



J.H. PHILLIPS ACADEMY
Written Curriculum/Syllabus
2019/2020



Course Title: 3rd Grade
Phone: (205) 231-9500

Teacher: DALE, GRACE, THOMPSON
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Planning periods: 12:40-1:15; 1:15-1:50
Subject (Reading, Mathematics, Science, Social Studies):

MOTTO: Our 3rd graders are world class students!!

MISSION STATEMENT:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better more peaceful world through intercultural understanding and respect.

This International Baccalaureate Primary Years/Middle Years (IB MYP) course covers the ACS/CCSR curriculum and is taught and assessed using IB methodology. The IB's student-centered philosophy, with its focus on inquiry, action and reflection, empowers students for a lifetime of learning, both independently and in collaboration with others. An IB education centers on learners, develops effective approaches to teaching and learning, and explores significant content within global contexts.

Course Overview:

It is intended to provide a general description of the year's basic studies. Parents who desire more detailed information may request copies of the curricula from the principal, your child's teacher or the curriculum director. In third grade, teachers are working to ensure that students become more independent, well rounded, and critical thinkers. Students will be exposed to a wide variety of literature, hands-on activities, higher-order thinking questions, open-ended questions, and enrichment activities.

Key Concept:

First Nine Weeks

Reading	Language Arts	Math	Science	Social Studies
<ul style="list-style-type: none"> ● Realism/Fantasy ● Sequence of Events ● Character & Setting ● Main Idea & Details ● Author's Purpose 	<ul style="list-style-type: none"> ● Sentences ● Subject & Predicates ● Statements & Questions ● Commands & Exclamations ● Compound Sentences ● Common & Proper nouns ● Singular & Plural Nouns 	<ul style="list-style-type: none"> ● Data & Graphs ● Place Value ● Rounding ● Addition ● Subtraction ● Word Problems 	<ul style="list-style-type: none"> ● Life Science <ul style="list-style-type: none"> ○ Animals ○ Characteristics of Life ● Reading Informational Text ● Content Specific Vocabulary 	<ul style="list-style-type: none"> ● Unit 1: Our Community ● Unit 2: People in Communities.



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	<ul style="list-style-type: none"> ● Irregular Plural Nouns ● Singular Possessive Nouns 			
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Second Nine Weeks

Reading	Language Arts	Math	Science	Social Studies
<ul style="list-style-type: none"> ● Drawing Conclusions ● Cause & Effect ● Author's Purpose ● Generalize ● Compare & Contrast 	<ul style="list-style-type: none"> ● Plural Possessive Nouns ● Action & Linking Verbs ● Main & Helping Verbs ● Subject-Verb Agreement ● Past, Present, & Future Tenses ● Irregular Verbs ● Singular & Plural Pronouns ● Subject & Object Pronouns ● Possessive Pronouns 	<ul style="list-style-type: none"> ● Addition ● Subtraction ● Telling Time ● Elapsed Time ● Multiplication ● Measurement 	<ul style="list-style-type: none"> ● Life Science ● Plants ● Food Web ● Earth Science ● Rocks and Minerals ● Reading Informational Text ● Content specific Vocabulary 	<ul style="list-style-type: none"> ● Unit 3: Where Are Communities ● Places Where Communities Start ● Technology Changes Communities

Third Nine Weeks

Reading	Language Arts	Math	Science	Social Studies
<ul style="list-style-type: none"> ● Fact & Opinion ● Plot & Theme ● Compare & Contrast ● Sequence of Events 	<ul style="list-style-type: none"> ● Contractions ● Prepositions ● Adjectives & Articles ● Adjectives That Compare 	<ul style="list-style-type: none"> ● Multiplication ● Division ● Fractions ● Word Problems w/all 4 Operations 	<ul style="list-style-type: none"> ● Earth Science ● Layers of the Earth ● Reading Informational Texts 	<ul style="list-style-type: none"> ● Unit 4: History of Communities ● Communities and Their Histories



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<ul style="list-style-type: none"> • Draw Conclusions 	<ul style="list-style-type: none"> • Adverbs • Adverbs That Compare 	<ul style="list-style-type: none"> • Points, Lines, & Rays • Patterns 	<ul style="list-style-type: none"> • Content Specific Vocabulary 	<ul style="list-style-type: none"> • Technology Changes Communities
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Fourth Nine Weeks

Reading	Language Arts	Math	Science	Social Studies
<ul style="list-style-type: none"> • Main Idea & Details • Cause and Effect • Fact & Opinion • Plot & Theme 	<ul style="list-style-type: none"> • Conjunctions • Capital Letters • Abbreviations • Combining Sentences • Commas • Quotations 	<ul style="list-style-type: none"> • Review & Work on mastery of all skills 	<ul style="list-style-type: none"> • Physical Science • Chemical Changes • Physical Changes • Simple Machines • Reading Informational 	<ul style="list-style-type: none"> • Unit 5: Communities at Work • Making Choices • Making Goods • Unit 6: Governments • Your Local and State Government

Activities, Field Trip, Speaker, Lab., etc:

Parents will be notified of all upcoming field trips and activities that will take place throughout the school year. Each student must have a signed permission slip in order to attend each field trip. Information pertaining to the class field trip shirts will be sent home with each student.

