

Curriculum Guide

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.

Biblical Integration:

God is the creator of each person and all of creation (Genesis 1:1-26).

The Bible tells us the right way to live (Exodus 20:1-17).

Now, O Lord God, You are God, and Your words are truth, and You have promised this good thing to Your servant (2 Samuel 7:28).

Textbook: 3rd Grade Growing with God

Materials:

- Student workbook
- Holy Bible

Time Allotment: 45 minutes a day, 4 days a week, Chapel 45 minutes one day a week

Course Content:

Weeks 2-7

The Bible is God's Word

The God of the Bible

- I can look up passages of scripture by book, chapter, and verse
- I can use and explain at least one or two words from scripture to describe God
- I can list the 3 persons of the Trinity
- I can describe one way to reflect God's moral character
- The Message of the Bible
- I can define sin as it relates to God's law

- I can recall how Adam and Eve first disobeyed God
- I can list 2 or 3 ways that God showed love through Jesus
- The Parts of the Bible
- I can recall several terms for important divisions and genres in the Bible, like testament, gospel, and epistle
- I can recognize scripture as God's explicit self-revelation

Weeks 8-12

Abraham, Sarah, and Isaac

A New Nation

- I can summarize the way God protected Noah
- I can recall how God divided the people of Babel
- I can define covenant as binding promise or agreement
- I can give an example of a promise that follows a command in scripture

A New Home

- I can locate the land of Canaan on a basic map of the Middle East
- I can recognize several major geographical features around Canaan
- I can recall major events surrounding Lot's escape from Sodom
- I can explain the general consequences of seeking good and bad friends

The Promised Son

- I can recall at least one way that God reminded Abraham and Sarah of His promises
- I can explain why the birth of Isaac could be called a miracle
- I can recognize important members of Abraham's family tree
- I can discuss the connection between patience and trust

Abraham's Test

- I can list 1 or 2 examples of sacrifice, as depicted in scripture
- I can recall the key events surrounds Abraham's sacrifice of Isaac
- I can recognize acts of sharing, service, and love as spiritual sacrifices to God

Weeks 13-16 Weeks 9-11

The Life of Jacob

Jacob and Esau

- I can list several differences between Jacob and Esau
- I can describe the general significance of a birthright in ancient times
- I can recall how Esau lost his birthright and the special blessing of his father
- I can distinguish whole truths from partial truths intended for deceit

Jacob's Dream

- I can recall key elements of Jacob's dream at Bethel
- I can list 2 or 3 ways that believers have worshiped God
- I can distinguish between self-centered activities and those that reflect God's goodness

Sowing and Reaping

- I can explain the general meaning behind the proverb "You reap what you sow."
- I can recall key events leading up to Jacob's first 2 marriages
- I can describe the origin of Jacob's new name, Israel
- I can discuss possible consequences to examples of sin

Jacob's Return

- I can recall key events surrounding Jacob's return to Canaan
- I can summarize the story of the unforgiving servant from Matthew 18
- I can demonstrate how to show forgiveness for everyday offenses

Weeks 17-25

The Life of Joseph

The Favorite Son

- I can recognize the names of several of Jacob's wives and sons
- I can summarize the meaning of Joseph's early dreams
- I can explain how envy can lead to conflict between people

Betrayed by His Brothers

- I can recall the events surrounding the betrayal of Joseph
- I can recognize important geographical features along the route from Canaan to Egypt
- I can define courage as the choice to do right despite our fears
- I can discuss the relationship between courage and trust in God

Servino Potiphar

- I can explain the reasons for Joseph's successes in Egypt
- I can summarize the events that led to Joseph's imprisonment
- I can recognize that good choices are not always rewarded immediately

Waiting in Prison

- I can recognize how God continued to bless Joseph in prison
- I can summarize the meaning of the dreams of the baker and cupbearer
- I can discuss ways to show godly patience during hardship

Ruling Egypt

- I can summarize the meaning of Pharaoh's 2 dreams
- I can recall the events that led to Joseph's appointment as second-in-command of Egypt
- I can recognize that God can help us even when He doesn't remove problems right away

Testing His Brothers

- I can recall how Joseph prepared Egypt for the famine
- I can summarize how Joseph first tested his brothers
- I can discuss the effects of sin and guilt, as described in Psalm 32

Reuniting His Family

- I can explain why Joseph's brothers were scared to return to Egypt
- I can recall how Judah responded to Joseph's test
- I can recognize ways that God can turn bad situations toward good

Seeking God

- I can recognize the general meaning of statements and requests from the Lord's Prayer in Matthew 6:9-11
- I can summarize the events and message of the Parable of the Persistent Widow and the Parable of the Two Prayers
- I can discuss modern applications of the principles in the Lord's Prayer

Weeks 26-29

The Life of Ruth

True Loyalty

- I can recall most of the people in Naomi's immediate family
- I can recognize the general position of Moab relative of Judah
- I can summarize the events surrounding Naomi's journey from Moab to Judah
- I can discuss family loyalty and support as expressions of godly love

Compassion

- I can explain why Ruth gleaned in Boaz's field
- I can recall how God worked through Boaz to show kindness to Ruth
- I can summarize the events of the Parable of the Good Samaritan

Ruth's Redeemer

- I can summarize the significance of Ruth's request to Boaz
- I can describe the concept of redemption as used in scripture
- I can recall key events leading to the marriage of Ruth and Boaz
- I can define Messiah and Christ as someone chosen for a special role, specifically Jesus

Weeks 30-37

The Life of Daniel

Captive in Babylon

- I can recall why David and his friends came to Babylon
- I can summarize how Daniel avoided eating the King's food
- I can discuss New Testament teaching on honoring human authorities

The God of History

- I can recall the problem created by Nebuchadnezzar's dream and subsequent decree
- I can summarize the general meaning of Nebuchadnezzar's dream about the giant statue
- I can recognize several titles or pictures used in scripture to describe God

