



3rd Grade Syllabus

Mrs. Brandi English

Union Park School

2024-2025

Welcome to Room 408! My name is Brandi English and I'll be your child's teacher this year. This will be my fourteenth year as an educator. I earned my Bachelor of Arts in Elementary Education (Go Devils!) and I am currently pursuing a master's degree in Reading Instruction. I am confident that we are going to have a great year, and by working together, we will be able to support your children as they become independent, critical thinkers.

Parent Involvement is of utmost importance. Participation in your child's education is proven to boost his or her achievement in school. We, at UnionPark, 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 necessary to maintain a positive learning experience at any school. We believe that your trust in Union Park is required to ensure your child's success.

CONTACT INFORMATION

Email: brandi.english@dvusd.org

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Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. **I will respond to emails Monday through Friday, no earlier than 7:00am and no later than 5:00pm. Please understand that I will be unable to respond to emails during the teaching/learning day. If you have an emergency, call the office and they will relay any message.**

Please remember that I have commitments both in and outside of school, and some of your requests will require time to process/research for an appropriate and helpful response. I will respond to calls/emails within 48 hours, excluding weekends/holidays.

Please refer to the [Union Park Communication Matrix](#) if you are unsure of where to start asking questions.

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.

SPECIALS ROTATION

Day 1: Art
Day 2: P.E.
Day 3: Music
Day 4: Music
Day 5: P.E.
Day 6: Spanish
**Rotation days are labeled in the school-issued agenda*

DAILY SCHEDULE

8:15 - 9:00 Social Studies
9:00 - 9:40 Science
9:40 - 11:10 Reading
11:10 - 11:50 Recess/Lunch
11:50 - 12:40 Grammar/Writing
12:40 - 1:30 Math
1:30 - 1:50 Math RTI*
1:50 - 2:15 Reading RTI*
2:15 - 3:00 Specials

**RTI = Response to Intervention*

HOME PRACTICE

Home practice:

- + gives students an opportunity to independently practice skills that have already been taught
- + provides teachers with feedback
- + develops independent study skills and self-discipline for their life-long educational journeys
- + may be differentiated to meet the needs of varied learners
- + is **NOT** graded

Reading Home Practice

My goal is to facilitate a love of reading for pleasure in my students. Each night, third graders are expected to read for at least 20 minutes. This can be independently done, or done with a family member. This is a good time for families to model fluent reading and talk about what they read (comprehension). The more they see us enjoy reading, the more they will enjoy reading! Feel free to use [these questions](#) as a springboard for your literary conversations. Additionally, Amplify is a great platform for your child to practice individual reading goals (your child can access Amplify through the Clever App found on their [DVUSD Start Page](#)).

Math Home Practice

Math home practice will be a review of what skill(s) were taught and practiced in class. You'll see your third grader mark their homework with M (must do), C (can do), and Ch

(challenge) problems. These are due the next day to provide me with feedback. Math home practice should take about 15 to 20 minutes. *I do not assign Math Home Practice each day.*

You can absolutely help your child on their homework! Teach them strategies you use, even if it's something that wasn't taught in my class. *Do not let homework time become a time of extreme frustration.* If they're frustrated and not able to complete the assignment, then this is data that I need to see. Please just jot a note on the homework, and move on with your evening.

GRADING

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. Please remember that 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](#).

Students in 3rd through 12th grades will receive marks for their proficiency towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

in each course of study using the following letter grade scale. Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores* (assessments, coursework).

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

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

Students in 3rd through 12th grades will receive marks for their overall performance.

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

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%						

Assignments in the gradebook will be weighted as such:

- Assessments: 80%
- Coursework: 20%
- Practice: 0%

Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class. Students choosing not to complete work, but who are able to do so, will complete work with support during Toro Time. 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.

Retakes

Retakes or reperformance of essential skills is important to support learning of critical skills and filling gaps in learning. Retakes are allowed for assessments in which scores are entered into the gradebook, for full credit, if reperformance opportunities will not be available during the marking period or in addition to reperformance opportunities during the marking period.

In order 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 (Retake Request)

A reassessment plan (Retake Request) must be scheduled within the following time frames:

- 3rd-8th Grades: Within 10 school days after receiving the assessment score

Extra Credit

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors.

No extra credit will be awarded.

TORO TIME

Toro Time is a before or after school opportunity for students to maximize their potential success. Learning and completing work at Union Park is required. Toro Time is offered to all students who have not shown proficiency in their current learning progressions or classwork. Toro time will be assigned to students to attend for extra help, assistance, or when a student needs to complete their work. Without completing their work, it is hard to know if a student is progressing towards mastering the standards we are teaching in class. We ask for parent support and cooperation in transporting students to or from their assigned Toro Time so that they are not falling behind or simply given the opportunity to opt out of their work.

TAKE-HOME FOLDER & AGENDA

I will be providing your child with a Take-Home Folder, with the pockets labeled as “Left at Home” and “Right Back to School”. Union Park will be providing an agenda to each third grader. Please check these daily and sign their agendas. Daily assignments will be written in these agendas.

Please do not sign dates ahead of time in the agendas.

BIRTHDAYS & FOOD POLICY

It is the policy of Union Park School that food is not to be eaten in the classroom. This ensures a safe environment for anyone who may have a known or unknown allergy. If your child requires a snack for medical reasons, please let me know and we will make accommodations with our school nurse.

