

## **Course Description**

### **Third Grade**

### **Bible**

**Philosophy Statement:** The study of the Bible provides a strong foundation for all subjects to build upon. Without God's word we would not have a start or a plan for our lives and our world. We should spend time studying the Bible to try to understand God's amazing plan and its importance in our lives.

**Course Objective:** The students will learn about character traits that reflect our Lord Jesus Christ. One of the goals is to encourage the students to yield to the Holy Spirit's work in their lives, to conform them to the image of Jesus Christ (Romans 8:29). A strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions. The students will receive instruction on how applying these characteristics will enhance their walk with God. The students will learn how to use their Bible and memorize selected verses from it.

**Textbook:** 3<sup>rd</sup> Grade Growing with God

**Materials:**

- Student workbook
- Holy Bible

**Time Allotment:** 30 minutes a day, 4 days a week, Chapel 45 minutes on day a week

**Course Content:**

- The Bible Is God's Word
- The Parts of the Bible
- The Father of a New Nation
- The New Land
- The Birth of Isaac
- Abrahams' Faith and Obedience
- Jacob and Esau
- Our Inner Character
- Jacob's Dream
- Sowing and Reading
- Jacobs Return to Canaan

- Joseph, Jacobs Favorite Son
- Sold as a Slave
- Living in Potiphar's House
- Joseph is Falsely Accused
- Joseph's Life in Prison
- Joseph Waits in Prison
- Joseph Explains Pharaoh's Dream
- Joseph's Prophecies Come true
- Being Thankful to the Lord
- Joseph Sees His Brothers
- Joseph's Brothers Return to Egypt
- Joseph Reveals His Secret
- A Family Reunion
- Daniel Is Taken Captive
- Daniel shows His Wisdom
- The King's Dream
- Daniel Explains the Dream
- The Golden Image
- A Difficult Decision
- God Humbles A King
- The Handwriting on the Wall
- Daniel-A Man of Prayer
- Daniel in the Lion's Den
- Let's Review

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**Areas to be evaluated:**

- Class work assignments
- Participation in class discussions
- Participation in Bible Drills
- Memorization of selected Bible verses
- Participation in weekly Chapels and class assigned Chapel
- Participation in class games and skits performed
- Participation in daily class prayer time by praying for classmates and their requests

**Additional Activities:**

- Students will participate in class assigned Chapel. Our class will be responsible for prayer, pledges, greeting, songs, and message presented in Chapel.

- Students will participate in seasonal programs sponsored by the school to help families in need. (Canned food drive, toys for the Durham Rescue Mission, Operation Christmas Child, etc.)
- Read stories of godly men and women whose character challenged people. Discuss how these men and women gave up all to share Christ. Discover what the students have learned and how they can apply it to their lives as a Christian.

## Course Description

### Third Grade

### Reading

**Philosophy Statement:** Reading is an important skill that everyone should possess. It is essential in today's society. It is also essential in learning from God's Word. We must be able to read and understand the Bible if we want to improve our relationship with God and share his word with others. God communicates with us in writing through the Holy Bible. We must be able to comprehend His message as we read His word.

**Course Objective:** Students will be able to read and comprehend grade appropriate literature. Students will recognize common words, and will increase their vocabulary through reading material and vocabulary study. The students will be introduced to a variety of reading materials such as: novels, poems, short stories, recipes, charts, posters, magazines, and newspapers.

