

# Summit Drive Elementary School

## Third Grade Syllabus

### 2025-2026



#### CONTACT INFORMATION

**Teacher Name:** Meg Ackemann

**Room Number:** 857

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**Classroom Phone:** 864-355-8841

**Link to Classroom Website:**

<https://sites.google.com/greenvilleschools.us/ms-acks-3rd-grade-class?usp=sharing>

#### DAILY SCHEDULE

7:30-7:50	Unpack, Morning News										
7:50-8:50	Math										
8:50-9:35  Thursday: Science/SS	Related Arts <table border="1"> <tr> <td>Monday</td><td>Design</td></tr> <tr> <td>Tuesday</td><td>Media Center</td></tr> <tr> <td>Wednesday</td><td>PE</td></tr> <tr> <td>Thursday (1:20-2:05)</td><td>Art</td></tr> <tr> <td>Friday</td><td>Music</td></tr> </table>	Monday	Design	Tuesday	Media Center	Wednesday	PE	Thursday (1:20-2:05)	Art	Friday	Music
Monday	Design										
Tuesday	Media Center										
Wednesday	PE										
Thursday (1:20-2:05)	Art										
Friday	Music										
9:35-11:20  Tues. Challenge 10:15-11:15	ELA: Reading, Writing, Phonics and Word Study 9:35-Morning Meeting/ Snack 9:45-Focused Lesson/ Vocabulary 10:15-10:45-Guided Groups/ Amira 11:00-11:20-Writing										
11:20-11:50	Lunch (Right Lane #1- Stage)										
11:50-12:20	Physical Activity										
12:20-1:00 Wed. Challenge 12:55-2:00	ELA: Reading, Writing, Phonics and Word Study 12:20-12:40-Read Aloud 12:40-1:00-Phonics and Grammar										
1:00-2:05	Science/ Social Studies										
2:15	Dismissal										

### GRADING GUIDELINES

State and district guidelines are followed at Summit Drive Elementary and grades reflect the accomplishment of the student in the classroom. The SDES students and faculty will adhere to the retake policy, outlined [HERE](#), for the 2025-2026 school year. Note, this is a schoolwide policy for all in grades 2nd - 5th.

<b>Second Grade – Fifth Grade</b>	A=100-90	B= 89-80	C=79-70	D=69-60	F=59-50
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*Note: On interim progress reports, an actual grade is calculated for each subject area. On report cards, a grade floor of 50 is applied to all subject areas.*

### GCS Grade Weightings for Grades 2-5

Content Area	Minor	Major	Other
Reading	60%	40%	
Language Arts (Writing, Language, and Word Study)	60%	30%	Spelling 10%
Math	60%	40%	
Science	60%	40%	
Social Studies	60%	40%	

Penmanship, Art, Music, and Physical Education	M=Meets standards	P=Progressing towards standards
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### MAKE UP WORK

Make up of school work missed during lawful absences shall be worked out with the teacher(s) concerned at the earliest time possible but should not exceed five (5) school days after the student returns to school.

### READ TO SUCCEED THIRD GRADE RETENTION POLICY

The South Carolina Read to Succeed Act was put into place in 2014. The intent of this law is to ensure all students have the reading skills necessary to become college and career ready.

**The law states:** *A student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment (SC READY).*


Though there are a number of exceptions to this requirement in the law, please be assured that our school and district's goal is that all students will be proficient readers by the end of third grade. More information about this law and if your child is at risk for retention will be provided

throughout the school year by your child's teacher. Please direct any questions to your child's teacher or the Literacy Specialist, Amy Hawkins ([akhawkins@greenville.k12.sc.us](mailto:akhawkins@greenville.k12.sc.us)).

## CLASSROOM EXPECTATIONS

Please see the Summit Drive Behavior Matrix below. This matrix explains our school wide expectations for all students in all areas of our building. For a larger view of our behavior matrix, please use this [link](#) to view. Located below our behavior matrix are our procedures for disruptive behavior.