The Fiery Furnace

- I can summarize the events surrounding the attempted execution of Shadrach, Meshach, and Abednego
- I can discuss modern expressions of idolatry

Humbling a King

- I can summarize the imagery and meaning in Nebuchadnezzar's 2nd dream
- I can explain how and why God humbled Nebuchadnezzar
- I can discuss expressions of sinful pride and godly humility

Writing on the Wall

- I can explain why Belshazzar's feast disrespected God
- I can recall key events surrounding the fall of Belshazzar
- I can define maturity broadly as an effort to grow and prepare for the future

Leading by Example

- I can recognize the names of key rulers in power around the time of Daniel
- I can summarize the plot against Daniel by the other rulers in Darius' kingdom
- I can discuss a concept of leadership as exemplary service

A Den of Lions

- I can summarize key events around Daniel's night in the lions' den
- I can recall Darius' general response to the miracle in the lions' den
- I can recognize the association between Jesus and the "Son of Man" in Christian doctrine
- I can define devotion broadly as commitment and loyalty

Areas to be Evaluated:

- Classwork
- Quizzes/Test
- Class discussions
- Memorization of selected Bible verses
- Participation in weekly Chapels and class assigned Chapel
- Participation in review games and skills

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 different events and eras in American history. Additionally, an emphasis will be placed on patriotism and character development through the variety of contributions made by Americans to this country. The students will also learn the basic facts about geography in order to comprehend a historical event.

Biblical Integration:

History shows God’s concern and involvement in human events. (Romans 5)

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

Materials:

- Student Textbook
- Notebook
- Tests and quizzes
- Student Map Skills workbook
- Teacher made materials

Time allotment: 40 minutes a day, 5 days a week, Quarters 1 and 3

Course Content:

Map Skills (all year)

- I can identify the 50 states of the United States
- I can identify Landforms (mountains, rivers, lakes)
- I can use knowledge of Geography to learn about the continents and oceans
- I can apply navigational terms when using a compass

Weeks 1-8

Colonial America

- I can learn about and discover the importance of Columbus
- I can describe the Jamestown settlement and the hardships of the people living there

- I can share about the Native Americans and their way of life
- I can list the troubles the Pilgrims had on their journey to Plymouth and their lessons they learned from Squanto
- I can identify the 13 Colonies and learn about their importance

Weeks 9-16

Building America

- I can explain the tension between Britain and the Colonies (taxes)
- I can examine the events leading to the American Revolution
- I can discuss key points/facts about the American Revolution
- I can name key battles during the American Revolution and their significance
- I can name Generals from the War (Washington)
- I can recall three Branches of Government and what they do

Weeks 17-20

Looking West

- I can compare the pros and cons of Westward Expansion
- I can examine and learn about the Louisiana Purchase
- I can analyze the journey of Lewis and Clark
- I can role-Play what it would be like to travel the Oregon Trail
- I can learn about and discover the excitement of the California Gold Rush
- I can learn about Laura Ingalls Wilder
- I can examine the importance of The Alamo

Weeks 24-27

Nation at War/ Black History

- I can name key details about the Civil War and understand its historic relevance
- I can identify Robert E. Lee and Ulysses S. Grant and explain the historical significance of each
- I can learn about and discover the heroic actions of Harriet Tubman
- I can learn about and understand the historic relevance of Clara Barton
- I can examine the life and presidency of Abraham Lincoln

Weeks 29-33

Industrial Age (Inventors)

- I can identify key details and characteristics about...
 - Henry Ford
 - Noah Wester
 - Emily Roebling
 - Thomas Edison
 - Alexander Graham Bell
 - Orville and Wilbur Wright
 - Samuel Morse
 - George Washington Carver

Weeks 35-39

Progressive-Modern Age

- I can describe the people and events that impacted the progressive era to now
 - Booker T. Washington
 - Jim Elliot
 - Martin Luther King Jr.

- World War I and II
 - Theodore Rossevelt
 - Ronald Reagan
 - Dwight D. Eisenhower
- John Gleen and Neil Arm Strong
- Amelia Earhart

Areas to be evaluated:

- Class work (small group, whole group, partners)
- Notebook Checks
- Homework
- Test and Quizzes
- Projects

Additional Activities:

- A field trip will be taken to Old Salem, NC.
- Students will participate in a Wax Museum presentation project.
- Students will participate in an Oregon Trail simulation.

Course Description

Third Grade

Language Arts: Writing

Philosophy Statement: The beliefs and practices underlying the teaching of language at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy we believe that Language Arts endeavors to help students find their God-given voice to communicate with clarity, confidence, and commitment. Language Arts will teach students how to speak effectively, write skillfully, listen attentively, and read with discernment in all mandatory and elective courses.

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. They will develop the ability to apply knowledge of grammatical structure to their thoughts and words. Students will learn to develop a body of thoughts in an intelligent and orderly manner and the ability to evaluate what they read, hear, and observe. They will learn the rules of grammar and be able to apply them and learn to communicate their beliefs clearly, forcefully, and persuasively in well-written, planned, and creatively expressed written pieces.

Biblical Integration: *Intended for the transmission of hope and love, the gift of language can be used directly or subtly to bring glory and honor to God or to man. Students should be able to recognize when, where, and why, they and others glorify the Creator or the creation (Acts 2:25-26, Romans 5:2, Colossians 1:4, 1 Thessalonians 3:6-7)*

Textbook: English 3: Grammar and Writing Bob Jones Press

Materials:

- BJU student workbook
- Graphic organizers
- Writing journal
- Writing rubrics
- Teacher-made materials
- Poetry books, fiction/non-fiction books, research articles

Time Allotment per Week: 30 minutes per day, 3 days a week

Course Content:

Week 1

Laying the Foundation

- I can follow classroom routines and organize my supplies.