#### Novels:

- Pilgrim's Progress (A Beka)
- Secret in the Maple Tree (A Beka)
- Footprints (A Beka)
- Paths to Adventure (A Beka)
- Sara Plain and Tall
- The Chocolate Touch
- Caleb's Story
- Stone Fox
- Pocahontas
- Ramona's World

**Textbook:** Read & Think (A Beka)  
Scholastic News (Scholastic)

#### Materials:

- Student Novels
- Novel study guide sheets (vocabulary and comprehension questions)
- Special skill activity sheets
- Additional novels to read aloud
- Read & Think (timed comprehension workbook)

**Time Allotment:** 30 minutes per day, 5 days per week

**Course Content:**

- Learn new vocabulary words by completing teacher generated activities and focusing closely on vocabulary in novels
- Read orally grade level appropriate material pronouncing words correctly and using expression when necessary
- Listening closely to material read out loud and completing activities with information heard
- Understand and comprehend information; read independently in novels
- Understand theme, setting, plot, and climax
- Identify main and secondary characters in novels
- Understand and sequence events in novels
- Utilize information found on charts, posters, recipes, maps, and brochures
- Read and understand poems and rhymes
- Read for enjoyment
- Learn about different authors

**Areas to be evaluated:**

- Class work assignments
- Homework assignments
- Vocabulary understanding
- Comprehension of material read
- Novel tests, quizzes, and projects
- Oral reading
- Special skill activity sheets
- Listening activities

**Additional Activities:**

- “Book It” reading incentive program will be used to encourage students to read outside of the classroom.
- Students will keep up with minutes read each month on a Reading Log. Students will try to meet teacher set goals. Top readers will receive special rewards and recognition.
- Various projects will be assigned to expand on knowledge/content of novels read.
- Students will visit the BCA school library weekly to check out books to read at home.
- Periodically authors will be invited to visit our school and share with the students.
- Interviews
- Puppet construction
- Brochures
- Create games
- Story maps

- Create sets
- Illustrations
- Dioramas
- Dramatize story
- Advertisements
- Use creative movement to communicate story in a different manner
- Webs
- Videos
- Create “new endings” for a story
- Plot diagrams
- Sequencing a story with a picture
- Journal
- Friendly letters
- Venn diagrams
- Cartoons
- Theater games
- Summaries
- Dialogues

CONTENT AND OBJECTIVES	TIME	ACTIVITIES AND METHODS	MATERIALS AND RESOURCES	BIBLICAL INTEGRATION
<ol style="list-style-type: none"> <li>1. Define vocabulary. (see packet)</li> <li>2. Orally answer higher thinking skill questions.</li> <li>3. Write answers to comprehension questions in a complete sentence.</li> <li>4. Make up an advertisement for a “New Mother”. Discuss components of a good advertisement.</li> <li>5. Compile a list of the wild flowers listed in the book. Make a poster to protect the flowers.</li> <li>6. Sequence story –sentence strips in correct order.</li> <li>7. Write an alternate ending to the story.</li> <li>8. Make a cartoon strip on sections of story.</li> <li>9. Dialogue between two characters.</li> </ol>	<p>2-3 weeks,</p> <p>30-40 min. per day</p>	<ol style="list-style-type: none"> <li>1. Write an ad after looking at ads in the paper.</li> <li>2. Use vocabulary list to extend vocabulary and to use in their writing.</li> <li>3. Do a story web.</li> <li>4. Make a character flip book.</li> <li>5. Use a map to map Sarah’s journey.</li> <li>6. Make a sheep.</li> <li>7. Draw a picture of the sea and prairie using Sarah’s 3 favorite colors: blue, gray, and green.</li> <li>8. Make a mobile for individual project (book review)</li> <li>9. Venn diagram comparing Maine and Prairie, book and movie.</li> <li>10. Make up an advertisement.</li> <li>11. Endangered flower poster.</li> <li>12. Sequence story.</li> <li>13. Write alternate ending.</li> <li>14. Make cartoon strip.</li> <li>15. Dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Book: <u>Sarah, Plain and Tall</u></li> <li>2. Movie</li> <li>3. Scholastic Literature Guide</li> </ol> <p style="text-align: center;"><u>EVALUATION TECHNIQUES</u></p> <ol style="list-style-type: none"> <li>1. Oral reading grade</li> <li>2. Comprehension questions</li> <li>3. Projects</li> <li>4. Performance</li> </ol>	<ol style="list-style-type: none"> <li>1. God gives us courage.</li> <li>2. God opens new doors.</li> <li>3. God protects us.</li> </ol> <p style="text-align: right;">Reviewed &amp; Revised 2-12-10 DL</p>

