines will be followed in every elementary school in Greenville County. The guidelines' philosophy is that grades should reflect the accomplishment of the student in the classroom to the fullest extent possible. The report card indicates whether your child is working on or below grade level.

Students will receive a grade of M, P in penmanship, music, art or physical education to denote student performance. Students in 2nd-5th grade must have all A's and B's and M in ungraded subjects to make the Honor Roll. Grades will be entered within 5 school days of the assessment completion.

Grades are based upon the student's instructional level. If a student is working below his/her grade level a comment concerning grade level or accommodations must be included on each report card and progress report.

Policies

All Rudolph Gordon School's policies are in the student handbook. ([RGS Student Handbook](#))

Frequently Referred to Policies:

[Make-Up Work](#): All students with absences may make up work. It is the student's responsibility to arrange, with his/her teacher(s), a method of making up missed schoolwork. (Parents of young students may need to contact the teacher for makeup work.) The work should be made up within five (5) school days after the student returns to school. It is expected work is made up before or after school in order not to miss more class time. If extra support is needed, appointments before or after school should be made with the teacher. If a test or other project has been previously announced before the student's absence, the student should be prepared to complete the assignment on his/her return to school. Parents of a student who is absent from school three (3) or more consecutive days may request assignments by contacting the teachers directly. Parents should give the teachers one school day to gather assignments. Students who are suspended out of school will have the opportunity to complete the work missed during the suspension.

[Homework](#): When homework is given, assignments shall reflect the following guidelines:

- Extension: provides challenging, often long-term opportunities for enrichment that parallel class work.
- Practice: reinforces newly acquired skills taught in class.
- Preparation: helps students prepare for upcoming lessons, activities, or tests.

Daily homework assignments for primary students (K-2) should not exceed 30 minutes, including 20 minutes of reading daily. Daily homework assignments for elementary students (3-5) should not exceed 60 minutes.

Classroom Expectations

Students will be given dojo points on class dojo for positive behavior that is seen throughout the school day and for completing their homework each week. I will give them out to students who have impressed me with their behavior or other positive skills in the classroom, or during the school day. Students may trade in their dojo points on Fridays for prizes once they earn 15.

Graded work will be sent home each Wednesday in their green take home folder. Parents are asked to look over the work and keep it at home. If you have a question or concern about any work in the folder, please reach out to me via email or send a note back in the green folder.

Students are allowed to bring one healthy snack to school each day, if they so choose. Snacks are not to be candy, sweet treats (such as cookies or Debbie cakes), or require a spoon. Snacks will be eaten each day as we come in from related arts and begin our Reading and Phonics lessons.

If a student is struggling with their behavior, I will reach out to you via email or phone. I will also send home positive notes to encourage and highlight good behaviors.

Communication with Parents

[Gators at a Glance](#) - School newsletter

[Peek-at-the-Week](#) - Grade Level Newsletter

[Parent Backpack](#): Parents are encouraged to stay up-to-date with their student's school information and achievement with a Backpack account.

Teachers will send out a weekly update, via email, about events and important dates. Parent emails and voicemails will be returned within 24 hours during the regular school week.

My classroom phone does not ring during the instructional day. The best way to get in touch with me during school hours is via email or to call the main office at 864-452-0200.

Materials/School Supplies

Link to RGS [school supply lists](#)

eLearning Guidelines for Inclement Weather

In the event of inclement weather or school closure, students and parents will receive communication from the child's teacher regarding the instructional expectations for the day. Students will follow their normal schedule on eLearning days. Schedules and assignments will be shared via Google Classroom by 7:45 AM. Daily live instruction is required and students will be expected to attend these sessions.

Instructional Year-at-a-Glance

ELA - Over the course of the year students will study and investigate fiction and nonfiction genres in reading and writing. Students will learn various skills through phonics, interactive read alouds, grammar and vocabulary instruction. In third grade, students will develop into independent readers, writers, thinkers and communicators. Specific literacy skills being covered will be shared in the weekly newsletter.

During the course of this school year third graders will have the following full length chapter books read to them as a read aloud with their classroom teacher.

A to Z Mystery White House White Out

A to Z Mystery Mayflower Treasure Hunt

A to Z Mystery The Haunted Hotel

I Survived Hurricane Katrina

I Survived California Wildfires

Lemonade War

Charlotte's Web

Chocolate Fever

The Best School Year Ever

The Best Halloween Ever

The Best Christmas Pageant Ever

Because of Winn Dixie

Third Grade Angels

The One and Only Ivan

Math

Unit 1: Math is...

Unit 2: Using Place Value to Fluently Add and Subtract within 1,000

Unit 3: Multiplication and Division

Unit 4: Use Patterns to Multiply 0, 1, 2, 5, and 10

Unit 5: Use Properties to Multiply 3, 4, 6, 7, 8 and 9

Unit 6: Connect Area and Multiplication

Unit 7: Fractions

Unit 8: Fractions Equivalence and Comparison

Unit 9/10: Use Multiplication to Divide/ Use Properties and Strategies to Multiply and Divide

Unit 11/12: Perimeter Measurement and Data

Unit 13/14: Describe and Analyze 2-Dimensional Shapes/ Geometric Figures

Science

Unit 1: Intro to Science & Engineering Practices

Unit 2: Playground Forces (Force and Motion)

Unit 3: Weather Impacts

Unit 4: Surviving in Changing Environments

Unit 5: Life Cycles for Survival

Social Studies

Unit 1: Map Skills and Earth Features

Unit 2: Environment and People, Part 1

Unit 3: Environment and People, Part 2

Unit 4: Culture and Economy

Unit 5: Exploration and Migration