Weeks 2-3

Review: Writing a Paragraph

- I can write a complete thought as a complete sentence.
- I can start a sentence with a capital letter and use ending punctuation.
- I can understand that sentences can be put together in logical order to form a paragraph.
- I can write simple paragraphs about multiple different topics.
- I can use proofreading skills to edit a paragraph for spelling and grammar errors.

Weeks 4-6

Writing a Sound Poem

- I can identify a piece of text as a poem.
- I can understand that a poem can rhyme or not rhyme.
- I can listen to and read poems from a variety of authors.
- I can learn about sound devices, such as, rhyme, alliteration, and onomatopoeia.
- I can identify different sound devices in a given poem.
- I can brainstorm sound device words.
- I can use a thesaurus to find synonyms or like words.
- I can plan, draft, revise, and publish a sound poem on a given topic.
- I can participate in a writing conference and make revisions on my writing.
- I can use proofreading skills to edit my sound poem for spelling and grammar errors.

Weeks 7-9

Writing Game Instructions

- I can explain the purpose and audience of game instructions.
- I can identify the parts of game instructions: topic/title, materials, steps, and closing.
- I can identify and use time-order and transitional words in a given set of instructions.
- I can brainstorm ideas for game instructions using a graphic organizer.
- I can plan, draft, revise, and publish a set of game instructions.
- I can use a thesaurus to help with like words and to add descriptive detail.
- I can participate in a peer conference to help make improvements to my writing.
- I can use proofreading skills to edit my game instructions for spelling and grammar errors.
- I can publish my set of game instructions in Google docs and insert clip art/image.

Weeks 10-13

Writing a Persuasive Essay

- I can distinguish between fact and opinion.
- I can identify and locate supporting reasons for a given opinion in sample persuasive essays.
- I can explain what it means to persuade.
- I can identify the parts of a persuasive essay.
- I can brainstorm ideas for a persuasive essay using a graphic organizer.
- I can determine the audience and purpose of a persuasive essay.
- I can plan, draft, revise, and publish a persuasive essay.
- I can participate in a writing conference to help make improvements to my writing.
- I can use proofreading skills to make spelling and grammar edits to my persuasive essay.

Weeks 14-17

Writing a Book Review

- I can distinguish between fact and opinion.
- I can evaluate and discuss opinions expressed in a read-aloud passage or given text.
- I can identify a character's opinion in a given text.
- I can explain the purpose of a book review and its audience.
- I can use a planning chart to plan a book review on a previously read book.
- I can plan, draft, revise, and publish a book review including summary paragraphs and opinion paragraphs.
- I can participate in a peer conference to help make improvements to my writing.
- I can use proofreading skills to edit spelling and grammar errors in my book review.
- I can publish my book review in Google docs with inserted clip art/images.

Weeks 18-19

Review/Assessments

- Use this week to review any complex concepts/skills that need extra reinforcement.
- Use this week for any winter assessments data that is needed.
- Use this week for any holiday writing/craft activities.

Weeks 20-24

Writing a Friendly Letter/Review Personal Narrative

- I can identify the characters, setting, and topic of a personal narrative.
- I can locate the beginning, middle, and end of a personal narrative.
- I can identify the main parts of a friendly letter.
- I can determine the intent and audience for a given friendly letter.
- I can plan, draft, revise, and publish multiple friendly letters on different topics.
- I can use proofreading skills to edit grammar and spelling errors in my friendly letter.
- I can address an envelope correctly for a given friendly letter.
- I can write a friendly letter to _____, address an envelope, and mail my letter.

Weeks 25-28

Historical Figure Writing

- I can review the main parts of a paragraph.
- I can demonstrate that a research paragraph has a topic sentence, detail sentences, and a closing sentence.
- I can choose a historical figure and read a biography/non-fiction book about him/her.
- I can write down important facts about a historical figure on a graphic organizer.
- I can plan, draft, revise, and publish a paragraph about a historical figure.
- I can use proofreading skills to edit my paragraph for spelling and grammar errors.
- I can type my historical figure paragraph in Google docs with an inserted image.

Weeks 29-33

Writing a Research Report

- I can recall the definition of a biography.
- I can brainstorm topics for a research report using a graphic organizer.
- I can find the main idea of a given paragraph.
- I can distinguish between main ideas and supporting details.
- I can identify the audience and purpose of a research report.
- I can plan, draft, revise, and publish a research report.
- I can participate in a writing conference to help make improvements to my writing.
- I can use proofreading skills to edit grammar and spelling errors in my research report.
- I can publish my research report in Google docs with inserted images.

Weeks 34-35

Iowa Test Prep/Test

Weeks 36-38

More Poetry

- I can identify a piece of text as a poem.
- I can understand that a poem can rhyme or not rhyme.
- I can read and listen to various types of poetry.
- I can understand a cinquain poem has a set of given guidelines.
- I can practice reading sample cinquain poems.
- I can write a cinquain poem as a class.
- I can brainstorm ideas for a cinquain poem using a graphic organizer.
- I can plan, draft, revise, and publish a cinquain poem.
- I can use proofreading skills to edit for grammar and spelling errors.
- I can publish my cinquain poem in Google docs with clip art/images.

Areas of Evaluation:

- Class work (small group, partner work, whole group, independent work)
- Class writing projects
- Scoring rubrics

Course Description

Third Grade

Language Arts: Grammar

Philosophy Statement: Language is a wonderful gift from God. God created Adam and Eve with the ability to think and speak. Language made it possible for them to communicate with God and with each other. God wants us to communicate with Him and with each other. He has given us the great gift of communication which allows us to hear, listen, speak, write, and read. By utilizing the rules of grammar and spelling; and practicing our listening, speaking, and reading skills; we can communicate more effectively.

