

Sunset Ridge School

Cynthia Davies Third Grade 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.

Cynthia Davies

Arizona State University-M.Ed.-Elementary Education

University of Wisconsin-Madison-B.S.-Graphic Design

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 Units:

Unit 1 3 Digit numbers:place value, addition and subtraction

Unit 2 Multiplication and Division concepts, relationships and patterns

Unit 3 Multiplication: finding area, solving word problems using scaled graphs

Unit 4 Fractions: equivalence and comparison, measurement and data

Unit 5 Measurement: time, liquid, volume and mass

Unit 6 Shapes: attributes and categories, perimeter and area and partitioning

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

- [DVUSD Math Resources for Parents](#)
- [DVUSD English Language Arts Resources for Parents](#)
- [DVUSD Social Studies Resources for Parents](#)
- [DVUSD Science Resources for Parents](#)

COMMUNICATION

Parent communication-email or phone
cynthia.davies@dvusd.org or (623)445-7890

- Staff website: [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.

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.

- 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](#).
- *Student's will be given a SSR Student Planner to write down all their assignments for the day. Students will also color in their agenda the color from their behavior chart and parents need to initial their planners daily.*

MEANINGFUL GRADE ENTRIES

Teachers are expected to enter a meaningful grade for each student in the electronic gradebook on a regular basis so that students, parents, and support staff can better monitor student progress. A meaningful grade is a grade entry for an assessment or coursework that measures learning standards. The frequency of entering meaningful grades is as follows:

- Classes that typically meet 4-5 days per week = at least 1 meaningful grade each week
- Classes that typically meet 2-3 days per week = at least 1 meaningful grade every other week
- Classes that typically meet 1 day per week = at least 1 meaningful grade every 3rd week

At least one meaningful assessment/assignment grade entry must be entered each week, but an entry that impacts the course grade must be entered at least every 2 school weeks (every 3rd week for classes meeting once per week).

Grade Scales

3-12 Grade Scale

Students in 3rd through 12th grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Highly Proficient
- 3 = Proficient
- 2 = Partially Proficient
- 1 = Minimally Proficient

Students in 3rd through 12th grades will receive marks for their overall performance in each course of study using the following letter grade scale.

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

Grades of “D” and above are passing marks. A course grade of “F” indicates that the student has failed the course.

*For graded work in the Assessment Category, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal.

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.

Due Date	Category	Assignment	Flags	Score	%	Grade
09/22/2022	Assignments	Weathering Rates - Gizmo		100/100	100	A
09/16/2022	Assignments	Weathering of Different Rocks Gizmo		90/100	90	A
09/09/2022	Quiz	Land forms Quiz	Click "Show Standards" icon to see standards measured on this assignment.	85/100	85	B
		4.E1.1.6 - Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. 4.E1.1.6		0		Proficiency level shown here
08/12/2022	Quiz	Scientific Method Quiz		100/100	100	A

Categories (1st-12th Grades Only)

All grade entries in the gradebook will be attributed to one of the following categories.

ASSESSMENT: This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

COURSEWORK: This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, exit tickets, checks-for-understanding, and daily activities.

PRACTICE: This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

Category Weights (3rd-12th Grades Only)

Each category will be weighted as follows:

ASSESSMENT CATEGORY	80%
COURSEWORK CATEGORY	20%
PRACTICE CATEGORY	0%

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. The practice, coursework, or assessment will be marked with the "Missing" special code in the gradebook. No Evidence (NE) will be entered for the standards attached to the practice, coursework, or assessment. If the work is submitted as Late Work (see terms below), the (NE) or 49% assignment score will be changed to reflect the student's actual score with no deductions or penalties. If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the coursework or assessment will remain 49%. 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.

Missing Work (3rd-12th grades)

An assignment is considered missing work when it is not submitted by the due date.

Missing work will be treated as such:

- The assignment will be marked with the “Missing” special code in the gradebook
- A zero (“0”) will be entered as the score for the assignment in the gradebook
- No Evidence (NE) will be entered for the standards attached to the assignment

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established but is submitted within the parameters listed below.

For **Late Work** to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
3-8 Grades: Within 5 school days after the end of the unit

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student’s assignment with the “Late” special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

Please note: Accommodations included in a student’s IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student’s Service Coordinator, counselor, or the student’s support team.

Reassessment

Retakes are allowed for assessments for partial credit, if reperformance opportunities (another assessment on the same learning target later in the marking period as part of the instructional cycle) will not be available during the marking period or in addition to reperformance opportunities during the marking period.

To earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- **Submit a reassessment plan or application, if required by the teacher**

A reassessment plan must be scheduled within the following time frames:

- **3rd-8th Grades: Until the week before the end of the marking period**

Students are able to retake math quizzes and assessments.

In other subjects it is up to the teacher's discretion to retake for partial credit.

Example Items:

- 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.
- Reassessments will be permitted following proof of practice and relearning, per teacher discretion.
- 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.

Academic Integrity Statement

To be college-, career-, and community-ready, students in the Deer Valley Unified School District are expected to demonstrate academic integrity. Academic integrity is all about being honest and fair in your schoolwork. It means doing work that is entirely your own and giving credit to others (including generative Artificial Intelligence tools) through proper citation when you use their ideas or words.

If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

Academic Dishonesty Statement

Academic dishonesty refers to any action that compromises the integrity of academic work or evaluation processes. This includes but is not limited to:

- Copying or stealing another person's work or data (plagiarism);
- Allowing another person to copy one's work;
- Doing another person's classwork;
- Creating more than one copy of one's work for distribution;


- Providing another person with the answers on tests or quizzes;
- Noncompliance with teachers' test-taking procedures;
- Unauthorized copying or development of software; and
- Unauthorized use of generative Artificial Intelligence.

Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.

Artificial Intelligence

In the Deer Valley Unified School District, we are committed to providing our students with the best possible education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for students.

Students must adhere to the specific guidelines provided in the assignment details. If no guidance around the use of generative AI is provided, students should follow the “restrictive” level (see chart). Teachers should direct students to contact their teacher before submitting classwork if the student is unsure if the tool or website they are using is permitted on a specific assignment.

AI Use Traffic Light	Level	Description	Example Instruction
	Restrictive No!	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."
	Moderate Whoa!	Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content.	"You can employ AI tools to assist brainstorming or initial research, however, the main content, arguments, and conclusions should be your own."
	Permissive Go!	Students can utilize district-approved AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content. Proper citation is required for any AI-generated content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic."