Make up Policy: Students may make up work missed during excused absences from school. Students must make up work equivalent to the number of days absent. For example: If a student is absent for three (3) days; then he/she will have three (3) days to turn in the missed assignments. This period begins the day the student returns to school and includes weekends. It is the responsibility of the student or his/her parent to arrange with the teacher for this makeup work. A teacher may require the student to make up the work outside of regular school hours. In which case, advance notice will be required to allow the student to arrange necessary transportation. Absences due to family trips are not excused. However, students will be allowed to make up the work if arrangements are made with the teacher in advance and the student has not been absent excessively. Teachers may set the guidelines for turning in this makeup work.



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<p>Aims: English/Language Arts Reading continues to be a top priority for third graders, with emphasis on classical and contemporary works. Your child will:</p> <ul style="list-style-type: none">● Use effective communication skills in group activities● Present brief oral reports● Apply word analysis skills when reading and writing● Use strategies to read a variety of printed materials● Write stories, letters, simple explanations and short reports <p>Use reference materials (such as dictionaries, encyclopedias, etc.)</p>	<p>Alabama Course of Study [RL.3.1] – [RL.3.10] ; [RI.3.1] – [RI.3.10]; [RF.3.3] – [RF.3.4]; [RW.3.1] – [RW.3.10]; [SL.3.1.] – [SL.3.6]; [L.3.1] – [L.3.6].</p>
<p>Science Conducting investigations and using information to make inferences; developing questions; and forming hypothesis are major focus areas. Your child will understand:</p> <ul style="list-style-type: none">● Simple machines and their uses● Physical properties of materials● Behavioral and physical adaptations of animals● Relationships among aquatic and terrestrial food chains● How environments support plants and animals● The components of soil● Basic sequences and cycles● The water cycle and its' importance to life	<p>Alabama Course of Study: Standards 1-15</p>
<p>Math Students will utilize a variety of methods to solve problems involving addition and subtraction of whole numbers, and learn multiplication and division facts through the twelve's table. Your child will:</p> <ul style="list-style-type: none">● Understand number sense by writing fractions, decimals, six-digit numerals, and recognize inverse relationships to complete basic fact sentences	<p>Alabama Course of Study [3-OA1] – [3OA9]; [3-NBT1] – [3-NBT3]; [3-NF1] – [3-NF3d]; [3-MD1] – [3-MD8]; [3-G1] – [3G2]</p>



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<ul style="list-style-type: none">● Learn to estimate and count the value of a collection of bills and coins, and make change.● Identify equivalent periods of time, and read a thermometer.● Analyze plane and solid geometric figures, draw line segments and angles, and identify congruent and symmetrical two-dimensional figures● Construct and understand graphs● Describe probability as chance	
<p><u>Social Studies</u> Students will study early civilization and the discovery, exploration, and colonization of America. Your child will:</p> <ul style="list-style-type: none">● Apply the concepts of longitude and latitude through U.S. History and Alabama Geography● Understand basic economic principles such as cost, taxation, and the production of goods and services● Comprehend the influence of transportation and communication on the distribution of goods and services● Understand the ideals and principles that form the foundation of the government● Understand the relationship between rights and responsibilities and why we have laws● Acquire an appreciation of good citizenship● Identify historical conflicts and how they were resolved	Alabama Course of Study: Standards 1-13

Intercultural Understanding:

The profound sociocultural difference understood by individuals or by groups that reflect:

- (1.) social positions and statuses (including, but not limited to ethnicity, race, religion, age, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, immigration as well as academic, employment or professional status);
- (2.) the cultural histories, creative practices and faith perspectives of various social groups; and
- (3.) the dynamic power relations that shape the interactions between dominant and non-dominant cultures, including the undercurrents of difference found within these interrelations.



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Assessment:

Assessments will be given regularly throughout the school year. Students will be notified of all upcoming assessments prior to being administered. Students will be provided with the necessary materials to be successful on every assessment.

Required materials:

Please see Third Grade Supply List for required classroom materials

Textbooks and Resources

Journey's Textbooks and electronic resources; Investigations Textbooks and electronic resources; Go Math Textbooks and electronic resources

Grading/Assessment:

- **Grading Scale;**
A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and below

Parent Notification:

- Conferences may be requested as needed by the teacher or parent throughout the year. Teachers are available to meet with you on their planning period.
- We will send notes and phone calls to share positive classroom news. Parents will receive notes and phone calls to discuss concerning classroom behavior as well.
- We will regularly report academic progress to parents through test grades, writing samples, and completed class work.
- We will provide a progress report and report card to parents each nine weeks
- Parents may view students' current grades on the INow website.

Attendance/Tardiness:

Class begins promptly at 8:00 a.m. Any student arriving after this time must report to the office to be checked in by a parent/guardian. If a student is absent, the student must provide an excuse to the office upon return to school. Students will be given make-up work upon their return to school. Please refer to the student handbook for policies and guidelines pertaining to attendance and tardiness.

Academic Integrity:

The moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing. Student must abide by the student code of conduct at all times. Students are to respect themselves, their peers, their teachers, and the school staff. Students are expected to maintain a positive report with the faculty, and have the upmost respect for any authority figure.



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Behavioral Expectations:

- Follow directions the first time they are given
- Respect your teacher, classmates, and yourself
- Raise your hand to speak or to leave your seat
- Listen when others are talking
- Work quietly and do not disturb others
- Show respect for school and personal property
- Come to class prepared each day

We have read the course syllabus for Subject Area: _____ and understand the expectations and policies.

Student Name: _____ Date: _____

Student Signature: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

Phone number: _____

Email: _____

If applicable, please include a second parent/guardian's contact information:

Name: _____

Phone number: _____

Email: _____

Is there any particular information that would be helpful for me to know as we begin the year to support your student's success this semester?



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Do you have any questions or comments?