Course Objective: While teaching Language in first grade, we want our students to have an introduction on how to use grammar, how to write creatively, and to understand and comprehend what is read.

Biblical Integration: *Intended for the transmission of hope and love, the gift of language can be used directly or subtly to bring glory and honor to God or to man. Students should be able to recognize when, where, and why, they and others glorify the Creator or the creation (Acts 2:25-26, Romans 5:2, Colossians 1:4, 1 Thessalonians 3:6-7)*

Textbook: English 3: Grammar and Writing Bob Jones Press

Materials:

- BJU Student textbook
- Student tests
- Grammar videos (You Tube)
- Student dictionaries
- Teacher-made materials

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

Course Content

Weeks 1-2

Laying the Foundation

- I can follow classroom routines and organize my supplies.

Weeks 3-6

Sentences

- I can arrange words to form a complete sentence.
- I can use correct capitalization and punctuation in a given sentence.
- I can recall what the subject of a sentence tells.
- I can recall what the predicate of a sentence tells.
- I locate the subject and predicate of a sentence.
- I can combine subjects of sentences.
- I can combine predicates with the conjunction 'and.'
- I can identify other conjunctions: and, but, or.
- I can distinguish between a fragment and a complete sentence.
- I can change a run-on sentence into a combined sentence.
- I can explain the difference between an interrogative, declarative, imperative, and exclamatory sentence.
- I can punctuate the 4 types of sentences correctly.

Weeks 5-7

Nouns

- I can write a sentence using nouns.
- I can distinguish between singular and plural nouns.
- I can choose the suffix -s or -es to form a plural noun.
- I can use the correct spelling for plural nouns that change their spellings.
- I can identify singular and plural possessive nouns in a sentence.
- I can punctuate a singular possessive noun correctly.
- I can punctuate a plural possessive noun correctly.
- I can distinguish between common and proper nouns.
- I can replace a common noun with a proper noun.
- I can use commas with nouns in a series.
- I can proofread for correct capitalization and punctuation of proper nouns and abbreviations.

Weeks 8-11

Action Verbs

- I can define action verb.
- I can locate an action verb in the predicate of a sentence.
- I can identify the simple subject of a sentence in relation to the action part of a sentence.
- I can distinguish between past-tense verbs, present-tense verbs, and future-tense verbs.
- I can use the suffix -ed to form past-tense verbs.
- I can identify the helping verb from a main verb.
- I can use *has* or *have* as a helping verb to show subject-verb agreement.

- I can tell the difference between regular verbs and irregular verbs.
- I can use verbs correctly to complete a sentence.

Weeks 12-15

Pronouns

- I can identify the subject of a sentence.
- I can recall the definition and purpose of a pronoun.
- I can replace the subject with a pronoun.
- I can choose verbs that agree with the subject pronouns.
- I can use *I* and *me* correctly in a sentence.
- I can identify plural possessive nouns in sentences.
- I can correctly add -s and apostrophes where necessary to show possession with plural nouns.
- I can write sentences using plural possessive pronouns.

Weeks 16-19

Adjectives and Adverbs

- I can recall the definition of an adjective.
- I can identify the adjective that modifies a noun in a sentence.
- I can distinguish between adjectives that define 'what kind' from 'how many.'
- I can use -er and -est to write comparative adjectives.
- I can correctly choose *more* and *most* when comparing nouns.
- I can understand that *a*, *an*, and *the* are adjectives called articles.
- I can determine the correct article for a given word.
- I can correctly use commas to list adjectives in a series.
- I can recall the definition of an adverb.
- I can understand that an adverb modifies a verb in a sentence.
- I can distinguish between adverbs that tell *how*, *when*, and *where*.
- I can identify adverbs in a sentence.
- I can expand my writing by using comparative and superlative adjectives and adverbs to add detail and description.

Weeks 20-24

Verbs and Prepositions

- I can recall the definitions of linking verbs and action verbs.
- I can distinguish between and identify linking verbs and action verbs.
- I can write sentences using action verbs and linking verbs.
- I can correctly use past-tense and present-tense linking verbs with a subject of a sentence.
- I can explain what a preposition is and its purpose in sentence writing.
- I can identify prepositional phrases in a sentence and add prepositional phrases to a sentence.
- I can distinguish between prepositional phrases that tell *where* from *when*.
- I can recall the definition of a helping verb.

- I can distinguish between linking verbs and helping verbs.

Weeks 25-29

More Sentences

- I can identify the simple subject and simple predicate of a sentence.
- I can add a missing subject or predicate to a sentence.
- I can diagram the simple subject and simple predicate of a sentence.
- I can write a sentence with compound predicates.
- I can write a sentence with combined subjects.
- I can combine two simple sentences to form a compound sentence using the conjunction *and*, *or*, or *but*.
- I can correctly punctuate the 4 different types of sentences.

Weeks 30-33

Quotations and Dialogue

- I can learn that dialogue conveys a character speaking in a story.
- I can understand that quotation marks are used to indicate when a character is speaking.
- I can identify dialogue at the end, middle, or beginning of a sentence.
- I can use a thesaurus to brainstorm and use stronger and more descriptive words that mean the same as *said*.
- I can learn that punctuation marks go inside the quotation marks.
- I can learn that for every new speaker of dialogue a new sentence is started on a different line.
- I can demonstrate that a comma is used to separate the dialogue from a given speaker.
- I can learn that the first word of dialogue is capitalized.
- I can identify dialogue in articles, textbooks, novels, magazines, etc.
- I can write a simple sentence using dialogue and quotation marks correctly.

Weeks 34-35

Iowa Test Prep/Test

Weeks 36-38

Study and Research Skills

- I can define what *research* means.
- I can identify several different resources for research.
- I can distinguish between non-fiction, fiction, and biography.
- I can use keywords for searching information.
- I can identify important elements of a book: title page, author, illustrator, publisher, contents page, glossary, and index.
- I can safely use the internet to conduct research.
- I can identify the title, URL, and links on a website.
- I can use wisdom and discernment when researching information on the internet.