CONTENT AND OBJECTIVES	TIME	ACTIVITIES AND METHODS	MATERIALS AND RESOURCES	BIBLICAL INTEGRATION
<ol style="list-style-type: none"> <li>1. Define and explain vocabulary.</li> <li>2. Orally answer higher order thinking questions.</li> <li>3. Write answers to comprehension questions in full sentence form.</li> <li>4. Identify with a character’s feelings and motives.</li> <li>5. Summarize a section of the story.</li> <li>6. Analyze the relationship between two characters.</li> <li>7. Act out an event in the story.</li> <li>8. Construct a character puppet.</li> <li>9. Construct a game and teach it to others.</li> <li>10. Construct a diorama from a scene in the story.</li> </ol>	<p>15-20 days,  30 min. per day</p>	<ol style="list-style-type: none"> <li>1. Discuss vocabulary.</li> <li>2. Play review game to drill definitions.               <ul style="list-style-type: none"> <li>• Musical Baseball</li> <li>• Vocabulary Relay</li> <li>• Energizer Quic?</li> </ul> </li> <li>3. Write a summary of a chapter of the story.</li> <li>4. Answer comprehension questions from the unit packet.</li> <li>5. Write a friendly letter to a character in the story.</li> <li>6. Create a game and teach it to the others in the class.</li> <li>7. Write a dialogue between two characters.</li> <li>8. Make a diorama from a scene in the story.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Secret in the Maple Tree</u>, A Beka, Pensacola Christian College</li> <li>2. <u>Energizer Handbook</u>, ECU School of Health and Human Performance</li> </ol> <p style="text-align: center;"><u>EVALUATION TECHNIQUES</u></p> <ol style="list-style-type: none"> <li>1. Vocabulary quizzes</li> <li>2. Comprehension questions on selected stories</li> <li>3. Daily activities</li> <li>4. Performances</li> <li>5. Projects</li> </ol>	<ol style="list-style-type: none"> <li>1. This story has Biblical and character themes.</li> </ol> <p style="text-align: right;">Reviewed &amp; Revised 10-09 DL</p>

CONTENT AND OBJECTIVES	TIME	ACTIVITIES AND METHODS	MATERIALS AND RESOURCES	BIBLICAL INTEGRATION
<ol style="list-style-type: none"> <li>1. Define the following words: city slickers, Wyoming, palomino, irrigation, strong box, acre, bushel, taxes, recommended, Samoyed, derringer.</li> <li>2. Recall facts from story.</li> <li>3. Read with expression.</li> <li>4. Sequence events.</li> <li>5. Identify characters and write a description of each.</li> <li>6. State the significance of each character.</li> <li>7. Identify setting, plot and solution.</li> <li>8. Use capitalization and punctuation correctly.</li> <li>9. Compare the book to the movie.</li> <li>10. Sketch a picture from story as illustrated in the book.</li> <li>11. Identify with character by using a monologue.</li> <li>12. Write an alternate ending to the story.</li> </ol>	<p>1-2 weeks</p> <p>30-min. per day</p>	<ol style="list-style-type: none"> <li>1. Sequence the planting and growing of potatoes, illustrate each step.</li> <li>2. Make a poster for the race.</li> <li>3. Make a character book, with a picture of each character, tell what they did and what you liked or didn't like about each character.</li> <li>4. Write a news report on either: the upcoming race, interviews of the racers, the race itself, or the outcome of the race.</li> <li>5. Make a story web.</li> <li>6. Sketch picture.</li> <li>7. Perform a monologue.</li> <li>8. Write an alternate ending.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Stone Fox</u> Novel</li> <li>2. Movie</li> <li>3. Guest speaker about dog sled racing</li> <li>4. Poster paper</li> </ol> <p style="text-align: center;"><u>EVALUATION TECHNIQUES</u></p> <ol style="list-style-type: none"> <li>1. Oral reading grade</li> <li>2. Vocabulary quiz</li> <li>3. Participation</li> <li>4. Poster</li> <li>5. Work sheets</li> <li>6. Performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Christian character such as love, compassion, courage, and perseverance.</li> </ol> <p style="text-align: right;">Reviewed &amp; Revised 10-16-09 DL</p>



