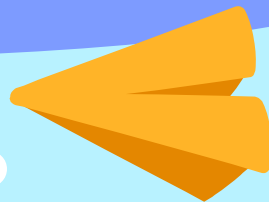


Alpharetta Elementary School

Welcome to 3rd Grade
Curriculum Night!



A video from Administration

<https://canva.link/academic-partnership-night-sy27>

Agenda

Thank you all so much for joining us tonight! Here are the topics we will be discussing:

- **Reminders & policies**
- **Our classroom**
- **Learning and teaching**
- **PTO**

Attendance

- **Elementary School students' attendance is taken within the first hour of the instructional day to record who is physically present.**
- **Students who accumulate multiple absences will receive letters to notify them of missed learning time, and staff will follow up with supportive strategies for families and students.**
- **If your student is absent, please email your child's teacher and include the student's name, parent/guardian name, reason for absence, and parent/guardian contact information.**

Tardies

- **School begins at 7:40 a.m. and ends at 2:20 p.m. Students are to be seated IN THE CLASSROOM BY 7:40 a.m., or they are considered tardy. It is the responsibility of the parent to see that the student arrives on time.**
- ****Students who ride the bus to school are not considered tardy even if their bus arrives after 7:40 a.m.**

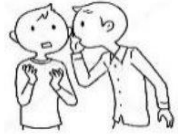
Lunch Reminders

- **Send student with lunch or get a lunch from school cafeteria**
- **A water bottle may be helpful**
- **Students are expected to follow school wide expectations in the cafeteria**
- **Lunch visitors-will start after Labor Day**
- **Thank you for giving us the time to refine our cafeteria expectations**

Cafeteria

- Keep track of your voice level

- Raise hand and wait for permission to leave seat



- Eat your lunch

- Clean your space



- Keep hands, feet, & objects to self

- Face the table



PBIS (SOAR)

Alpharetta Eagles S.O.A.R.

	Hallway	Cafeteria	Classroom	Recess	Restroom
S Safe	- I listen for directions. - I remain quiet as I walk. - I keep my eyes forward.	- I keep my hands to myself and wait quietly in line. - I only touch and eat MY food. - I remain seated <u>until</u> dismissed.	- I listen and follow <u>directions</u> the first time. - I keep my hands, feet and objects to myself.	- I choose safe activities. - I listen for directions from the teachers.	- I keep my hands and feet to myself. - I keep my personal space.
O Ownership	- I keep space between the student in front of me and myself. - I walk one tile from the wall.	- I <u>wait</u> my turn in line. - I get all my items while in line. - I raise my hand for help.	- I do my best and am proud of the grades I earn. - I am responsible for my actions.	- I keep my hands and feet to myself. - I listen and look out for others.	- I use the restroom quickly and quietly. - I wash my hands.
A Attentive	I look forward when I walk.	- I listen for directions. - I make my food choices quickly.	- I participate in class activities and discussions. - I actively listen while my classmates and teachers are speaking.	- When the teacher calls, I stop and listen. - When playing a game, I follow the rules.	I keep my eyes <u>to</u> myself.
R Responsible	I am ready to enter the hallway with my materials.	- I make healthy food choices - I clean up my own area. - I use my manners.	- I keep my materials and areas organized. - I complete and turn in my work on time.	- I play on equipment correctly. - I am kind to other students as I play.	I clean up after myself.

PBIS

Positive Behavior Interventions and Supports

- **School-wide behavior expectations (S-O-A-R)**
- **Explicitly taught by staff**
- **Tiered system of supports, based on student needs**
- **Focused on positive reinforcement**
- **Systemic-applies to all students, all staff and all settings**

- **Back to SOAR dollars**
 - prizes are experiences vs. toys
 - **Continuing to use PBIS app**
 - **Quarterly qualifying events**
 - students will have to “pay” with SOAR dollars
 - students who have had an office referral during the quarter will not be able to participate in the PBIS qualifying event
- Questions: contact Christi Aysh at ayshc@fultonschools.org**

Classroom Matrix

🦅 Alpharetta Eagles S.O.A.R. 🦅

👧 Classroom 👦

S Safe	• I listen and follow <u>directions</u> the first time. • I keep my hands, feet and objects to myself.
O Ownership	• I do my best and am proud of the grades I earn. • I am responsible for my actions.
A Attentive	• I participate in class activities and discussions. • I actively listen while my classmates and teachers are speaking.
R Responsible	• I keep my materials and areas organized. • I complete and turn in my work on time.

