

Social Studies

Social Studies includes four standards: History, Geography, Economics and Civics

Roles, Rights and Responsibilities: Students learn about respectful processes of citizen interaction within communities.

The Big City: Students learn about urban, suburban and rural regions and also examine the important people, events and developments that have brought change to Denver over time.

Living and Working in a City: Students learn about the exchange of goods and services, government services, and making personal economic decisions.

First Americans – Cultural Regions and Interactions: Students learn about the impact of geography on historic Native American cultures, and analyze elements of cooperation and conflict associated with cross-cultural interactions.



Tips for Helping at Home:

- Recognize and discuss positive interaction among citizens.
- Visit Denver and explore different ways of helping your child see how and why the city has changed over time.
- Visit the North American Indian Cultures exhibit at the Denver Museum of Nature and Science.

Technology Literacy

Technology Literacy is a 21st Century skill that enables students to engage in learning. Technology Literacy is integrated across the academic day by:

- Using technology tools effectively to collaborate, produce, and communicate digital information.
- Practicing safe, legal, and responsible use of information and technology.



Tips for Helping at Home:

- Work with your child's Teacher Librarian for ideas and resources to help your child practice safe and ethical use of digital tools and resources.
- Learn how to set parental controls and consider using an Internet filter.
- Talk to your child at a young age about the sites he or she can visit, who he or she can talk to and how long he or she can be online.
- Talk to your child about what personal information is and why it should never be shared.

Visual Arts, Music, Physical Education

Visual Arts Development: Students will continue building on the art elements of line, shape, balance, pattern, color, texture, space, shape and proportion. Students in the 3rd grade explore the functions of art in the following ways: Personal, Social/Cultural, Architect and Design. They will begin to learn what artists' statements are, and why they are important in the visual arts.



Tips for Helping at Home:

- Provide opportunities for exploration in the elements of art, using a sketchbook at home.
- Ask your child "Where do you see, line, shape, color, form, texture, proportion, pattern/rhythm, balance?"
- Seek out and explore a variety of art materials through process and application.

Music Development: Students will deepen their understanding of musical concepts (Beat, rhythm, melody, harmony, form, vocal and instrumental technique) through singing, playing instruments, moving, creating and listening critically to music. New learnings include: Sixteenth notes & dotted half note, time signatures, recorder, musical alphabet, adding high do, low sol and low la.



Tips for Helping at Home:

- Help your child by using questioning to reinforce knowledge of the musical alphabet.
- Encourage practicing the recorder.
- Attend concerts when possible.
- Help reinforce the concept of appropriate audience behavior.

Physical Education Development: Students will continue to refine skills into mature movement patterns and begin using combinations of those skills in low-organized game situations and activities; demonstrate cooperation and inclusion; begin to identify the skill components of agility, balance, coordination, speed, force and power in their movements and move smoothly to even and uneven rhythms. Students will set goals for fitness, nutrition and skill development.



Tips for Helping at Home:

- Provide opportunities to combine and change movements without stopping (run and jump).
- Talk with your student about setting goals. Possible questions include: "What's a reasonable goal and what's not? How do you decide what's realistic? What factors influence the ability to reach goals?"
- Discuss safety in home, cars, bicycles, and walking to school.



Building Bright Futures

Our Mission: To provide a quality education that prepares all children for a successful future.

Elementary Report Card

Parent Guide
Standards-Referenced Reporting



Grade Three
2013-2014

- Jeffco's standards-referenced reporting system provides information about how your child is progressing toward meeting the Colorado Academic Standards. Standards specify what all students should understand, know, and be able to do.
- The report card provides a detailed summary of how your child is progressing academically and in developing life and workforce readiness skills.

For additional information contact your child's teacher or visit http://jeffcopublicschools.org/academics/elem_reportcard/

Academic Performance Levels

Student progress is reported three times each year using the performance levels described below. Your child's individual performance is measured against the Colorado Academic Standards, rather than the performance of other students in his or her class.