CONTENT AND OBJECTIVES	TIME	ACTIVITIES AND METHODS	MATERIALS AND RESOURCES	BIBLICAL INTEGRATION
<ol style="list-style-type: none"> <li>1. Define Vocabulary and be able to explain the words listed in binder located in the file.</li> <li>2. Sequence events from the story.</li> <li>3. Identify and illustrate items turned to chocolate in chapter 2.</li> <li>4. Write an invitation to Susan’s party.</li> <li>5. State the characters, plot, setting, problem and solution.</li> <li>6. Improve reading comprehension.</li> <li>7. Improve oral reading skills.</li> <li>8. Use information from a recipe to make chocolate.</li> <li>9. Illustrate beginning, middle, and end.</li> <li>10. Make up an advertisement for the best chocolate.</li> <li>11. Using candy wrappers create a jar filled with an assortment of candy.</li> <li>12. Ode to chocolate poem.</li> <li>13. An acrostic poem using the word chocolate.</li> </ol>	<p>2-3 weeks,</p> <p>30 min. per day</p>	<ol style="list-style-type: none"> <li>1. List and draw items that are turned to chocolate.</li> <li>2. Watch video.</li> <li>3. Make book: “1<sup>st</sup> It Was a Hershey Kiss... Now It Is a Nose”.</li> <li>4. Make character puppets act out scenes from book.</li> <li>5. Create our own candy and write a descriptive paragraph.</li> <li>6. Set up a candy counter.</li> <li>7. Make chocolate candy.</li> <li>8. Have Candy Day.</li> <li>9. Eat a candy bar and illustrate what it looked like at the beginning, middle, and end.</li> <li>10. Make up an advertisement for chocolate.</li> <li>11. Candy wrapper jar.</li> <li>12. Ode- poem.</li> <li>13. Acrostic poem.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Chocolate Touch</u></li> <li>2. Candy bar for each student</li> <li>3. Video on making chocolate</li> <li>4. Cardboard outline of a Kiss</li> <li>5. Plastic candy molds</li> <li>6. Mailbox magazine: Creative ways to give a book report.</li> </ol> <p style="text-align: center;"><u>EVALUATION TECHNIQUES</u></p> <ol style="list-style-type: none"> <li>1. Oral reading grades</li> <li>2. Vocabulary quizzes</li> <li>3. Participation</li> <li>4. Worksheets and activities</li> <li>5. Comprehension questions</li> <li>6. Performance</li> </ol>	<ol style="list-style-type: none"> <li>1. How God feels about greed, selfishness, sharing, love.</li> <li>2. Compare how John was will to have the chocolate touch forever to save his mother to Jesus giving Himself for our sins.</li> </ol> <p style="text-align: right;">Reviewed &amp; Revised 9-8-09 DL</p>

