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**PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE**

**NAME OF COURSE: Language Arts**

**GRADE LEVEL: 3**

**SCHOOL YEAR: 2011 -2012**

### **COURSE DESCRIPTION**

The third grade Language Arts curriculum is divided into four important areas: Reading, Writing Listening and Speaking. All four areas are integrated and taught simultaneously. However, there are specific skills that need to be achieved in the four language areas and therefore specific time is allocated for each skill on the weekly schedule.

### **LEARNING OBJECTIVES**

- Read orally with the appropriate fluency, accuracy expression and intonation.
- Participate in conversations and discussions.
- Understand and retell text and messages heard.
- Listen carefully and critically so as to understand major ideas.
- Use comprehension skills and strategies while listening to oral text.
- Develop vocabulary through the use of grade-appropriate reference materials (dictionaries, thesaurus etc)
- Compare and contrast characters, settings and events.
- Use a variety of planning strategies for writing and organize information according to the type of writing.

### **SCOPE AND SEQUENCE \***

#### **TRIMESTER I**

##### **Reading and Speaking**

Develop fluent reading

Understand text, listen and participate in group discussions

Deliver an oral report

Retell a story

Listen and summarise

##### **Comprehension and vocabulary**

Cause and effect, main idea and supporting details

Unfamiliar words, synonyms, multiple meaning words

Compare and contrast

Text structure

Generalizing

Visualizing

Antonyms, synonyms, unfamiliar words, homonyms

Phonics and spelling

Short vowels

Double constants

Long vowels

Silent letters wr, kn, st, gn

Base words and suffixes

Digraphs th, ph, sh, ch

Spell words with ch, sh, th

Grammar

Sentences (statements, commands, questions and exclamations)

Subjects and predicates

Verbs

Verbs in sentences

Verb tenses

Regular and irregular verbs

Writing

Self Description

Narrative paragraph

Describe a favourite story character.

Explanatory paragraph

Write a summary

Write a family comparison

**TRIMESTER II**

Listening and speaking

Make introductions

Perform a dramatic interpretation

Give directions

Comprehension and vocabulary

Theme setting plot

Predict outcomes

Homophones, homographs, synonyms

Graphic sources

Phonics and spelling

Consonants-, ck, ch

Vowel diphthongs- oi, oy

Possessives, singular and plural

Grammar

Pronouns

Subject and object pronouns

Possessive pronouns

Prepositions

Synonyms

### Writing

Write an advertisement  
Write a persuasive paragraph  
Write a book report.

### **TRIMESTER III**

#### Listening and speaking

Talk about food  
Conduct an interview  
Dictate questions for investigation.

#### Comprehension and vocabulary

Making judgments  
Plot  
Generalizing and visualizing

#### Phonics and spelling

Prefixes un, dis, non, im  
Suffixes and endings -ance, -ing, -er, -est, -ed  
Diphthongs aw, au  
Schwa sound

#### Grammar

Conjunctions  
Contractions  
Simile and metaphor  
Adjectives  
Antonyms

### Writing

Write a fable and a fairy tale  
Write a research report  
Write a biography

*\*Note that the order in scope and sequence is subject to change during the school year.*

### **HOMEWORK POLICY**

Homework is given daily for language and must be completed by the specified date. A selection of reading and writing activities are given so as to reinforce language concepts learnt in class.

### **ASSESSMENT**

Observation – everyday class work – discussion  
Homework assignments  
Written assignments in class  
Informal assessment through questions and answers  
Tests

### **RESOURCES**

Scott Foresman basal texts and workbooks  
Literature – based novels

A hippopotamus ate our teacher  
The chalk box kid  
The Red Balloon  
Sarah, Plain and tall  
Pippi Longstoking  
Peter Pan  
Crow Boy

Dictionaries, thesaurus  
School library materials  
Worksheets  
Cassette recorder, VCR

### **ACADEMIC HONESTY**

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.