**Summit Drive Behavior Matrix**

	Classroom	Cafeteria	Hall	Bathroom	Recess
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>I take care of all materials.</li> <li>I keep my hands, feet, and objects to myself.</li> <li>I raise my hand if I need something.</li> <li>I use kind and respectful words/tone of voice toward classmates and adults.</li> </ul>	<ul style="list-style-type: none"> <li>I use a calm, quiet voice to talk to those around me.</li> <li>I keep my hands and feet to myself.</li> <li>I keep myself and my breakfast/lunch belongings to my designated space.</li> <li>I throw my trash in the trash cans and stack my tray.</li> </ul>	<ul style="list-style-type: none"> <li>I walk in the hallways and while going down the stairs.</li> <li>I keep my hands, feet, and objects to myself.</li> <li>I am quiet and mindful of others learning around the building.</li> </ul>	<ul style="list-style-type: none"> <li>I am quiet and mindful of others learning around the building.</li> <li>I respect other people's privacy.</li> <li>I keep my hands and feet to myself.</li> </ul>	<ul style="list-style-type: none"> <li>I play fairly.</li> <li>I follow the rules of play.</li> <li>I allow others to join in.</li> <li>I keep my hands and feet to myself.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>I carefully listen to directions and follow them.</li> <li>I complete my work in a timely manner.</li> <li>I keep track of my belongings.</li> <li>I give my best effort in all that I do.</li> </ul>	<ul style="list-style-type: none"> <li>I use a clear voice when ordering breakfast/lunch.</li> <li>I eat only my food items.</li> <li>I walk to and from the table.</li> <li>I stay seated in my designated space.</li> <li>I clean up after myself.</li> </ul>	<ul style="list-style-type: none"> <li>I stay in line with my class.</li> <li>I go directly to my destination.</li> <li>I keep the hallways and stairwells clean.</li> </ul>	<ul style="list-style-type: none"> <li>I use bathroom equipment and materials for intended use.</li> <li>I flush the toilet.</li> <li>I wash or sanitize my hands.</li> <li>I leave the area neat and clean.</li> <li>I make an adult aware of any issues.</li> </ul>	<ul style="list-style-type: none"> <li>I stay on the playground.</li> <li>I use all equipment safely and for intended purposes.</li> <li>I keep track of my personal belongings.</li> <li>I clean up equipment I use.</li> <li>I ask an adult for help and make an adult aware of any issues.</li> </ul>
<b>Be Ready</b>	<ul style="list-style-type: none"> <li>I come to class with all needed materials.</li> <li>I stay on task.</li> <li>I participate in class.</li> </ul>	<ul style="list-style-type: none"> <li>I have my lunch and ready or have my lunch from home with me.</li> <li>I get utensils, condiments, etc. before I sit down.</li> <li>I focus on eating my lunch.</li> </ul>	<ul style="list-style-type: none"> <li>I face forward.</li> <li>I pay attention to the person walking in front of me.</li> <li>I stop for others when needed.</li> </ul>	<ul style="list-style-type: none"> <li>I promptly take care of my toileting needs and return to class.</li> </ul>	<ul style="list-style-type: none"> <li>I enter and exit the playground with my class.</li> <li>I line up quickly.</li> <li>I turn my voice off when reentering the school building.</li> </ul>

## Disruptive Behavior Procedure

### Step 1: Verbal/Non-Verbal Redirection

A non-verbal warning can be a simple touch of the desk, the use of a warning card, etc.

### Step 2: Student Reflection Form

The teacher will discuss with the student the continuation of their disruptive behavior and the consequences (see below) if the behavior continues. The student will complete a student reflection on their behavior. The teacher and student will review the reflection together.

### Step 3: Teacher-Given Consequence & Parent/Guardian Contact

Teacher-Given Consequence Options:

- Silent Lunch
- Isolated Recess
- Time spent with another grade-level teacher

#### **Step 4- Parent/Guardian Conference**

Parent/guardian will come into the school building or plan for a Google Meet/phone conference. During this conference teacher, student, and parent/guardian will review the behavior matrix, disruptive behavior, steps #1-3 of this procedure, and what's to come next (referral). This conference will be documented.

#### **Step 5: Referral**

A referral will be written.

#### **Student Removal Referral**

When a student's behavior halts instruction and redirection has been attempted and ignored, administration will be notified immediately for removal.