Infinite Campus: Parent Portal

Visit <https://alpharettaes.fultonschools.org>

click **Students & Families**, then on the lefthand side click **Parent/Student Portal**.

From there you can set up an account or access your account.

The screenshot shows the login interface for the Infinite Campus Parent Portal. On the left, under the 'Fulton County' header, there are input fields for 'Parent Username' and 'Password', followed by a blue 'Log In' button. Below the button are links for 'Forgot Password?', 'Forgot Username?', and 'Help'. A link to 'Log in to Campus Student' is also present. A separator line with the word 'or' is followed by a 'New User?' link. On the right, the 'Announcements' section shows the date 'Friday 07/30/2021' and a heading 'How do I get my parent portal account?'. The text explains that a 1-time activation is required and lists the information needed for verification: student name, ID number, date of birth, and grade level. A blue link 'Send me an activation email!' is provided. A red note at the bottom states that if activation fails, users should contact their local school.

Fulton County

Parent Username

Password

Log In

[Forgot Password?](#) [Forgot Username?](#) [Help](#)

[Log in to Campus Student](#)

or

[New User?](#)

Campus Parent

Announcements

Friday 07/30/2021

How do I get my parent portal account?

All portal accounts require a 1-time activation to create your ID and password. You must be a parent/guardian of a current FCS student to activate an account. To verify identity, you will be asked to provide the following information about 1 student in your household:

- Student first and last name (as entered on birth certificate)
- Student ID number
- Student Date of Birth (MM/DD/YYYY)
- Student grade level (21-22 grade level)

[Send me an activation email!](#)

Please note: If you are unable to activate your account by answering the verification questions, please contact your local school.

Grading

Grades are taken in RELA, math, science, social studies, health, and specials classes.

GRADING SCALE

Kindergarten - Second Grade

EM	Exceeding Mastery	90-100
M	Mastering	80-89
AM	Approaching Mastery	70-79
NYM	Not Yet Demonstrating Mastery	69 and Below
NG		No Grade

Third – Fifth Grade

A	90 and Above
B	80-89
C	70-79
F	69 and Below
W/(1-100)	Withdrawn
P/F	Pass or Fail
NG	No grade
I	Incomplete
CR	Credit
NC	Non-Credit

Grading Scale

GRADING MINIMUMS PER 9 WEEKS

Math and Language Arts,
a minimum number of 8 grades per 9 weeks:

- 2 Major
- 3 Minor
- 3 Practice

Science and Social Studies, a minimum
number of 5 grades per 9 weeks:

- 1 Major
- 2 Minor
- 2 Practice

Art, Physical Education, Health, and Music, etc.
a minimum number of 4 grades per 9 weeks:

- 1 Major
- 1 Minor
- 2 Practice

Major (45%): An assignment or assessment that is cumulative in nature that measures learning targets from multiple standards/skills.

Minor (40%): An assignment or assessment that measures an individual learning target, standard, or subset of learning targets/standards/skills within a unit.

Practice (15%): Daily assignments, observations, and/or activities given in class to build pre-requisite skills, measure progress towards mastery of a learning target/standard, enrich, and/or remediate skills.

Non-academic Skills

GRADES K-2

- **Self-Direction:** The student follows directions and procedures, can work independently, and/or acts safely.
- **Collaboration:** The student is considerate of others, asks for help when needs it, and/or offers to help others.
- **Problem Solving:** The student can describe a problem, finds more than one way to solve a problem, and is aware that all actions have outcomes.
- **Work Habits:** The student follows directions, participates in class, and/or completes tasks or assignments.

GRADES 3-5

- **Self-Direction:** The student follows directions and procedures, works with focus, and/or resists distractions.
- **Collaboration:** The student works well with others, asks for help when needs it, and/or demonstrates appropriate social interactions.
- **Problem Solving:** The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have outcomes.
- **Work Habits:** The student is organized, participates in class, and/or stays on task.

