

Grade 3

Course Descriptions

English Language Arts

The third grade Language Arts includes English, Spelling, Reading and Writing. Students are expected to develop reading, writing, listening and speaking skills to be independent and self – directed learners. In collaborative discussions, students will build on the ideas of others by listening, asking questions and sharing ideas. They will begin to write book reports, research papers and narratives, paying attention to organizing information, developing ideas, supporting the ideas with facts, details and reasons. Students learn basic of capitalization, punctuation, forming plurals, parts of speech, and they have the opportunity to apply what they are learning in writing.

Some learning objectives:

- Ask and answer questions to demonstrate understanding of a text
- Describe characters in stories and explain how their actions contribute to the sequence of events
- Determine the meaning of words and phrases as they are used in a text
- Write legibly in cursive
- Edit writing for correct grammar, capitalization, punctuation and spelling

Read orally with the appropriate fluency, accuracy and expression

The Reading course follows the book of Journeys. It provides students with a diverse reading material from all literature genres such as realistic, fiction, informational text, biography, poetry, plays, tall tales, historical fiction, narrative nonfiction, fables, myths, folktales, fantasy, advertisements, and science fiction. It reinforces material from the English course and provides further writing practice.

Resource: English, *Houghton Mifflin Harcourt Education*

Mathematics

The third grade Math curriculum focuses on developing concepts and skills in the following areas: Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, Geometry, Fractions.

Some of the specific areas students will master:

- Understanding multiplication (in terms of a certain number groups each of which has the same number of objects)
- Understanding division (as sharing of a certain number of objects into groups of equal amounts)
- Solving word problems
- Finding the “missing” numbers in equations
- Knowing and using the commutative, associative and distributive properties
- Writing and telling time to the minute
- Solving problems that require adding and subtracting intervals of time
- Finding the perimeter or area of a polygon
- Dividing shapes into parts and using fractions to describe parts
- Recall the multiplication and division table through 10
- Read, interpret and display data on graphs and charts
- Addition and subtraction within 1,000 skills

Resource – *Go Math, Houghton Mifflin Harcourt Publishing Company*

Social Studies

“Social Studies – Our Communities” challenges the students to explore the world around them. The students learn about the different communities, people and culture, citizenship and government. Students learn the fundamentals of geography and acquire skills including:

- Chart and Graph Skills (compare and use graph lines; read a timeline and a flowchart)
- Critical Thinking (comparing, solving problems, tell fact from opinion)

Map and Globe Skills (finding directions and distances, use a map grid, use latitude and longitude, read and use a map)

Resource – *Our Communities, Houghton Mifflin Harcourt Publishing Company*

Science

Third grade Science includes The Nature of Science, Life Science, Earth and Space Science, and Physical Science. The primary goal is to develop understanding of science concepts

through active involvement in their learning. The curriculum integrates Science, Technology, Engineering, and Mathematics. Some of the skills the students will develop:

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Planning and carrying out investigations
- Making predictions and see if they occur as expected
- Basing conclusions on facts and observations
- Understand how humans affect the environment

Resource – *Social Studies, Houghton Mifflin Harcourt Publishing Company*

Physical Education

The Physical Education in grade 3 will developed mature loco motor, non-loco motor and manipulative skills. They will practice these skills to adapt and refine them to be used in a variety of specific situations, primarily, in sports and games. Students will improve their individual performance and social skills.

Art

This course offers students an introduction to Visual Arts. Students will explore the creative process through studio projects (drawing, painting, composition, sculpture, fiber, graffiti, decoupage, collage, written work, art appreciation and art history). The elements and principles of art will be emphasized as they apply to each artist's style. Some art projects will be self- directed, fueled by the students' own interests with research in art history, cultures, modern and contemporary art.

Corse objectives: The students will identify and create artwork based on the elements of art and principles of design, demonstrate through their artwork how to use the elements of art to show movement and express feelings, recognize, compare and use different media to create their artwork, develop a respect and appreciation for the artwork of artists, including classmates' art, recognize and compare differences in several art mediums, create representational and abstract art, learn to create depth in 2-dimensional artwork using one point perspective, communicate thoughts, feelings and experiences to others through art, develop creative problem solving and higher-level thinking skills, learn about modern and contemporary art, develop critical thinking and imagination, understand terms that are basic to art media, procedures and techniques, as well as appreciation, maintain a sketchbook for a variety of drawings assignments to perfect their hand-eye ability and drawing skills.

Course topics: Fundamentals of Drawing and Composition, Elements of Art, Principles of Design, Art History and Art Criticism, Drawing, Color theory, Sculpture, Painting, Fibers, Graffiti, Decoupage, Collage.

Resource: *“The Visual Arts: A History”*, by Hugh Honour and John Fleming; *“The Art Teacher’s Survival Guide for Elementary and Middle School”*, by Helen D. Hume; *“Children and their Art”*, by Michael Day and Al Hurwitz.

Music

The music class contains simplified instruction on the basics of music, such as melody, harmony, rhythm. The students will be introduced to different in style songs as they take part in performing in the school's musicals.

Course objectives:

Completing this course, students will develop:

- A. Self confidence in performing in front of audience.
- B. Better artistic expression and speaking skills.
- C. Intelligent listening and understanding of different musical forms.

Course requirements:

We understand that different students have different levels of artistic ability. The teacher will expect though that all students do their best and will grade each one not only according to their ability, but on their effort and participation in class as well.

Resource: *“Music Express “*, Collins

Spanish

The course introduces students to the effective learning of a new foreign language. The organization, sequencing and distribution of contents follow the policy established by the European Language Framework and the Curriculum Plan of Institute Cervantes. Both documents represent the core of the concept and are applied to the School’s context, and to the cognitive development and motivation of the students.

By the end of the course students are expected to develop skills corresponding to A1.2. Level, i.e. they will be able to present themselves, introduce a person, talk about his/her family, school, everyday life and express likes, dislikes and preferences. The methodology aims to develop the communicative competence of the learners and fosters their four language skills. It supposes a lot of active participation, sometimes it combines with cross-curricular techniques.