

# Third Grade Course Descriptions

*Bethany Christian School*



## Course Description

### 3rd Grade Language Arts

**LANGUAGE ARTS PHILOSOPHY STATEMENT:** Language is recognized as a God given gift. Teaching reading, writing, grammar, spelling, and vocabulary empowers students to communicate effectively with others and with God. Students will have the ability and opportunity to express themselves creatively, preparing them for future endeavors.

#### Writing

**OBJECTIVE:** The student will apply a wide range of multiple writing strategies to communicate adequately to a diverse audience.

**TEXTBOOK:** Purposeful Design Language Arts: Language and Writing (Purposeful Design Publications)

**MATERIALS:** Writing Notebook, Language and Writing Student Workbook

**TIME ALLOTMENT:** 45 minutes, 2-3 times a week

#### **COURSE CONTENT:**

- developing the components of a story
- utilizing the writing process to craft realistic short fiction
- original poem
- how-to article
- selecting, ordering, and illustrating key events from a person's life on a timeline
- a memory story that effectively organizes narrative events
- writing a fitting ending to a fictional story
- writing a haiku
- organizing notes from a provided source and using notes to paraphrase the source
- modifying a paragraph into notes for a speech
- writing a well-organized article that supports an opinion with reasons
- preparing a presentation about a map of a public space
- writing an encouraging and informative friendly letter
- taking and organizing notes from a provided source and using notes to paraphrase the source

- writing cinquains
- recalling details about a process and incorporating them into a flowchart
- writing an animal fantasy story with a problem and its solution
- writing a weather forecast
- writing an informative animal report
- writing a journal entry listened step to complete a personal goal
- writing a memoir
- writing and performing a readers theater script
- taking notes from a source and writing the information in students' own voices
- writing and illustrating a fiction narrative on story cards
- creating persuasive advertisement posters
- writing a temporal-pattern poem
- researching and writing a biography

**AREAS TO BE EVALUATED:** Rubric to evaluate sentence fluency, word choice, conventions, and presentation, one "Published Work" per theme.

**ADDITIONAL ACTIVITIES:** Writing from Reading Program, DVD, Book Reports, Work on Writing (Daily 5)

## **Reading**

**OBJECTIVE:** Our books are filled with enjoyable and exciting stories to keep every students' interests at hand. They are also used for the students to practice their skills of reading aloud and with feeling. They will become more skillful with the English language through vocabulary, spelling, and writing skills.

**TEXTBOOK:** Purposeful Design Language Arts: Reading and Literature (Purposeful Design Publications)

**MATERIALS:** Purposeful Design Reading and Literature Practice Book, Read-Aloud Books, Book Reports, AR, IXL

### **COURSE CONTENT:**

Chapter 1- Consonant and Short Vowels, realistic fiction, main event and details, context clues

Chapter 2- long a, main idea and supporting details, sequencing steps, informational text

Chapter 3- long e, finding important information, context clues, biography

Chapter 4- long e, cause and effect, sequencing events, context clues, fable, fairy tale, nursery rhyme, folktale

Chapter 5- long i, skimming, context clues, nonfiction

Chapter 6- long o, author's purpose, sequencing events, context clues, persuasive nonfiction

Chapter 7- long u, sequencing events, context clues, play, readers theater

Chapter 8- consonant blends, visualizing, sequencing events, context clues, poem

Chapter 9- consonant blends, silent letters, finding information, context clues, nonfiction

Chapter 10- consonant blends, story structure, sequencing events, context clues, animal fantasy

Chapter 11- words that have silent letters, summarizing, context clues, narrative nonfiction

Chapter 12- consonant digraphs, rereading for comprehension, sequencing steps, context clues, how-to

Chapter 13- diphthongs, predicting, context clues, realistic fiction

Chapter 14- /ou/ words, scanning, previewing, sequencing information, context clues, poem

Chapter 15- /o/ sound, comparing and contrasting, context clues, poem

Chapter 16- r-controlled vowels, identify cause and effect, sequencing events, context clues, folktale, tall tale, fairy tale

Chapter 17- /ar/ sound, summarizing, context clues, narrative nonfiction

Chapter 18- r-controlled vowels, gathering information from illustrations, sequencing events, context clues, nonfiction (graphic text)

Chapter 19- contractions, identifying mood and atmosphere, context clues, realistic fiction

Chapter 20- compound words, distinguishing fact and opinion, sequencing events, context clues, informational text

Chapter 21- hard and soft c, determining text importance, context clues, informational text

Chapter 22- hard and soft g, starting point of view, sequencing events, context clues, futuristic fantasy, animal fantasy

Chapter 23- prefixes, finding information, context clues, informational text

Chapter 24- suffixes, comparing and contrasting, sequencing events, context clues, nonfiction (compare and contrast)