Recovery

KEY DEFINITIONS

MISSING/LATE WORK: An assignment, assessment, and/or task have not been turned in on time due to a student absence or failure to turn in the work

RECOVERY: Administered throughout a unit to students who have failed to demonstrate mastery of the standards. Recovery assessments should cover the standards that the individual student has not mastered

INCOMPLETE: An assignment, assessment, and/or task have not been turned in due to a student being absent for an extended period

RECOVERY

Students in K-12 should be afforded the opportunity to recover all major assessments if they score below a 75% on the assessment. Students are limited to **one recovery attempt per major assessment** that meets the threshold for recovery.

- Recovery of a major assessment should occur before the next major is given
- Students are eligible to earn a replacement grade on a recovery that is no higher than 75%
- Before recovery, the teacher should work with the student to complete missing work and/or ensure delivery of the content through reteaching and relearning.
- If a student's recovery is below the original score, the original score should stand in the grade book.
- The original score should be noted in the comment section of the grade book if a student recovers a major assessment.

Missing Assignments

MISSING/LATE WORK

Student Misses Work Due to Absence (Excused/Unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task for full credit
- Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25% deduction), but only after the deadline has not been met. A deadline is typically equal number of days the student was absent
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task

Student Present but Fails to Turn in Assignment, Assessment, and/or Task

- Teachers may begin deducting points from a late/missing assignment, assessment, and/or task (maximum 25% deduction)
- A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, and/or task

Daily Schedule

7:10- 7:40 **Arrival/ Morning Work**

7:40- 7:50 **Announcements/ morning meeting**

7:50- 9:05 **Math**

9:10- 9:55 **Specials**

9:55- 11:00 **Whole group Reading and Writing**

11:00- 11:30 **Reading small groups**

****TAG: 11:15-12:00**

11:30- 12:00 **Intervention Block**

12:00- 12:25 **Phonics**

Lunch

White- 12:30-1

Summers-12:32-1:02

Bain-12:34-1:04

1:05- 1:35 **Recess**

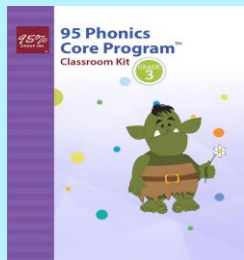
1:40- 2:15 **SS/Sci.**

****SSS on Wed. & Fri. 1:40-1:55****

2:15- 2:20 **Dismissal/ Pack up**

ELA Resources: Third Grade

95 Phonics Core



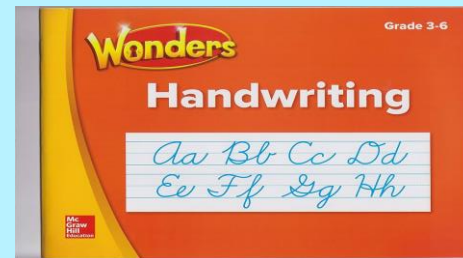
- Daily whole group systematic and explicit word study and spelling instruction.
- Covers letter sounds, phonics patterns, phoneme-mapping graphing, high frequency word practice, practice applying phonics knowledge to read decodable text, spelling and more.
- Students use manipulatives and interactive workbooks to engage in phonics instruction.

Wonders



- Daily whole group and small group instruction reading and writing curriculum aligned to the Science of Reading.
- Reading Focus: Reading comprehension, fluency, reading literature and informational texts, comparing texts, and vocabulary.
- Writing Focus: Narrative, argumentative and expository writing, handwriting, speaking and listening, conventions, and creating and collaborating.

Handwriting



- GA K-12 new ELA standards require students in kindergarten through fifth grade to learn to communicate effectively through reading and writing using print and cursive.
- Cursive is now being introduced in 3rd, 4th, and 5th grade.
- The goal is for students to be able to read and write in cursive fluently and automatically.