#### **Classroom Reward System:**

**We have a class wide reward system using a star jar. The class will receive a star in our jar each time they receive a compliment. When the jar is full we will have a class celebration.**

**Students also earn tickets for positive behaviors. We pull tickets randomly and students may choose a class coupon when their ticket is pulled.**

#### **HOMEWORK**

Students are encouraged to spend some time each day reading a variety of materials independently. When homework is given, assignments shall reflect the following guidelines. Homework shall include one or more of the three generally recognized types of homework:

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

**Students will have spelling homework, math practice, and 20 minutes of reading each night.**

#### **PARENT/TEACHER COMMUNICATION**

- Emails - Responses to be received within 24 hours however not during instructional time or on weekends
- Fall parent conferences and on an as-needed basis
- [Parent Backpack](#) for grades, attendance, etc.
- [School Website](#)
- School-wide weekly phone/email blasts from school administration
- Teacher websites
- Weekly teacher newsletters
- Weekly work folders
- Phone calls - Phones do not ring in the classrooms during school hours, but you may leave a message

#### **MATERIALS NEEDED**

### **Essential Items:**

**Wood Ticonderoga #2 Pencils (qty 24) (pre-sharpened preferred)**  
**Expo Dry Erase Markers (qty 8)**  
**Elmer's All Purpose Glue Sticks (up to qty 8-12)**  
**Crayola Markers**  
**Crayola Color Pencils (qty 1) - Prefer Twistables**  
**Kleenex (qty 2)**  
**Pencil Top Erasers**  
**Notebook paper (qty 2)**  
**Marble Composition Books (qty 4)**  
**Binder (1 ½ ") with Dividers (8)**  
**Scissors**  
**Pencil Box**  
**Headphones (with Microphone preferred)**

## **GCS INCLEMENT WEATHER INSTRUCTIONAL PLAN FOR PARENTS**

**Revised August 2021**

The state Education Oversight Committee approved Greenville County Schools as an eLearning district in the fall of 2020. This designation allows the district to conduct eLearning on inclement weather days or when the district must close a school due to quarantines. eLearning days are not counted against the district and therefore does not require the use of make-up days. Below are the procedures and expectations for students on eLearning days.

### **Inclement Weather**

For the purpose of **inclement weather days**, eLearning is defined as live instruction throughout the day. This live instruction may be whole group, small group, and/or individual sessions. Students are expected to log on to the live instruction during inclement weather days. If students are unable to join the live meets due to power loss, sickness, etc., work must be made up within five days of returning to school.

## **GCS THIRD GRADE LONG RANGE PLANS**

We follow the South Carolina Department of Education Standards that can be found [HERE](#) and the GCS Elementary Curriculum.

### **English Language Arts**

The following are the English Language Arts focuses throughout the year: overarching ELA expectations (what students do as readers, writers, thinkers, and communicators), foundational literacy skills, application of reading skills and strategies, research, and written and oral communication skills. English language arts instructional time is broken into three main literacy components: reading (ie: read alouds, focus lessons, shared reading, and small group and independent reading), writing (ie: focus lessons, community writing, small group and independent writing), and phonics and word study (ie: phonics, vocabulary, grammar). Novels that will be read this year include: **How to Be Cool in 3rd Grade, The One and Only Ivan, The Wild Robot, Mr. Popper's Penguins, Because of Winn Dixie, and I Survived Series**. Please ensure to

review our weekly newsletter to see when we are reading the novels listed above and make note of additional novels that have been added to our reading list.

In partnership with Greenville County School District, SDE adopted the HMH Into Reading K-6 Curriculum along with the process of benchmarking all students through the Amira program. Amira reading benchmark reports will be sent home three (Fall, Winter, Spring) times throughout the school year.

### **Math**

Unit 1 - Math is...

Unit 2 - Use Place Value to Fluently Add and Subtract within 1,000

Unit 3 - Multiplication and Division

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

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

Unit 6 - Connect Area and Multiplication

Unit 7 - Fractions

Unit 8 - Fraction Equivalence and Comparison

Units 9&10 - Use Multiplication to Divide/Use Properties and Strategies to Multiply and Divide

Units 11&12 - Perimeter/Measurement and Data

Units 13&14 - Describe and Analyze 2-Dimensional Shapes/Geometric Figures

Unit 15 - Proficiency with Power Standards

### **Science**

Unit 1 - Intro to Science & Engineering Practices and Crosscutting Concepts

Unit 2 - Playground Forces

Unit 3 - Weather Impacts

Unit 4 - Surviving in Changing Environments

Unit 5 - Life Cycles for Survival

### **Social Studies**

Unit 1 -Map Skills and Earth's 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