Areas of Evaluation:

- Quizzes
- Tests
- Chapter reviews
- Classwork (independent, small group, whole group)

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: Purposeful Design Mathematics Grade Three

Biblical Integration:

God is the Creator of all things (Genesis 1) and 'all' includes math. God is absolute and unchanging and math is absolute and unchanging.

Materials:

- Student workbook
- Student math notebook
- Practice and enrichment activity sheets
- Manipulative materials
- Speed Drills
- Daily warm-ups

Time Allotment: 60 minutes per day 5 days per week

Course Content:

Week 1

Laying the Foundation

- I can follow classroom routines and organize my supplies.

Weeks 2-5

Place Value

- I can identify numbers to the hundreds place.
- I can identify numbers to the thousands place.
- I can identify numbers to the ten and hundred thousands place.
- I can identify ordinal numbers up to
- I can compare 3 and 4 digit numbers using $<$, $>$, $=$.
- I can round numbers to the nearest ten and hundred.
- I can graph survey results.

Weeks 6-8

Addition

- I can fluently recall of addition facts to 18.
- I can use a variety of strategies to solve addition problems.
- I can read and solve word problems.
- I can add with 3 addends.
- I can add multiple numbers without regrouping.
- I can regroup ones and tens.
- I can estimate sums to help solve addition problems.
- I can read and understand a pictograph.

Weeks 9-13

Subtraction

- I can fluently recall subtraction facts to 18.
- I can use a variety of different strategies to solve subtraction problems.
- I can name fact families using $+$ -
- I can subtract numbers without regrouping.
- I can regroup tens and hundreds.
- I can subtract across zeros.
- I can estimate differences to help solve subtraction problems.

Weeks 14-16

Multiplication Facts

- I can understand a variety of multiplication strategies.
- I can solve multiplication facts using 0-9.

- I can read and understand bar graphs.

Weeks 17-19

Division Facts

- I can understand a variety of division strategies.
- I can solve division problems using 0-9.
- I can read and understand line graphs.

Weeks 20-21

Multiplication

- I can review different multiplication strategies.
- I can multiply by tens and hundreds.
- I can multiply without regrouping.
- I can regroup ones and tens in multiplication problems.
- I can estimate to help solve multiplication problems.
- I can multiply with 3 numbers and regroup ones, tens, and hundreds.
- I can analyze graph data.

Weeks 22-23

Division

- I can review division strategies.
- I can divide by multiples of tens.
- I can estimate quotients.
- I can divide and identify a remainder.
- I can divide with 3 digit and 4 digit dividends.
- I can find averages.
- I can solve problems with mixed operations.
- I can understand probability .

Weeks 24-26

Geometry

- I can identify and define a variety of different geometric lines.
- I can name and identify angles.
- I can name and identify congruent and solid figures.
- I can find perimeter and area.
- I can identify the line of symmetry for an object.

- I can locate geometry in the world around me.
- I can locate ordered pairs.
- I can map coordinates.
- I can make predictions.

Weeks 27-29

Time and Money

- I can identify hour, half-hour, and quarter hour when telling time.
- I can tell time to 5 minutes.
- I can tell time to the nearest minute.
- I can learn about elapsed time.
- I can use a calendar.
- I can read and use a schedule.
- I can count bills and coins.
- I can find equivalent money amounts.
- I can add and subtract money amounts.
- I can make change.

Weeks 30-31

Measurement

- I can measure length using non-standard units.
- I can measure objects using feet and inches .
- I can measure objects to the nearest inch and half-inch.
- I can name objects that should be measured with yards and miles.
- I can measure and name the difference between meters and kilometers.
- I can identify weights using customary units.
- I can identify weights using metric units.
- I can identify capacity using customary units.
- I can identify capacity using metric units.
- I can find volume.
- I can locate temperatures in fahrenheit and celsius.
- I can learn about Biblical measurements.

Weeks 32-34

Fractions

- I can explore fractions in real world contexts.

- I can identify parts of a whole.
- I can identify parts of a set.
- I can identify equivalent fractions.
- I can compare fractions.
- I can add fractions.
- I can subtract fractions.
- I can identify whole and mixed numbers.
- I can write fractions on a number line.
- I can learn about probability.

Weeks 35-37

Decimals

- I can locate decimal places on a number line.
- I can identify decimals to the tenths and hundredths place.
- I can see how fractions and decimals are related .
- I can compare and order decimals.
- I can read and write decimals.
- I can learn about decimals with whole numbers .
- I can estimate sums and differences with decimals.
- I can add and subtract decimals.

Weeks 38

Equations and Review

- I can review what I have learned in 3rd grade math.
- I can identify the order of operations to help solve math equations.
- I can find missing factors and dividends.

Areas to be Evaluated:

- Classwork (whole group, small group, partner games)
- Homework
- Pre-tests
- Quizzes/test
- Speed Drills for fact automaticity
- Participation in review activities and games

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.

Biblical Integration: *The ability to read opens up the ability to see God's truth through His written word and become ambassadors for Christ.*

We can be like Christ and have the ability to read and be given God's knowledge through understanding as Christ was worthy to open and read the scroll (Revelation 5:2)

Textbook: Reading 3 Bob Jones Press

Materials:

- Student novels and comprehension activities
- Reading textbook and workbook
- Scholastic News Magazines
- Teacher-made materials
- RAZ Kids running records

Time Allotment: 50-60 minutes, 5 days per week

Course Content:

Week 1

Laying the Foundation

- I can follow classroom rules and organize my supplies.
- I can learn about the habits and behaviors of good readers.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 2 (*One of a Kind*)

- I can identify the main character of a story.
- I can explain how a character changes in a story.
- I can infer a character's traits based on how he looks, what he says, what he does, and what he thinks.
- I can ask and answer questions about a given text.
- I can identify the setting, characters, and plot of a story.