**NAME OF COURSE: Mathematics**

**GRADE LEVEL: 3**

**SCHOOL YEAR: 2011 - 2012**

**COURSE DESCRIPTION**

The Math curriculum concentrates on developing concepts and skills in the following areas: Number sense, Computation and estimation, Measurement, Geometry, Data, Probability, Statistics and Patterns. An important prerequisite in the math program is activating students' prior knowledge. This process helps to identify the level of understanding and the amount of assistance needed during further instruction.

**LEARNING OBJECTIVES**

- 1 Read and write six- digit numerals and identify the place value for each digit.
- 2 Recognise and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences
- 3 Solve problems involving the sum or differences of two whole numbers between 0 and 10,000
- 4 Use estimation techniques in determining solutions to problems
- 5 Recall the multiplication and division facts/tables through 10
- 6 Estimate and then use actual measuring devices to measure length weight and capacity
- 7 Identify describe and classify common three-dimensional geometric figures
- 8 Read, interpret and display data on graphs and charts as sources of information.

**SCOPE AND SEQUENCE \***

**TRIMESTER I**

Basic facts- Place Value

Number sense

Money

Two, three and four digit addition and subtraction

Multiplication facts and concepts

Division facts and concepts

**TRIMESTER II**

Fractions and decimal

Time Data and graphs

**TRIMESTER III**

Measurement and geometry

Time and Money

Statistics, Graphing and Probability.

*\*Note that the order in scope and sequence is subject to change during the school year.*

**HOMEWORK POLICY**

Homework is issued four times a week. Various activities have to be completed, in math practice books or math notebooks. Additional worksheets are issued to reinforce or re-teach concepts learnt in class.

### **ASSESSMENT**

Class participation

Daily homework

In class written assignments

Projects

Worksheets

Chapter tests

Mid-year and final tests are issued, to assess all major objectives in a standardised test format.

### **RESOURCES**

Mathematics Scott Foresman

Problem of the Day, Scott Foresman

Practice workbook

Problem solving workbook

Counters

Math games and game boards

Demonstration clocks, time cards

Celsius thermometer

Set of geometric solids.

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**NAME OF COURSE: Science**

**GRADE LEVEL: 3**

**SCHOOL YEAR: 2011 -2012**

**COURSE DESCRIPTION**

The grade 3 Science curriculum includes the following themes: Life Science, Earth Science and Physical Science. Throughout the year students also study different science topics that are part of the Language Arts program, such topics include: The Rainforest, Animals, Weather (Tornadoes, hurricanes, water cycle etc.)

The program is based on three different levels of investigation and discovery. These stages assist students in developing an understanding of the inquiry process.

**LEARNING OBJECTIVES**

- 1 Understanding of scientific methods
- 2 An understanding of process skills such as: observing, measuring, classifying, collecting data, inferring, predicting, interpreting data and experimenting.
- 3 A basic understanding of the human body
- 4 Awareness and an understanding of patterns and relationships in the environment
- 5 A precise scientific vocabulary

**SCOPE AND SEQUENCE \***

**TRIMESTER I**

Earth Science

1. Water
2. Weather
3. Rocks and Soil
4. Changes on Earth
5. Natural Resources

**TRIMESTER II**

Physical Science

1. Matter and its Properties
2. Changes in Matter
3. Forces and Motion

**TRIMESTER III**

Life Science

- 1 Plants and how they grow
- 2 How animals live
- 3 Where Plants and Animals live
- 4 Plants and animals living together

*\*Note that the order in scope and sequence is subject to change during the school year.*

### **HOMEWORK POLICY**

Students complete activities in Science workbooks or Science notebooks, to ensure knowledge, skills and vocabulary learnt are applied correctly. Homework has to be completed for the next day.

### **ASSESSMENT**

Class Participation

Homework

Teacher – created tests- worksheets

Quizzes

Unit tests

Oral reports and presentations

Projects.