Exceeding standard	Student consistently exceeds grade-level academic standards and expectations.
Meeting standard	Student consistently demonstrates grade-level academic standards and expectations.
Progressing toward standard	Student is working toward grade-level academic standards and expectations but has not been able to consistently demonstrate the learning.
Lacking adequate progress	Student consistently does not demonstrate grade-level academic standards and expectations.
Incomplete/Insufficient work	Student has not completed sufficient work to demonstrate grade-level academic standards and expectations.

Student Learning Attributes

Learning Attributes indicate the student's development in learning life and workforce readiness skills.

ED	Student E ffectively D emonstrates attribute.
MP	Student is M aking P rogress toward demonstration of attribute.
ND	Student does N ot D emonstrate attribute.

English Language Development

English as a Second Language: All elementary schools offer English as a second language (ESL) instructional support to identified English Learners (ELs). The focus of ESL instruction is on the language and academic skills essential for ELs to attain grade-level competencies and meet challenging state academic standards.

Dual Language: Jeffco has six elementary schools that offer Dual Language (DL) Education programs. The goal of DL education is for students to become biliterate and bilingual in English and Spanish plus develop cultural appreciation for diverse populations. There are two different DL education models: One-Way DL Education is designed for native Spanish speakers to learn all content in both English and Spanish; Two-Way DL Education is designed for both native English and Spanish speakers to learn content in both English and Spanish. The goal of all DL Education programs is for students to attain grade level competencies and meet challenging state academic standards.

Reading

Students increase their understanding of more complex texts.



Tips for Helping at Home:

- *After reading and enjoying a book together, ask your child, "Tell me what you just read in one or two sentences." This will help them begin and practice summarizing.*
- *Use technology as a tool for learning. Read information digitally/online. Help your child monitor his or her comprehension by having your child tell you what they read in 1-2 sentences using available technology.*

Writing

Students continue to include details and examples to develop their writing.



Tips for Helping at Home:

- *Help your child focus on a main topic and group related ideas.*
- *Write with your child or encourage your child to write independently for a variety of purposes and audiences, such as writing shopping lists, email messages, letters to friends or relatives, thank-you notes and other engaging writing opportunities.*
- *Let your child notice how writing is used in everyday life.*

Oral Expression and Listening

Students learn how to effectively communicate in discussions.



Tips for Helping at Home:

- *With your child discuss oral and visual messages and their impact on the audience. (For example, advertisement and product packaging.)*
- *Encourage your child to explain his or her ideas in sequential order.*

Mathematics

Students engage in:

- Solving problems involving all four operations.
- Developing understanding of fractions.
- Recognizing area as an attribute of shape and connect to concepts of multiplication and division.
- Describing and analyzing the properties of 2-D shapes and creating definitions of common shapes.



Tips for Helping at Home:

- *Explore things that come in groups, make connections to multiplication. For example, four 6-packs of water creates a case of water with 24 bottles of water.*
- *Ask your child to help you prepare food and discuss the fractions made by cutting foods into equal parts.*
- *Look for items in the grocery store or around your house that are packaged or arranged in rectangular arrays: tiles, eggs in a carton, six pack of juice cans, and so on. Talk with your child about number of rows and columns, and discuss ways to figure out the total number of items.*

Science

Students engage in learning activities and discussions to gain understanding of science concepts by applying the processes of scientific investigation: designing, conducting, communicating about, and evaluating scientific investigations in all three science disciplines. **Physical Science** is the study of common properties, forms, and changes in matter and energy.

Life Science is the study of the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

Earth Science is the study of the processes and interactions of Earth's systems, and the structure and dynamics of Earth and other objects in space.

Science process:

- Asking scientific questions.
- Making observations, making predictions, communicating using pictures and words.
- Designing and conducting a fair test with teacher guidance, as well as independently.
- Developing and communicating logical conclusions based on evidence.
- Collecting appropriate data using the correct scientific tools and appropriate units of metric measurement.



Tips for Helping at Home:

- *Don't answer all your child's questions. Ask your child what he or she thinks, and work together to find possible answers.*
- *Encourage the development of further questions and other topics of interest that can be explored through a variety of resources, including performing investigations.*
- *Encourage your child to list questions he/she has and refer to the list when determining a science fair question to investigate (e.g. How can I keep my ice cream from melting?).*
- *Share questions you have with your child.*