Weeks 3-5 (*Andre, We Thank Thee, and The Spelling Window*)

- I can listen to a poem for comprehension and enjoyment.
- I can identify rhyming words in a poem; produce a list of rhyming words.
- I can write a 4-line poem using a model.
- I can infer a character's traits.
- I can use a venn diagram to compare and contrast characters.
- I can learn about and recognize first person point of view.
- I can recognize how a character changes in a story.
- I can ask and answer questions about a given text.
- I can identify setting, characters, and plot of a story.

Week 6 (*Silent Communication*)

- I can identify characteristics of an informational text.
- I can learn about text features (headings, bold words, captions) and use them to locate information.
- I can read articles and reread to determine the main idea.
- I can recognize the main idea of a specific paragraph in an article.
- I can ask and answer questions about a given text.

Weeks 7-9 (*Alex, The Drummer Boy and Encyclopedia Brown*)

- I can read about and define *historical fiction*.
- I can identify problems and solutions in a story.
- I can infer a character's traits.
- I can read about and identify characteristics of a *mystery*.
- I can use character traits to solve a mystery.
- I can draw conclusions based on clues.
- I can reread a story to convey meaning and emotion.
- I can identify relevant and non-relevant information in a story.

Week 10 (*Two Crooks and Two Heroes*)

- I can identify the cast and features of a play.
- I can participate in reading aloud a play to portray different characters.
- I can learn about and identify cause and effect relationships.
- I can identify ways that an author uses humor (words, names, and actions).
- I can learn about and use features of a glossary (entry words, definitions, sample sentences and word forms).
- I can ask and answer questions about a given text.

Week 11-12 (*New Year in a New Land*)

- I can identify words that describe the setting of a story.
- I can infer a character's traits.
- I can read and retell a story including setting, characters, and main plot events

- I can ask and answer questions about a given text.

Weeks 13-14 (*The Trail West*)

- I can infer a character's traits based on how he looks, what he says, and what he does.
- I can recall story details.
- I can identify the setting of a story.
- I can reread the story aloud, using dialog to portray the character.
- I can identify what happens at the beginning, middle and end of a story.

Week 15 (*David Livingston*)

- I can identify characteristics of a biography.
- I can compare and contrast oneself with the main character.
- I can infer a character's attitudes based on what he says and does.
- I can understand and explain the gospel of Jesus Christ.
- I can infer a person's character based on what he says and what he does.

Week 16 (*Gideon*)

- I can determine the main character of a story.
- I can identify the setting of a story.
- I can recognize cause and effect relationships.
- I can personally apply biblical truth.
- I can identify and use features of a glossary.

Weeks 17 (*Ira's Battle*)

- I can recognize that the same story can be told from different viewpoints.
- I can recognize changes in the main character.
- I can evaluate the meaning of a story title.
- I can reread to compare two versions of the same story.

Week 18 (*Danger on the Mountain*)

- I can identify important elements in a story's plot.
- I can identify the setting and characters at the beginning of a story.
- I can draw and support conclusions with evidence from the text.
- I can predict the solution to a problem.
- I can identify how the author solves a problem at the end of a story.
- I can discuss the lesson that the characters learn.

Week 19 (*A Ticket to the Circus*)

- I can draw conclusions to identify a character's problem
- I can support conclusions with evidence from the story.
- I can infer the attitude of a character.
- I can reread the story to provide supporting evidence for the character change.

Week 20 (*Harriet Tubman*)

- I can identify important details from a biography.

- I can determine the main idea of a paragraph or article.
- I can compare and contrast an historical figure with a person in the Bible
- I can use features of a glossary.

Weeks 21 (*A Song in the Night*)

- I can identify the author's use of song text to provide story clues.
- I can evaluate the story title based on story content.
- I can draw conclusions based on story details.
- I can compare the details of a realistic story to a historical content of biography.

Week 22 (*Mission Over Mexico*)

- I can predict the outcome of a story.
- I can locate information from a point on a map using a compass rose.
- I can recognize that God orders the lives of people for His glory and their good.
- I can verify predictions and explain outcomes.
- I can determine the main idea of a paragraph.

Week 23 (*Brave Bessie*)

- I can identify problems and their solutions.
- I can infer motives and emotions of characters.
- I can recognize characteristics of biography.
- I can compare and contrast two texts on a similar topic.

Week 24 (*Views From Space*)

- I can interpret information presented on a timeline.
- I can define world view.
- I can infer a person's worldview from his speech and actions.

Week 25 (*An Instrument for God*)

- I can infer a character's attitude based on what he says and does.
- I can explain how the main character's show God's love for others.
- I can identify examples of cause and effects relationships in a story.

Weeks 26 (*Lazarus*)

- I can identify cast and features of a play.
- I can recognize and discuss cause and effect relationships.
- I can explain how the Bible account supports the stated purpose.

Week 27 (*Joy Comes to Bethany*)

- I can distinguish the point of view from which a story is told.
- I can compare and contrast two versions of the same story.
- I can rewrite the story from a different point of view.

Week 28 (*The Firefighter's Thanksgiving*)

- I can identify the author's purpose.
- I can recognize the structure of a narrative poem by identifying the repeated words.
- I can listen to a narrative poetry from comprehension and enjoyment.

Week 29 (*Chickadee Winter*)

- I can identify and characterize the author's use of descriptive sensory words.
- I can identify the point of view from which a story is told.
- I can infer a character's attitude based on what he says.

Week 30 (*The Quest of Dudley Deer Mouse*)

- I can identify traits of characters.
- I can identify and explain the author's purpose to entertain.
- I can predict story events.

