

Edwin S. Kemp Primary School

1st Grade

Class Syllabus

2018-2019

<u>Teachers:</u>	<u>Room #:</u>	<u>Emails:</u>
Ms. Echols	108	shondra.echols@clayton.k12.ga.us
Ms. Morrow	109	chastity.morrow@clayton.k12.ga.us
Ms. Brathwaite	110	jeanette.brathwaite@clayton.k12.ga.us
Mr. Zerressen	111	william.zerressen@clayton.k12.ga.us
Dr. Battle	112	kedra.lewis-battle@clayton.k12.ga.us
Ms. Belt	417	brittany.brown@clayton.k12.ga.us
Mr. Reed	408	denise.reed@clayton.k12.ga.us
Ms. Jackson	409	angel.m.jackson@clayton.k12.ga.us
Ms. George	410	sharon.george@clayton.k12.ga.us

Textbooks:

Reading/ELA: SRA Imagine It!

Math Textbooks: I-Ready Math -
Instruction and Practice, McGraw Hill My
Math

Science Textbook: Inspire Science

Social Studies: ELA/SS workbook,
Studies Weekly

Content Overview:

❖ Reading/ ELA

➤ Students will...

- Ask and answer questions about key details in a text.
- Know final -e and common vowel patterns for long vowel sounds.
- Read grade level text with accuracy, appropriate rate and complexity and expression.
- Write narratives (stories) with 2 or more sequenced events, details, transitional words and closure.
- With guidance and support, use a variety of tools, including digital, to produce and publish writing
- Participate in shared research and writing projects.
- Build on others' talk in conversations by responding to the comments of others.
- Ask and answer questions about what a speaker says in order to gather additional information.
- Describe people, places, things, and events with relevant detail, expressing ideas and feelings clearly.
- Print all upper- and lower-case letters.
- Use verbs to convey past, present, and future.
- Use words and phrases acquired through conversations, independent reading and being read to.

❖ Math

➤ Students will...

- Realize that doing mathematics involves solving problems and discussing how they solved them.
- Recognize that a number represents a specific quantity and connect the quantity to written symbol.
- Construct arguments using concrete referents, such as objects, pictures, drawings, and actions.
- Experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc.
- Begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful.
- Try to use clear and precise language in their discussions with others and when they explain their own reasoning.
- Begin to discern a pattern or structure. If students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$.
- Take note of repetitive actions in counting and computation and gain a better understanding of place value.

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❖ **Science**

➤ Students will...

- Obtain, evaluate, and communicate weather data to identify weather patterns.
- Obtain, evaluate, and communicate information to investigate light and sound.
- Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.
- Obtain, evaluate, and communicate information about the basic needs of plants and animals.

❖ **Social Studies**

➤ Students will...

- Read about and describe the life of historical figures in American history and identify the contributions made by these figures.
- Describe how everyday life of these historical figures is similar to and different from everyday life in the present.
- Describe how each historic figure was influenced by his or her time and place.
- Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.
- Identify and locate the student's city, county, state, nation (country), and continent on a simple map or globe.
- Locate major topographical features of the earth's surface.
- Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful
- Identify goods that people make and services that people provide for each other.
- Explain that scarcity is when unlimited wants are greater than limited resources.
- Explain that people earn income by working and that they must make choices about how much to save and spend.

Content Units:

Reading/ ELA	Math	Science	Social Studies
Unit 1: Back to School Unit 2: Where Animals Live Unit 3: I Am Responsible Unit 4: Our Neighborhood at Work Unit 5: What's The Weather Unit 6: North, South, East, and West. Unit 7: I Think I Can Unit 8: Away We Grow Unit 9: Home Sweet Home Unit 10: I am Brave	Unit 1: Creating Routines Unit 2: Developing Base Ten Number Sense Unit 3: Operations and Algebraic Thinking Unit 4: Sorting, Comparing and Ordering Unit 5: Understanding Place Value Unit 6: Understanding Shapes and Fractions	Unit 1: Weather Unit 2: Where Animals Live Unit 3: Light Unit 4: Sound Unit 5: Magnets Unit 6: Plants and Plant Needs Unit 7 – Away We Grow Unit 8 – Animal Needs and Types of Animals	Unit 1: School Then and Now Unit 2: Geography and Conservation Unit 3: I am Responsible Unit 4: Our Neighborhood at Work Unit 5: North, South, East, and West Unit 6: I Think I Can Unit 7: Inventors - GWC Unit 8: Home Sweet Home

Homework is given on Mondays for the entire week inside the homework folder. It is collected for a grade on Fridays.

Grade Percentages	Grading Scale	Conduct Grades
Classwork 50%	A 90-100	E- Excellent
Test 15%	B 80-89	S- Satisfactory
Quizzes 15%	C 71-79	NI- Needs Improvement
Projects 15%	D 70	U- Unacceptable
Homework 5%	F 0-69	

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Rules	Expectations
<ol style="list-style-type: none">1. Listen and follow directions the first time.2. Raise your hand before you walk or talk.3. Always respect yourself and others.4. Keep your area clean.	<ol style="list-style-type: none">1. Come to school every day on time and ready to learn.2. Wear school uniform neatly every day.3. Do your best on all assignments every day.4. Ask questions if you don't understand.
Rewards for Following the Rules	Consequences of Not Following the Rules
<ol style="list-style-type: none">1. Verbal Praise2. Panda Dollars / Golden Ticket / Dojo points3. Positive note to parent4. Treasure box visit	<ol style="list-style-type: none">1. Warning2. Recovery Zone3. Parent contacted4. Teacher time/ Reflective time.

Acknowledgment of Receipt: By signing below, the student and guardian acknowledge that they have read and understood the contents.

****PLEASE SIGN & RETURN TO YOUR CHILD'S TEACHER BY August 31, 2018****

Teacher Name _____

Student Name (Print) _____

Guardian Name (Print) _____

Guardian Signature _____

Date _____

Guardian Email _____

Guardian Contact # _____