CONTENT AND OBJECTIVES	TIME	ACTIVITIES AND METHODS	MATERIALS AND RESOURCES	BIBLICAL INTEGRATION
<ol style="list-style-type: none"> <li>1. Define and explain vocabulary.</li> <li>2. Orally answer higher order thinking questions.</li> <li>3. Write answers to comprehension questions in full sentence form.</li> <li>4. Use creative movement to act out a scene from a story- “Cincinnatus”.</li> <li>5. Identify the beginning, middle, and end of a story- “Tools for Swimming”.</li> <li>6. Create a diamante poem from a story- “The Storm King”.</li> <li>7. Identify with a character’s motivation-“When Ma Slapped the Bear”.</li> <li>8. Illustrate a favorite story. Identify the theme as the central focus of the illustration.</li> </ol>	<p>10-15 days,</p> <p>40 min. per day</p>	<ol style="list-style-type: none"> <li>1. Discuss vocabulary.</li> <li>2. Play review game to drill definitions.                             <ul style="list-style-type: none"> <li>• Musical Baseball</li> <li>• Vocabulary Relay</li> <li>• Energizer Quick</li> </ul> </li> <li>3. Choose a scene from a story and act it out using movement as the story is read.</li> <li>4. Identify the elements of a story on handout from unit packet.</li> <li>5. Write a diamante poem on a storm. Review parts of speech that apply to a diamante.</li> <li>6. Play the game “Hot Seat” to reveal a characters personality. One student pretends to be a character and the rest of the class asks the character questions.</li> <li>7. Draw the events of a story in correct sequence. Draw the theme picture as the central picture.</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Paths to Adventure</u>, A Beka, Pensacola Christian College</li> <li>2. <u>Terrific Literature Activities</u>, Scholastic Professional Books</li> <li>3. <u>Energizer Handbook</u>, ECU School of Health and Human Performance</li> <li>4. <u>Poetry</u></li> </ol> <p style="text-align: center;"><u>EVALUATION TECHNIQUES</u></p> <ol style="list-style-type: none"> <li>1. Vocabulary quizzes</li> <li>2. Comprehension questions on selected stories</li> <li>3. Daily activities</li> <li>4. Performances</li> </ol>	<ol style="list-style-type: none"> <li>1. The stories have Biblical and character themes.</li> </ol> <p style="text-align: right;">Reviewed &amp; Revised 12-1-09 DL</p>

SUBJECT: Reading

UNIT: Pocahontas

GRADE: 3rd

CONTENT AND OBJECTIVES	TIME	ACTIVITIES AND METHODS	MATERIALS AND RESOURCES	BIBLICAL INTEGRATION
<ol style="list-style-type: none"><li>1. Oral reading.</li><li>2. Relate Pocahontas to history.</li><li>3. Explain significant events in her life.</li><li>4. Pocahontas vocabulary.</li><li>5. Native American Culture:<ul style="list-style-type: none"><li>• Homes</li><li>• Clothing</li><li>• Art</li><li>• Food/hunting and gardening</li><li>• Language</li></ul></li><li>6. Vocabulary from reading unit.</li></ol>	3 weeks	<ol style="list-style-type: none"><li>1. Study American Heritage unit about her at same time.</li><li>2. Write summary and illustration of the book.</li><li>3. Paper mache house.</li><li>4. Art: sand painting, face painting, bead necklaces, clay pots</li><li>5. Demonstrate gardening</li><li>6. Plant 3 Sister's corn, squash and beans</li><li>7. Indian Day: costumes, sand painting, instruments, animal skin writings, beaded necklace, and weave.</li><li>8. Write on brown paper animal skin using Indian code language.</li><li>9. Make a Jamestown brochure.</li><li>10. Complete sequence worksheet.</li><li>11. Complete a character report.</li></ol>	<ol style="list-style-type: none"><li>1. <u>Pocahontas</u> Novel</li><li>2. Pocahontas Lit. Unit Book</li><li>3. <u>Our American Heritage</u> 3<sup>rd</sup> Grade History Book</li><li>4. Native American Crafts</li></ol> <p style="text-align: center;"><u>EVALUATION TECHNIQUES</u></p> <ol style="list-style-type: none"><li>1. Vocabulary test</li><li>2. Oral reading grade</li><li>3. Comprehension and story</li></ol>	<ol style="list-style-type: none"><li>1. God used Pocahontas as a vessel in the survival of the Jamestown colony.</li><li>2. God will meet all your needs.</li></ol> <p style="text-align: right;">Reviewed &amp; Revised 10-2-09 DL</p>

## **Course Description**

### **Third Grade**

### **Language Arts**

**Philosophy Statement:** The language arts are based on the truth that God is the Supreme Communicator. He spoke the sun, moon, and stars into existence. He speaks to us in a still small voice and wrote to us on tables of stone. He, in His goodness, presented us with the great gift of communication and so allows us to hear, listen, speak, write, and read. This great God wants us to communicate with Him and with each other and so our every utilization of the language arts should reflect our recognition of the pattern and principles of communication He has communicated to us.