Weeks 31 (*The Beast of the Desert*)

- I can recognize characteristics of realistic fiction.
- I can define words with multiple meanings.
- I can compare and contrast ways to do similar tasks.

Week 32 (*The Coyote's Song*)

- I can distinguish between fantasy and reality.
- I can infer the moral of a story.
- I can identify features of a play.

Week 33 (*A Snake in the House*)

- I can identify cause and effect in relationships.
- I can predict outcomes and verify predictions.
- I can infer character emotions.

Week 34 (*The Greedy Dog*)

- I can infer the moral of a fable
- I can sort conclusions with evidence from the story.

Week 35 (*Fremont's Frog Farm*)

- I can identify the story elements.
- I can infer the main idea.
- I can infer character traits based on the characters actions.

Weeks 36 (*A Curtain of Spun Silver*)

- I can identify information on a map using a map key and compass rose.
- I can identify the main purpose of a story.
- I can connect the main lesson of the story to Biblical teaching and make real application.

Week 37 (*Mice of the Westing Wind*)

- I can identify problems and solutions.
- I can infer the author's meaning.
- I can make predictions.

Week 38 (*A Widow Helps Elijah*)

- I can compare and contrast two versions of the same story.
- I can distinguish fact from fiction in a Biblical fiction story.
- I can infer the main lesson taught in a Biblical fiction story through character dialog and key events.

Areas to Be Evaluated:

- Classwork and homework assignments
- Tests, quizzes, and projects
- Oral reading and participation
- Special skill activity sheets
- Scholastic News activities
- Running records

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 students will study the wonders of creation through various topics. Students will enjoy learning about themselves, the plant world, how to stay healthy, the Solar System and more. Through the students' natural curiosity they will discover the wonder and awe in God's creation.

Textbook: Science Level Three (Purposeful Design)

Biblical Integration: Creation is orderly and organized and designed by God (Job 38-39). God created everything from nothing.

Materials:

- Student textbook
- Tests and quizzes
- Experiments and projects

Time Allotment: 40 minutes a day, 5 days a week, Quarters 2 and 4

Course Content:

Life Science

Weeks 1-4

Ecosystems

- **Environments:** I can examine the interaction and relationships that are part of an ecosystem.
- **Ecology:** I can recognize jobs of ecologists and name a way ecologists study or improve the environment
- **Food Chain:** I can identify producers, consumers, and decomposers and give examples of how these organisms interact within an ecosystem
- **Animal Roles:** I can name predators, prey, and scavengers and explain their importance in maintaining balance within an ecosystem

- **Balance of Nature:** I can demonstrate how animals compete with one another for food and describe an organism's role in an ecosystem
- **Animal Survival:** I can identify 3 ways animals are designed to adapt to their environment by hibernation, migration, and camouflage

Weeks 5-9

Life of Plants

- **Botany:** I can discuss uses of plants and name plant parts and the functions of each part
- **Plant Chemistry:** I can identify the gas exchange between plants and people and will observe effects of photosynthesis on a plant
- **Plant Cells:** I can identify the parts of a plant cell and discuss the microscope's importance to scientific investigation
- **Flower Parts:** I can identify specific flower parts, order the steps of pollination, and construct a flower model
- **Plant Life Cycle:** I can identify ways plants grow and compare varieties of different plants within the same species

Weeks 10-12

Plant Variety

- **Studying Plants:** I can link the form and function of plant characteristics to specific habitats
- **Roots and Stems:** I can match root and stem forms to specific functions that help a plant survive in its habitat
- **Leaves:** I can compare and contrast various types of leaves
- **Flowers:** I can compare and contrast various types of flowers and match flower characteristics to pollinators
- **Simple Plants:** I can observe and identify the unique characteristics of simple plants
- **Plant Classification:** I can sort plants that are classified in specific groups because of the plants' characteristics

Physical Science

Weeks 13-15

Matter

- **Properties of Matter:** I can identify and compare properties of matter

- **Measuring Matter:** I can determine the best standard of measurement to accurately measure types of matter
- **Cycles of Matter:** I can research cycles of matter
- **States of Matter:** I can demonstrate 3 states of matter and differentiate between the processes by which matter changes from one state to another
- **Mixtures:** I can separate mixtures into substances and will investigate 2 states of matter
- **Changing Matter:** I can experiment with combining different forms of matter in a chemical reaction to make new forms of matter

Weeks 16-18
Motion and Force

- **Motion:** I can identify various types of motion
- **Speed:** I can calculate speed
- **Forces:** I can differentiate between the forces of friction and gravity
- **Newton's Laws of Motion:** I can investigate Newton's First Law of Motion
- **Work and Power:** I can distinguish between work and power and will analyze the roles of work and power in common tasks
- **Simple Machines:** I can identify simple machines and will describe how machines help complete work

Weeks 20-22
Electricity

- **What Electricity Is:** I can demonstrate electricity and discuss uses of it that are all around me
- **Static Electricity:** I can observe and describe static electricity and classify objects as either conductors or insulators
- **Electric Current:** I can construct a circuit containing a switch
- **Types of Circuits:** I can make a model of a series circuit and of a parallel circuit
- **Electricity in Homes:** I can compare and contrast incandescent and fluorescent bulbs
- **Electricity Safety:** I can distinguish between safe and unsafe uses of electricity

Weeks 23-25

Magnets

- **Magnetic Objects:** I can distinguish between materials that are magnetic and nonmagnetic
- **Magnetic Force:** I can examine the interaction between poles on magnets
- **What Makes a Magnet:** I can investigate how magnetic materials can produce magnetism
- **Magnetic Fields:** I can identify the lines of force pattern in 2 like magnetic poles and 2 unlike magnetic poles
- **Earth: A Giant Magnet:** I can use a compass to detect the earth's magnetic field