Chapter 25- suffixes, recognizing theme, context clues, readers theater

Chapter 26- plural nouns, scanning, previewing, sequencing events, context clues, nonfiction (notes, lists, online review)

Chapter 27- schwa before n, syllables, synthesizing, context clues, informational text

Chapter 28- final -le, summarizing, sequencing, context clues, fiction (letter)

Chapter 29- homophones, scanning and previewing, context clues, nonfiction (news article)

Chapter 30- suffixes, making inferences, sequencing events, context clues, fiction (graphic text), realistic fiction

**AREAS TO BE EVALUATED:** Spelling Tests, Comprehension Drills, Lesson Tests, Oral Reading Fluency Tests, AR Quizzes, STAR Tests

**ADDITIONAL ACTIVITIES:** Book Reports, Daily Oral Language and Writing, Daily 5, AR tests and goals

## **Handwriting**

**OBJECTIVE:** We enhance the students' writing of cursive into a continued, connected style that emerges into a style of their own.

**TEXTBOOK:** Handwriting Without Tears

**MATERIALS:** Student Practice Workbook, Online tools (worksheet maker, instructional videos)

**TIME ALLOTMENT:** 15 minutes/ 5 days a week

**COURSE CONTENT:** Lowercase Letters, Uppercase Letters, Joining of Letters

**AREAS TO EVALUATE:** Student Workbook; Spelling, vocabulary, and memory verse practice worksheets

**ADDITIONAL ACTIVITIES:** Spelling, vocabulary, and memory verse practice worksheets

## Course Description

### 3rd Grade Mathematics

**PHILOSOPHY STATEMENT:** Mathematics instruction has four main functions. First, it equips students to function effectively in an ever-changing world by becoming proficient in computational and communication skills. Second, it enables students to understand and apply mathematical concepts in everyday life. Third, it develops higher-order thinking skills necessary to make a contribution in related fields of study, research, and technology. Finally, it clearly illustrates the order and structure of the world God created.

**OBJECTIVE:** The text heightens the students' understanding of place value and broadens their skills of addition, subtraction, multiplication, and division. It also provides students with extensive support for problem solving strategies, skills, and real-world applications. Students will learn the tasks of estimating, measuring, and have the ability to describe different shapes and solid figures.

**TEXTBOOK:** Reveal Math Grade 3 (McGraw-Hill), Reveal Math E-Book, Rocket Math, IXL Subscriptions

**MATERIALS:** Student Textbook, Manipulatives, Math Drill Sheets, IXL Subscriptions

**TIME ALLOTMENT:** 70 minutes, 5 days a week

#### **COURSE CONTENT:**

Unit 1 – Math Is...

Unit 2 – Use Place Value to Fluently Add and Subtract within 1,000

Unit 3 – Multiplication and Division

Unit 4 – Use Patterns to Multiply by 0, 1, 2, 5, and 10

Unit 5 – Use Properties to Multiply by 3, 4, 6, 7, 8, and 9

Unit 6 – Connect Area and Multiplication

Unit 7 – Fractions

Unit 8 – Fraction and Equivalence and Comparison

Unit 9 – Use Multiplication to Divide

Unit 10 - Use Properties and Strategies to Multiply and Divide

Unit 11 - Perimeter

Unit 12 - Measurement and Data

Unit 13 - Describe and Analyze 2-Dimensional Shapes

**AREAS TO BE EVALUATED:** Class Participation, Daily Class Work, Chapter Tests, Math Facts – Timed Tests

**ADDITIONAL ACTIVITIES:** Math related games, computer games, project based learning, ACSI  
Math Olympics

## **Course Description**

### **3rd Grade Social Studies**

**PHILOSOPHY STATEMENT** Social Studies reveals God's sovereign plan through humanity's interaction with nature, social institutions, and community. It is through the understanding of these interactions that students evaluate the patterns of the past in order to work to fulfill God's Kingdom here on Earth.

**OBJECTIVES:** The goal of our history lessons is to present history as a story of our country where we highlight significant people from the past, locate important places, and identify important events.

**TEXTBOOK:** Reflections (Harcourt School Publishers)

**MATERIALS:** Textbook, Maps, Practice Book

**TIME ALLOTMENT:** 30 minutes, 2 times a week

#### **COURSE CONTENT:**

Unit 1: Our Geography  
Unit 2: American Indians  
Unit 3: Community History  
Unit 4: Government & Citizenship  
Unit 5: Standing United  
Unit 6: Understanding Economics

**AREAS TO BE EVALUATED:** Class Participation, Tests, Quizzes, Projects, Writing

**ADDITIONAL ACTIVITIES:** Class Games, Supplemental Hands-on Activities, Topical Books, Arboretum Field Trip, Autry Museum Field Trip, Sierra Madre Historical Museum Field Trip, San Gabriel Mission Field Trip



## Course Description

### 3rd Grade Science

**PHILOSOPHY STATEMENT:** Biblical science is the study of God's creation. God has revealed Himself in two ways: through the Bible and through creation. In creation, God's eternal power and divine nature are clearly perceived, and God has mandated that we investigate, explore, appreciate, and care for God's creation. In this way, we come to understand our Creator better in the process.