Third Grade Mathematics

Overview of Units 1-8

FCS GRADE 3 MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards

Semester 1				Semester 2				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Place Value, Addition & Subtraction up to 10,000	Exploring Multiplication	Relating Multiplication to Division	Connecting Length, Perimeter, and Area	Two-Step Problems	Fractions as Numbers	Measurement and Time	Two-Dimensional Shapes	Culminating Capstone Unit
25 Days	25 Days	19 Days	15 Days	15 Days	21 Days	19 Days	10 Days	20 Days
<u>Unit Dates</u> 8/6/2025 - 9/10/2025	<u>Unit Dates</u> 9/11/2025 - 10/22/2025	<u>Unit Dates</u> 10/23/2025 - 11/19/2025	<u>Unit Dates</u> 11/20/2025 - 12/17/2025	<u>Unit Dates</u> 1/6/2026 - 1/27/2026	<u>Unit Dates</u> 1/28/2026 - 2/27/2026	<u>Unit Dates</u> 3/2/2026 - 3/27/2026	<u>Unit Dates</u> 3/30/2026 - 4/17/2026	<u>Unit Dates</u> 4/20/2026 - 5/15/2026

Fourth Grade Mathematics

Overview of Units 1-8

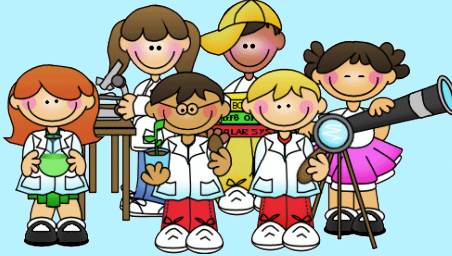
FCS GRADE 4 MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards							
Semester 1				Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Making Connections with Place Value Understanding, Addition and Subtraction of Whole Numbers	Exploring Real-Life Phenomena Through Patterning and Algebraic Reasoning	Reasoning about Multiplication and Division	Reasoning with Shapes	Investigating Fractions	Investigating Fractions and Decimals	Building Conceptual Understanding of Angles and Measurement	Culminating Capstone Unit
25 Days	20 Days	22 Days	17 Days	25 Days	22 Days	18 Days	20 Days
<u>Unit Dates</u> 8/6/2025 - 9/10/2025	<u>Unit Dates</u> 9/11/2025 - 10/8/2025	<u>Unit Dates</u> 10/9/2025 - 11/17/2025	<u>Unit Dates</u> 11/18/2025 - 12/17/2025	<u>Unit Dates</u> 1/6/2026 - 2/10/2026	<u>Unit Dates</u> 2/11/2026 - 3/17/2026	<u>Unit Dates</u> 3/18/2026 - 4/17/2026	<u>Unit Dates</u> 4/21/2026 - 5/15/2026

Social Studies & Science

Social Studies

- **Geography Skills**
- **Native American Cultures**
 - **European Exploration**
- **Colonization of North America**
- **Government**
- **Economics**



Science

- **GA Habitats and Adaptations**
 - **Pollution**
- **Rocks, Minerals, and Soil**
 - **Fossils**
 - **Heat**

PBIS

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- **School-wide behavior expectations (S-O-A-R)**
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Red Folders



- **Daily Folder:**

- This is a tool to keep your child prepared with their assignments, homework, work to keep at home, resources, and notes to and from school. This will help build organizational skills your child will need for the future.
- Does your household have a designated area to place folders and agendas and a designated homework area?
- Are you checking the agenda/HW/notes pockets?

Communication

Weekly Newsletter: Will be sent out via email every Friday. The link never changes.

Eagle Wings: School's weekly newsletter

Website: Check out the school website for calendars and information. Alpharettaes.fultonschools.org

Our Class Family

We will provide a nurturing, safe, loving environment.

All members of our family will be respected and valued.

We share the goal to have all children develop a life-long love of learning.

All children will be encouraged to reach their individual academic potential.

We will listen and follow directions.

FAQ

If you have any questions please reach out to the teacher.

Mrs. White: whitek2@fultonschools.org

Mrs. Bain: baink@fultonschools.org

Mrs. Summers: summerc@fultonschools.org

Ms. Thomas: thomasd21@fultonschools.org

Mrs. Monfort: Monfortn1@fultonschools.org