**Course Objective:** The students will be able to see patterns and work analytically. They will learn how to use words effectively to express God's love to others.

- Develop the ability to apply knowledge of grammatical structure to their thoughts and words.
- Develop a body of thoughts in an intelligent and orderly manner.
- Develop the ability to evaluate what the students read, hear, and observe.
- Learn rules of grammar and be able to apply them.
- Learn to communicate my beliefs clearly, forcefully, and persuasively.

**Textbook:** Language 3 (A Beka Book)

**Materials:**

- Student textbook
- Writing prompts
- Student dictionaries
- Practice and enrichment worksheets
- Daily Bites

**Time Allotment per Week:** 60 minutes per day 5 days a week In addition the writing of a narrative/descriptive paragraph each week.

**Course Content:**

- Recognizing/writing complete sentences
- Recognizing/writing declarative, interrogative, exclamatory sentences
- Capitalization
- Using periods end of sentences, initials, and abbreviations

- Using of commas
- Journal entries
- Using an apostrophe
- Using quotation marks
- Forming plurals by adding s/es; changing f/fe to v and adding es; changing y to i and adding es
- Forming contractions
- Recognizing/writing synonyms, antonyms, and homonyms
- Writing letters; addressing envelopes
- Writing events in chronological order
- Using a and an
- Using may, can; teach, learn; sit, sat, set; to, two, too
- Using words (verbs) that do/do not require helping words
- Writing about a picture
- Recognizing/using nouns (common and proper)
- Recognizing/using subjects in a sentence
- Recognizing/using verbs
- Diagramming subject/verb of a simple sentence
- Using there, their, they're; himself, themselves; its, it's
- Recognizing/using adjectives
- Recognizing articles as adjectives
- Writing good descriptions

**Areas of Evaluation:**

- Class work
- Homework
- Tests

**Additional Activities:** Paragraph a week: the students are required to write one paragraph in which they discuss a topic using all the elements for a good paragraph. This is done over a period of 5 days giving every student the opportunity of success as they work through each phase.

Daily activities focusing on language support, increased vocabulary, and enriching their writing ability.

## **Course Description**

### **Third Grade**

### **Spelling**

**Philosophy Statement:** The language arts are based on the truth that God is the Supreme Communicator. He spoke the sun, moon, and stars into existence. He speaks to us in a still small voice and wrote to us on tables of stone. He, in His goodness, presented us the great gift of communication and so allows us to hear, listen, speak, write, and read. This great God wants us to communicate with Him and with each other and so our every utilization of the language arts should reflect our recognition of the pattern and principles of communication He has communicated to us.

**Course Objective:** The student will increase comprehension and vocabulary through a value based story.

**The Preview:** The student will test for knowledge of correct spelling of current spelling words, as well as the increasing ability to edit and proofread their own work.

**Word Shapes-** The students will form a correct visual image of whole words to help students recognize common spelling patterns.

**Dictation:** To reinforce and strengthen the ability to expand vocabulary, and to reinforce the spelling of words in context.

**Proofreading and Testing:** To reinforce the recognition of misspelled words and to test the mastery of correct spelling.