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**NAME OF COURSE: Social Studies**

**GRADE LEVEL: 3**

**SCHOOL YEAR: 2011 - 2012**

### **COURSE DESCRIPTION**

Social Studies Alive! Our Community and Beyond broadens students' awareness about the local and global communities in which they live. They study the basics of geography in order to locate communities on a map. Students learn about different traditions and the influence diverse cultures have on their community such as forming human monuments to commemorate contributions of significant community members. Social studies content and concepts are taught through a wide variety of classroom activities and hands on learning experiences. Students solidify their grasp of the responsibilities within communities by learning about public services in local and international societies as well as explore ways they can help the global community. Map skills are introduced early in the year and various tasks and activities are completed during lessons.

### **LEARNING OBJECTIVES**

- 1 To locate the equator, the hemispheres, the oceans, the continents and the major countries of the world on a map.
- 2 To identify cardinal and intermediate directions and measure distances between two locations.
- 3 To describe the physical features, climate and natural resources of various geographic areas.
- 4 To use map tools: scale, grid, key (legend), symbols, title, and compass rose.
- 5 To understand the concept of cultural diversity.
- 6 To understand the origins and significance of different customs, holidays and celebrations of the world.
- 7 To compare and contrast various ways of life.
- 8 To explain why all individuals share a responsibility for making their community a better place to live.
- 9 To describe a way in which global trade has changed life in a world community.
- 10 To develop knowledge and basic research skills.
- 11 To apply learning to new situations.

### **SCOPE AND SEQUENCE \***

#### **TRIMESTER I**

##### **Where in the World Is Our Community?**

Students learn where their community is located in the world.

##### **What Is the Geography of Our Community?**

Students learn how physical geography affects communities.

##### **How Do People Become Part of Our Country?**

Students learn about the immigrant experience.

##### **What Makes Our Community Diverse?**

Students learn how diverse cultures make contributions to life in our communities.

**How Do People Improve Their Communities?**

Students explore individuals' roles in making their communities and their country better places to live.

**How Are People Around the World Alike and Different?**

Students compare and contrast their lives with the lives of children in other countries.

**How Does Our Economy Work?**

Students learn about markets and how supply and demand work together to affect the prices of goods and services.

**TRIMESTER II****How Does Global Trade Affect Our Community?**

Students learn about global trade and its effects on people and communities around the world.

**What Are the Public Services in Our Community?**

Students learn about public services in local communities and around the world.

**Who Works at City Hall?**

Students learn about some of the main jobs and departments in the government of a community.

**TRIMESTER III****How Do We Have a Voice in Our Community?**

Students learn about four ways for people to have a voice in their community.

**Whose Planet Is It, Anyway?**

Students explore how communities can help solve environmental problems.

**How Can We Help the Global Community?**

Students learn about things they can do to help the global community.

*\*Note that the order in scope and sequence is subject to change during the school year.*

**HOMEWORK POLICY**

Each student has an Interactive Student Notebook in which students create a dynamic, personal record of their learning. Students complete written exercises, artwork, graphic organizers and questions to reinforce and retain information learnt.

**ASSESSMENT**

Assessment is done informally and its aim is to monitor student retention progress.

Assessment techniques include

- 1 Class participation
- 2 Oral presentations
- 3 Written presentations in students' interactive notebook
- 4 Assignments

### Formal Assessment

- 1 Evaluation of notebooks
- 2 Open notebook tests

### Student Assessment

- 1 Students assess their own work enabling them to reflect on their learning and critically review their progress

## **RESOURCES**

Reproducible student classroom activities, organized by chapter

Transparencies and Placards including maps, photographs, and illustrations

Atlas/ Globe

Interactive Student Notebook

Sounds of Social Studies CD

Interactive Desk Map

Student Edition Textbook

A wide range of library books and materials

Books from classroom library

Textbooks

'The worlds top ten cities', Neil Morris

Internet Resources

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