



Sunset Ridge School

3rd Grade Teacher Syllabus Expectations

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience at any school. We believe that your trust in Sunset Ridge is required to ensure your child's success.

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CURRICULUM

Third grade Writing:

1. Personal narrative
2. Letter (correspondence)
3. Descriptive essay
4. Narrative essay
5. Argument/Persuasive essay
6. Expository/Informational essay
7. Argument/Opinion essay
8. Informational/Research essay
9. Poem
10. Imaginative essay

Third grade Reading modules:

1. What a Character
2. Use Your Words
3. Let Freedom Ring
4. Stories on Stage
5. Teamwork

6. Animal Behaviors
7. Make a Difference
8. Imagine! Invent!
9. From Farm to Table
10. Tell a Tale

Third grade Math modules:

1. Properties of Multiplication and Division and solving problems with units of 2-5 and 10
2. Place value and problem solving with units of measure
3. Multiplication and division with units of 0,1, 6-9 and multiplies of 10.
4. Multiplication and Area
5. Fractions as numbers on the number line
6. Collecting and displaying data
7. Geometry and measurement word problems
8. Properties of Multiplication and Division and solving problems with units of 2-5 and 10
9. Place value and problem solving with units of measure
10. Multiplication and division with units of 0,1, 6-9 and multiplies of 10.
11. Multiplication and Area
12. Fractions as numbers on the number line
13. Collecting and displaying data
14. Geometry and measurement word problems

Social Studies chapters:

1. Chapter 1 Communities in our Country and World
2. Chapter 2 The Community and Its Environment
3. Chapter 3 People and Communities
4. Chapter 4 Communities Change Over Time
5. Chapter 5 American Citizens, Symbols and Government
6. Chapter 6 Economics of Communities

Science Units:

1. Unit 1 Light
1. Unit 2 Sound
2. Unit 3 Earth Systems
3. Biosphere
4. Structure/Function
5. Stimulus/Response

○ Resources:

- [DVUSD Math Resources for Parents](#)
- [DVUSD English Language Arts Resources for Parents](#)
- [DVUSD Social Studies Resources for Parents](#)
- [DVUSD Science Resources for Parents](#)
- [What is Depth of Knowledge \(DOK\)?](#)

COMMUNICATION

- Parent communication-email or phone
cynthia.davies@dvusd.org or (623)445-7890
- SSR/Teacher webpage. [Sunset Ridge Website](#)

Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

PLC Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.

- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.

SSR HOMEWORK & GRADING

Research provides strong evidence that, when used appropriately, homework is essential for increasing and reinforcing student learning and achievement for course standards. Homework may be differentiated to meet the needs of our varied learners. The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.

- *Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.*
- *Grades will be equitable, accurate, specific, consistent.*
- *A student's grade should reflect academic learning and should never be used as a punitive tool.*
- *Grades are for reporting the status of academic learning, not behavioral conduct*
- *The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.*
- *Learning is a process that takes place over time and at different speeds for different students.*
- *PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).*

Sunset Ridge was one of the ten schools in DVUSD who piloted the new grading system during the 2021-2022 school year. We will continue with a Standards Based Mindset while grading for the 2022-2023 school year with the revised Transition Plan as directed by the DVUSD Governing Board. Additional information regarding Standards Based Mindset for grading transition plan can be found [here](#).

K-6 Grading Scale

4	Independently applies skills and content with greater depth and complexity
3	Demonstrates grade level proficiency independently
2	Demonstrates grade level proficiency with support
1	Demonstrates below grade level proficiency

Standard Numeric Grade	4 & 3			2			1		
Letter Grade	A+	A	A-	B+	B	C+	C	D	F
Final Grade Scores	4.0-3.8	3.7-3.4	3.3-3.0	2.9-2.7	2.6-2.4	2.3-2.0	1.9-1.7	1.6-1.4	1.3-1.0

WHY STANDARDS BASED FOR GRADING?

Parents:

- Progress reports are less mysterious and have more meaning
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress
- Parents know in what areas their child needs more support
- Parents are empowered to increase their child's confidence and help their student set goals

Students:

- Learning targets are clearly defined and aligned with state standards.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency
- Students monitor their own progress toward the achievement of specified targets
- Specific feedback on progress helps build self-esteem, pride, and motivation

Teachers:

- Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided
- Teachers of the same courses have aligned expectations and standards
- Assessment results help teachers determine when students need extra help and when they need more challenging work

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class. In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.

- 1st-6th: A "1" will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook. Students will be notified regularly about what assignments are missing. Parents are encouraged to check *Power School* weekly for grade and missing work updates.
- Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.

Retakes are allowed for assessments in which scores are entered into the gradebook.

Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order to learn. The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show evidence of learning and applying the teacher's feedback in order to earn a reassessment opportunity.
- Retakes and late work must be submitted within two weeks of the date of the original assessment
- **No "extra credit" will be given at any time.**

GRADE BOOK

Assessments will be worth 80% of the student's grade. Coursework (i.e. work completed in class) will be worth 20% of the student's grade.

Checking PowerSchool regularly, and consistently communicating with teachers are all ways to understand how your child(ren) is progressing and learning each skill and standard required at their grade level.