**Textbook:** A Reason for Spelling (Concerned Communications)  
Third Grade

**Materials:**

- Student textbook
- Test

**Time Allotment:** 20 minutes per day 4 days per week

**Course Content:** A list of words covered from level C-E is attached.

**Areas to be Evaluated:** A set list of words is studied each week and students are tested on that list.

**Additional Activities:** Spelling bees, games, and activities are used to enrich spelling.

## **Course Description**

### **Third Grade**

### **Science**

**Philosophy Statement:** Science for the Christian is the study of God's creation. The exploration of the creation should yield a direct appreciation for the creative work of God. All that can be known of God we know through the creation and science is the study of that work. Students will continually be called on to see the divine order of creation, its implications for other subjects and be stirred to think about the work of an infinitely loving, good God who has prepared a place for us to live temporally and eternally.

**Course Objective:** The student's interest will be stimulated through a study of the wonders of creation. Students will enjoy learning about themselves, the plant world, how to stay healthy and the Solar System. Through the students natural curiosity they will discover the wonder in Gods creation.

**Textbook:** My Purposeful Design (ACSI)

**Materials:**

- Student textbook
- Tests and quizzes
- Experiments and projects

**Time Allotment:** 30 minutes a day 5 days a week for 1 semester

**Course Content:**

- The Nervous System
- The Musculoskeletal System
- Life of Plants
- Plant Variety
- Solar system
- Health

**Areas to be Evaluated:**

- Class work
- Homework
- Tests
- Projects

**Additional Activities:**

- A field trip to Morehead Planetarium
- Students will participate in a school-wide Science Enrichment Week.
- Students will participate in a variety of experiments to complement the course of study.

## Course Description

### Third Grade

### Mathematics

**Philosophy Statement:** In mathematics God has blessed His creation with the ability to count, tell time, and make change. This is not an accident; it is a reflection of God's goodness. As students learn to appreciate God's gift of numbers and use addition, subtraction, multiplication and division they should concurrently develop a heart of praise and thanksgiving in their study of mathematics. In mathematics the student will see the order and truth that God has created. Just as the bible says "precept upon precept, line upon line... (Isaiah 28:10) students will build concept upon concept in mathematics.

**Course Objective:** The students will learn to perform math computations and conceptual applications in the third grade math curriculum. The course will focus on the four operations: addition, subtraction, multiplication, and division, guiding students towards mastery of these basic operations. In addition to computation skills, there will be a focus on critical thinking through problem solving applications. The materials are designed to capture the student's interest, provide hands on experiences, and consistently review to provide the students the best possible program for success.

**Textbook:** Mathematics Grade Three (Enabling Educators Series A.C.S.I)

#### Materials:

- Student workbook
- Practice and enrichment worksheets
- Manipulative materials
- Daily Bites

**Time Allotment:** 40 minutes per day 5 days per week

#### Course Content:

- Addition and Subtraction Facts: adding sums, order property, adding 3 addends, subtraction facts to 18, subtract by counting back or up, fact families.
- Place Value: hundreds, counting by 1's, 2's, 4's 10's, and 100's, ordinal numbers, rounding to nearest ten and hundred, place value of four-digit numbers.
- Addition: adding with and without regrouping, adding four digit numbers, mental addition, estimating, problem solving, decision making.
- Subtraction: subtracting with the without regrouping, subtracting three and four digit numbers, subtracting across zeros, estimating differences, problem solving.
- Geometry: identifying lines and line segments, angles, plan figures symmetry, parallel and intersecting lines, congruent figures, locating order pairs, slides, flips, and turns, solid figures.