**OBJECTIVE:** Students will learn about life and physical science, the human body, as well as Earth and space.

**TEXTBOOK:** Science (ACSI Purposeful Design)

**MATERIALS:** Science TextBook, Hands-on Materials, Topical Books, Mystery Science (online)

**TIME ALLOTMENT:** 40 minutes, 2 times a week

#### **COURSE CONTENT:**

Chapter 1 – Ecosystems  
Chapter 2 – Life of Plants  
Chapter 3 - Plant Variety  
Chapter 4 – Matter  
Chapter 5 – Motion and Force  
Chapter 6 – Electricity  
Chapter 7 – Magnets  
Chapter 8 – The Musculoskeletal System  
Chapter 9 – The Nervous System  
Chapter 10 – Health  
Chapter 11 – Rocks and Soil  
Chapter 12 – Earth's Surface  
Chapter 13 – Changes in the Earth's Surface  
Chapter 14 – The Solar System  
Chapter 15 – Stars and Constellations

**AREAS TO BE EVALUATED:** Individual Participation, Tests & Quizzes, Homework

**ADDITIONS ACTIVITIES:** Hands – on Activities, Long Beach Aquarium Field Trip

## Course Description

### 3rd Grade Bible

**PHILOSOPHY STATEMENT:** The Bible is the foundation of the Christ-centered life. Through careful study and memorization of the Bible, we will develop and defend a Christian world-view, identify and live God's purposes for our life, and grow in Christian character and God's grace. The fruit of this study will be "that the man of God will be adequate and equipped for any good work" II Timothy 3:14-17.

**OBJECTIVES:** We will get to know Jesus and learn about his life from beginning to end and also learn about those that were close to him. Our challenge is to try to be more like him when we study about The Beatitudes and building our lives upon "the Rock". The Third Graders will also learn to understand the way to pray and communicate with Christ.

**TEXTBOOK:** Bible (Purposeful Design Publications)

**MATERIALS:** Student Bible Workbook and NIV Bible

**TIME ALLOTMENT:** 30-40 minutes / 4 days a week, Chapel 1 day a week, 30 minutes

#### COURSE CONTENT

##### 1<sup>ST</sup> Quarter

The Trinity  
Jesus, the Son of God  
Jesus, the Humble Servant  
God's Word

Jesus' Birth  
Jesus in the Temple  
Jesus' Intellectual and Physical Growth  
Jesus' Growth in Relationships

##### 2<sup>ND</sup> Quarter

Preparation for Ministry  
The Baptism of Jesus  
The Temptation of Jesus  
Sword of the Spirit

Jesus Calls Disciples  
Responding to God's Call  
Being Equipped to Be Fishers of Men  
Growing in Faith

##### 3<sup>RD</sup> Quarter

Jesus Calls Eight More Disciples  
Disciples in Action  
God's Changing Power  
Spiritual Growth

Beatitudes Defined, Part 1  
Beatitudes Defined, Part 2  
Living the Beatitudes  
Being Salt and Light

##### 4<sup>TH</sup> Quarter

Build on the Rock  
Consider Wise Builders  
Filling and Guiding Believers

Set Priorities When Building  
Study God's Word  
Caring for His Sheep  
Pointing to the Father

**AREAS TO BE EVALUATED:** Bible Memory Verses, Bible Workbook, Lesson Review Quizzes

**ADDITIONAL ACTIVITIES:** Chapel, Class Prayer Time, DVD, Memory Verse in Cursive

<p><b>COURSE DESCRIPTION</b> <b>GRADES K-5</b> <b>ART</b></p>
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**ENRICHMENT PROGRAM PHILOSOPHY STATEMENT:** God is the great Creator, and creation is God's artwork, through which He communicates His truth and love to mankind. Mankind, being formed in the image of God, created to give Him glory, is imbued with creativity. Through participation in the arts, students discover their God-given creative abilities. They will experience God's truth through the arts and learn to express themselves in their individual artistic talents.

**OBJECTIVE:** The students will be learning basic art concepts, color, pattern, design, line, shape, and texture. All activities and art projects will encourage the exploration of art materials and techniques.