Water only allowed in the classroom. Spills happen, and this will ensure that there aren't any messes that linger (i.e., sugar, dye). If you want to send a drink other than water to school with your child, they may drink it in the cafeteria with their lunch.

Per the [24-25 UP Student & Parent Handbook](#): Students are not permitted to distribute private party invitations at school. Please mail or use evites for these types of events.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Most Fridays, students will be released early so that educators 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.

PARENT RESOURCES

[Union Park Student Handbook](#)

[DVUSD Math Resources](#)

[DVUSD ELA Resources](#)

[DVUSD Social Studies Resources](#)

[DVUSD Science Resources](#)

Power schools

Cafeteria

Academics at a Glance (Essential Standards)

English Language Arts

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details</p> <p>RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>RF.3 (c) Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>Identify and know the meaning of the most common prefixes and derivational</p> <p>W.3 Write narratives to develop real or imagined experiences/events</p>	<p>RI.2 Determine the main idea of a text; recount key details and explain how they support the main idea</p> <p>RI.3 Describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures in a text (sequence, cause/effect)</p> <p>RI.5 Use text features and tools to locate information relevant to a given topic</p> <p>RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text</p> <p>W.2 Write informative/explanatory texts to exam a topic and convey ideas clearly</p>	<p>RI.6 Distinguish one's own opinion from that of the author of a text</p> <p>RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text</p> <p>RI.9 Compare/contrast the most important points and key details in two texts on the same topic</p> <p>RF.3 (a,b,d) Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>Identify and know the meaning of the most common prefixes and derivational</p> <p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>L.5 (a,b) Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p>	<p>RL.6 Distinguish one's own point of view from that of the narrator or those of the characters</p> <p>RL.9 Compare/contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</p> <p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>L.5 (c) Demonstrate understanding of figurative language, word relationships and nuances in word meanings</p>

Mathematics

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.</p> <p>3.OA.C.7 Fluently multiply and divide within 100.</p> <p>3.OA.D.8 Solve two-step word problems using the four operations.</p> <p>3.NBT.A.2 Fluently add and subtract within 1000</p>	<p>3.NBT.A.2 Fluently add and subtract within 1000</p> <p>3.MD.1a Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes</p> <p>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.</p>	<p>3.MD.C.7a-d Relate area to the operations of multiplication and addition</p> <p>3.NF.A.3a-d Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</p> <p>3.NF.A.2a-c Understand a fraction as a number on the number line; represent fractions on a number line diagram</p>	<p>3.OA.D.8 Solve two-step word problems using the four operations.</p> <p>3.MD.C.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>

3.MD.1a Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes	3.OA.C.7 Fluently multiply and divide within 100. 3.OA.D.8 Solve two-step word problems using the four operations. 3.OA.D.8 Solve two-step word problems using the four operations.		
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Science			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Light & Sound 3.P2U1.1 Ask questions and investigate the relationship between light, objects, and the human eye. 3.P4U1.3 Develop and use models to describe how light and sound waves transfer energy.	Earth Systems, Biosphere Structure and Function of Organisms, Stimulus Response 3.E1U1.4 Construct an explanation describing how the Sun is the primary source of energy impacting Earth systems.	Earth Systems, Biosphere Structure and Function of Organisms, Stimulus Response 3.L2U1.7 Develop and use system models to describe the flow of energy from the Sun to and among living organisms. 3.L2U1.8 Construct an argument from evidence that organisms are interdependent.	Earth Systems, Biosphere Structure and Function of Organisms, Stimulus Response 3.L2U1.6 Plan and carry out investigations to demonstrate ways plants and animals react to stimuli. 3.L1U1.5 Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.

Social Studies

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Unit 1: Arizona's Geography and People</p> <p>3.SP3.2 I can tell the difference between primary and secondary sources</p> <p>3.E2.1 I can explain how the availability of resources affects how decisions are made in Arizona</p> <p>3.G1.1 I can use and make maps and graphs to help me learn about AZ, including its physical features, human features, and key concepts (landforms, climate zones, Indian Nations, cultures, 5 C's)</p>	<p>Unit 2: Settlement and Change</p> <p>3.SP3.1 I can ask questions about AZ history, geography, government, and economics</p> <p>3.SP3.7 I can present my arguments and explain myself through writing, speaking, or using technology</p> <p>3.SP4.1 I can choose the most likely reasons to explain why something happened</p> <p>3.C1.1 I can talk about civic virtues and democratic principles such as respecting others, making decisions that help all people, and participation in government</p> <p>3.C3.2 I can explain how working together helps people and how it can also be challenging</p>	<p>Unit 3: Arizona Statehood</p> <p>3.SP3.4 I can compare info from more than one source about AZ</p> <p>3.SP3.6 I can make an argument and explain myself with reasons, examples, and details from sources</p> <p>3.SP4.2 I can summarize the main idea/claim in a secondary source</p> <p>3.E.11 I can tell you about the different jobs in AZ including jobs involving copper, cattle, cotton, citrus, climate, ranching, farming, tourism</p> <p>3.H2.2 I can look at the ways people and groups have worked together throughout AZ's history</p>	<p>Unit 4: Arizona Government and Economy</p> <p>3.E2.1 I can tell you the reasons that people have for making, saving, and spending money</p> <p>3.H1.1 I can use different sources to tell stories about AZ's people, cultures, and innovations from the past (prehistoric people, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the US and world) *Key concepts: explorers, settlers, trappers, missionaries, and colonizers</p> <p>3.H2.2 I can look at the ways people and groups have worked together throughout AZ's history</p>