- Multiplication Meaning and Facts: connecting addition and multiplication, multiplication facts 0-9, problem solving with multiplication.
- Division Meaning and Facts: relating subtraction and division, relating multiplication and division, division facts 0-9.
- Time and Money: time to the hour, half hour, and quarter; telling time to the nearest minute, elapsed time, time before and after the hour. Using a calendar, using a schedule. Counting bills and coins, adding and subtracting money, making change, problem solving.
- Multiplication of Whole Numbers: multiplying tens, hundreds, multiplying 2 digit numbers with and without regrouping, problem solving.
- Measurement: Nonstandard units, length in metric units, length in inches and feet, yards and miles. Measure to the nearest inch or half inch. Finding area and perimeter. Weight in metric units and customary units. Capacity in metric units, capacity in cups, pints, quarts, and gallons. Finding volume by counting cubic units. Temperature in Fahrenheit and Celsius. Biblical units of measurement.
- Dividing by a Whole Number: Dividing with tens, hundreds, and thousands. Estimating quotients, dividing with and without remainders, finding averages, problem solving with mixed operations.
- Fractions: Writing fractions, parts of a whole and parts of a set. Identifying equivalent fractions. Adding and subtracting fractions, writing whole numbers and mixed numbers, finding fractions on a number line, problem solving.
- Decimals: Place value, decimals to tenths and hundredths, relating fractions and decimals, comparing and ordering decimals, reading and writing decimals, comparing and ordering decimals, estimating decimal sums and differences, adding and subtracting decimals.
- Graphing, Probability, and Algebra: conducting a survey, designing pictographs, bar graphs, and line graphs, analyzing graphical information, understanding probability, making predictions, conducting experiments, review graphs and probability, solving for missing numbers, using variables, writing equations, review algebra.

**Areas to be Evaluated:**

- Class work
- Homework
- Tests
- Multiplication
- Speed drills

**Additional Activities:**

Students will participate in daily lessons that are designed to focus on the students various learning styles. The students will do multiplication speed drills at least 3 days a week.

## **Course Description**

### **Third Grade**

### **History**

**Philosophy Statement:** History is really “His story.” From Creation to the Fall, to the Flood, to the dispersion throughout the earth, to the selection of Abraham and his descendents from which Christ came into the world, God has orchestrated His plan with a singular purpose: “Look unto me, and ye saved, all the ends of the earth: for I am God, and there is none else” (Isaiah 45:22). Mankind is fulfilling the creative mandates of establishing dominion and inhabiting the earth and reflects the characteristics of God as he seeks to gain knowledge and live within a social system.

**Course Objective:** The students will survey American History in Christian perspective through the biographies of great Americans. The emphasis is on patriotism, character development, and the variety of contributions made by Americans to this country. The students will also learn the basic facts about geography in order to comprehend historical events.

**Textbook:** Our American Heritage Third Edition (A Beka Book)

**Materials:**

- Student Textbook
- Map Study Workbook
- Tests and quizzes
- Daily Bites
- 1607 A New Look at Jamestown (National Geographic) by Karen E. Lange  
(Available at the Durham Public Library)

**Time allotment:** 40 minutes a day for one semester

**Course Content:**

**Map Skills:**

- Geography study of South Africa
- Geography Study of the continents and oceans
- 50 states of the US, rivers, lakes and gulf

**Units:**

- John Smith
- Pocahontas
- Miles Standish

- Squanto
- William Penn
- Benjamin Franklin
- George Washington
- Thomas Jefferson Daniel Boone
- Noah Webster
- John Greenleaf Whittier
- Robert E. Lee
- Abe Lincoln
- Clara Barton
- Ulysses S. Grant
- Louisa May Alcott
- Booker T. Washington
- George Washington Carver
- Laura Ingalls Wilder
- Billy Sunday

**Areas to be evaluated:**

- Class work
- Homework
- Tests
- Map tests

**Additional Activities:**

- A field trip will be taken to Jamestown, VA. Students will observe and experience the Jamestown Settlement.
- Flat Stanley Project- Based on the novel Flat Stanley. The children send out “Flat Stanley’s” across the world via postal mail, e-mail, or fax. The person who receives the Flat Stanley will then take pictures with him and fill out a questionnaire. Flat Stanley can be decorated in clothing that would be similar to the area in which that person lives. The recipient will send Stanley back to the student. The student will use a blank world map to mark Flat Stanley’s destinations. Each child will present their Flat Stanley’s travels to the class in an oral and written report.