**TEXTBOOKS:** Teacher-created materials

**MATERIALS:** Art supplies—pencils, paper (tissue, white drawing paper, poster board, construction), erasers, scissors, rulers, glue (sticks, gel, white), water colors, tempera, acrylic, brushes, crayons, markers, oil pastels, and soft pastels.

**TIME ALLOTMENT:** 40 minutes per day, 1 day per week

**COURSE CONTENT:** Line and Shape Concepts  
Pattern and Design Concepts  
Texture Concepts  
Color Concepts  
Art History

**AREAS TO BE EVALUATED:** Class participation  
Student projects in class  
Student effort and behavior

<p><b>COURSE DESCRIPTION</b> <b>GRADES K-2</b> <b>MUSIC</b></p>
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**Philosophy Statement:** God is the great Creator, and creation is God's artwork, through which He communicates His truth and love to mankind. Mankind, being formed in the image of God, created to give Him glory, is imbued with creativity. Through participation in the arts, students discover their God given creative abilities. They will experience God's truth through the arts and learn to express themselves in their individual artistic talents.

**Objectives:** The purpose of this general music class is to increase a student's interest and knowledge of music and how it relates to their lives. Students should leave having an age appropriate understanding of the world of music.

**Textbook:** Orff and Kodaly Adapted for the Elementary School,  
By Wheeler and Raebeck

**Materials:** Instruments (School Owned and Rented), Music worksheets, Sheet music for performance songs

**Time Allotment:** 30 minutes, one day per week

**Course Content:** Ear Training  
Vocalizing  
Standard Music Notation Reading  
Music Appreciation  
Music History (Eras, Composers, etc.)  
Instrument Families  
Orchestration

**Areas to be Evaluated:** Vocal production, Reading music notation,  
Recognizing forms of music by instrumentation and time  
period, Participation

**Additional Activities:** Christmas and spring musical productions,  
Experiencing music through movement/dance

**COURSE DESCRIPTION  
GRADES 3-5  
PHYSICAL EDUCATION**

**Enrichment Program Philosophy Statement:** God is the great Creator, and creation is God's artwork, through which He communicates His truth and love to mankind. Mankind, being formed in the image of God, created to give Him glory, is imbued with creativity. Through participation in the arts, students discover their God-given creative abilities. They will experience God's truth through the arts and learn to express themselves in their individual artistic talents.

**Objective:** Students will continue to be introduced to many different movement forms. The focus will be on moving with proficiency and introduction to more complex activities involving strategy and teamwork.

**Textbooks:**

Dynamic Physical Education for Elementary School Children (Pangrazi/Dauer)  
Ready to Use P.E. Activities (Landy)

**Materials:**

Utility balls  
Jump ropes  
Sports equipment

**Time Allotment:** 30 minutes per day, 2 days per week

**Course Content:** Units to be covered include-

Basics and Rules of Playground Games and Popular Sports  
Cooperative Games  
Balance  
Fleeing & Dodging  
Tossing/Throwing & Catching  
Jump Rope  
Fitness  
Dribbling  
Kicking  
Rhythm & Movement

**Areas to be Evaluated:** Class participation  
Observation of skills and strategy  
Sportsmanship

<p><b>COURSE DESCRIPTION</b> <b>GRADES K-5th</b> <b>ELEMENTARY SPANISH</b></p>
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**Philosophy Statement:** Language is a God-given gift which allows us to communicate with one another and with God. Learning a second language helps students better understand their own and helps students understand and appreciate other languages and the cultures from which they come. This awareness helps students respect other cultures, equips students for Christian evangelistic opportunities, and prepares students for bilingual career opportunities.

**Objectives and Course Content:** To expose students to the Spanish language and culture in an enjoyable atmosphere that engages all five senses in the learning process. The foundation of the language's structure, along with the essential vocabulary and communication basics will be introduced. All three modes of learning will be emphasized and practiced: written, oral and auditory.

Students are expected to actively engage and participate in classroom activities. While academic ability levels may vary slightly, effort and involvement are highly necessary from each and every student. In addition, all students are expected to demonstrate an appropriate level of behavior and positive attitude in class as outlined in the BCS Parent Handbook.

**Textbook:** *Teach Them Spanish!* By Instructional Fair, Grades K-5

**Materials:** Workbook pages, Teacher-Created materials, visuals, practice worksheets, DVDs, CDs, picture books, manipulatives, writing and coloring utensils

**Time Allotment:** Each grade meets separately for 40-50 minutes per week.

**Course Content:** Vocabulary acquisition  
Basic sentence construction

**Areas to be Evaluated:** Class Participation  
Individual and group class work  
Quizzes

**Additional Activities:** Cultural enrichment activities  
Lesson games and songs  
End of semester fiesta celebration