Earth and Space Science

Weeks 26-27

Earth's Surface

- **Rocks and Minerals:** I can identify and describe rocks and minerals
- **Three Types of Rocks:** I can classify rocks as either sedimentary, igneous, or metamorphic
- **The Rock Cycle:** I can explain how rocks change form through the rock cycle
- **Soil:** I can illustrate the 4 components of soil and analyze various types of soil
- **Mountains, Valleys, and Plains:** I can distinguish between the landforms of mountain, valley, and plain
- **Lakes, River, and Coastlines:** I can locate lakes, rivers, and coastlines on a map and identify their uses

Weeks 28-29

Changes in Earth's Surface

- **Gradual Changes:** I can identify ways erosion gradually changes landforms
- **Sudden Changes:** I can compare how landslides, avalanches, and mudslides can quickly erode landforms
- **Volcanoes:** I can demonstrate how a volcano erupts and identify the effect volcanoes have on landforms
- **Earthquakes:** I can identify the cause and many effects of earthquakes
- **Tsunamis:** I can examine how a tsunami forms and illustrate how it can cause changes to the earth's surface

Weeks 30-31

The Solar System

- **Space Exploration:** I can identify ways that scientists explore space
- **The Sun and the Solar System:** I can demonstrate a model of the planets and the sun in the solar system
- **The Four Inner Planets:** I can differentiate among the characteristics of the 4 planets closest to the sun
- **Earth's Moon:** I can identify phases of the moon and compare characteristics of the moon and the sun
- **The Four Outer Planets:** I can differentiate among the characteristics of the 4 outer planets

Weeks 32-33

Stars and Constellations

- **Astronomy:** I can examine how tools help astronomers study the universe
- **Asteroids, Comets, Meteors:** I can distinguish between asteroids, comets, and meteors by identifying the characteristics of each
- **Stars:** I can identify characteristics of stars including size and color
- **Galaxies:** I can identify 3 shapes of galaxies and illustrate the Milky Way galaxy
- **Constellations:** I can identify several specific constellations
- **Time and Navigation:** I can explain how stars and other celestial bodies have been used for tracking time and for navigation

The Human Body

Weeks 33-34

The Musculoskeletal System

- **Bones:** I can identify the bones used for specific movements
- **Inside Bones:** I can label the 4 layers of bones and discuss their functions
- **Joints:** I can identify and locate 3 types of joints: hinge, pivot, and ball and socket
- **Muscles:** I can demonstrate the movement of skeletal muscles

- **Other Kinds of Muscles:** I can identify the functions of smooth, cardiac, and skeletal muscles and classify movements as either voluntary or involuntary

Weeks 35-38 (Week 35 Iowa Testing)

The Nervous System

- **Nervous System Overview:** I can explain how the nervous system processes information
- **Nerves:** I can identify the functions of sensory and motor nerves
- **Brain:** I can identify the functions of the cerebrum, cerebellum, and brain stem
- **More About the Brain:** I can demonstrate use of the functions of the brain's left and right hemispheres and test my short term memory
- **Involuntary Movements:** I can identify involuntary functions of the nervous system
- **Uniquely Human:** I can compare and contrast human and animal brains

Weeks 35-38

Health

- **Being Healthy:** I can identify stages in the human life cycle and what humans need to stay healthy
- **Nutrients:** I can identify the functions and sources of nutrients
- **Vitamins and Minerals:** I can plan a menu that includes essential vitamins and minerals
- **Diet:** I can analyze my own diet and determine which aspects are healthy and unhealthy
- **Sleep and Exercise:** I can evaluate my own sleep and exercise habits and list ways to exercise
- **Healthful Lifestyle:** I can analyze my lifestyle and identify healthful and unhealthful habits

Areas to be Evaluated:

- Class work (small groups, whole group, partner activities)
- Tests/Quizzes
- Projects
- Class participation

Additional Activities:

- Students will participate in Science STEM days.
- Students will participate in a Solar System project.
- Students will participate in a variety of experiments to complement the course of study.

Course Description

Third Grade

Spelling

Philosophy Statement: The beliefs and practices underlying the teaching of spelling at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy we believe that Spelling instruction can be designed to help children better understand the key knowledge, resulting better in both reading and writing. Students will understand that grammar, spelling, vocabulary, composition, and literature are all skills used to glorify God. Through careful analysis, the students will be able to understand the organization of the written word.

Course Objective: Students will learn how to examine words to discover the regularities, patterns and conventions of the English language in order to read, write, and spell. Students will not just memorize a list of words for the test. Upon completion, students will be able to transfer this spelling knowledge to their writing.

Biblical Integration: *“In the beginning God made from nothing the heavens and the earth.” Genesis 1. God spoke all of Creation into existence. He has authority on spoken language. His word is shared in written communication through the Bible, so we must learn to spell, read, and write to read and share His word.*

Materials:

- Words Their Way textbook and word sorts
- Spelling Notebooks
- Teacher-made materials
- Phonics videos (You Tube)

Time Allotment: 20-30 minutes per day, 5 days per week

Course Content: Each student will be evaluated at the beginning of the year to identify their current spelling level. After the initial evaluation, students will be placed in groups based on need and given words each week that build upon that need. Students will continue to move through the Words Their Way phases throughout the year. Success is measured when a student is spelling words correctly in their writing, not just for the test.

Weeks 1-2

Laying the Foundation

- I can complete a spelling inventory to determine my developmental spelling level
- I can follow classroom rules and organize my classroom supplies.

Weeks 3-9 (no spelling Week 5)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 10-20 (use Weeks 10-11 as one whole week for a spelling unit; no spelling Weeks 14, 16, 19, 20)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 21-28 (no spelling Weeks 22, 26; use Weeks 27-28 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 29-39 (no spelling Weeks 33, 35, 39; use Weeks 36-37 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Areas to be Evaluated:

- Weekly spelling words
- Class participation/independent work
- Weekly tests
- Periodic spelling inventories