

COURSE DESCRIPTIONS: THIRD GRADE

ART 3

Instructor: Mrs. Boden, hboden@ahsmail.com

Course Description: The goal of elementary art curriculum is to lay a foundation of the visual arts. God's elements of art and basic art skills will be introduced and applied to student's art production assignments. Students will develop their art skills through persistent effort in the art practices of coloring, cutting, drawing, painting, clay-building, and print-making. Students learn that by partnering with the spirit, they can all become wonderful artists. In this course students will learn:

1. The character of God in His Creations through the visual arts.
2. God's Elements of Art and the definition of art.
3. Art "His" Story, the visual record of the Gospel, through study of master artists.
4. Each child's God-given talent to produce visual art for the glory of God.
5. A lifetime habit of good stewardship of time, talent, and tools.
6. Observation and problem-solving skills.
7. A wide variety of art media with an emphasis on the fine arts.
8. And develop fine motor coordination and resourcefulness by creating art work with their own hands.

Key Texts: Individual Artists and their masterpieces include:

1. Jan van Eyck (1380-1441)
2. Pieter Bruegal (1525-1569)
3. Vermeer (1632-1675)
4. Rembrandt (1606-1669)
5. J.J. Audobon (1785- 1851)
6. Vincent van Gogh (1853-1890)
7. Piet Mondrian (1872-1944)

Publishable or Significant Projects: Drawing, Painting, Rubbing, Paper-cutting, and Printing.

Memorizations: None.

GEOGRAPHY 3

Instructors: Ms. DeSoto, pdesoto@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Morrill, nmorrill@ahsmail.com

Course Description: In this course, students will learn about the solar system, the earth and its land/water/atmosphere divisions (including its purpose, the globe, and maps); the continents and their individuality in people, animals and plants, and climate and weather; and reading and understanding physical and political maps. This learning will occur primarily through in-class work, tests, map and globe study, Nystrom lessons, and oral discussions. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through creating maps, continent reports, continent celebrations, tests, and climate/weather projects. The most reliable way to receive specific information about course work, including topics and timing, is through weekly newsletters, Edline, and questions to the teacher. For many students, the most challenging part of class is to comprehend various world-views and their differences. To support your student, please consider discussing geography topics and assignments with your student on a weekly basis and reading and discussing national and international news topics and weather trends with students.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

HISTORY 3

Instructors: Ms. DeSoto, pdesoto@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Morrill, nmorrill@ahsmail.com

Course Description: In this course, students will learn about the providential view of history, the Christian idea of man and government, the seven principles of America's Christian history and government, and the American Christian founding (Pilgrims-1620) through short stories; using the 19 time-line links; recording notes for the notebook; teacher-led discussions; completing maps, drawings, and illustrations; and special celebration days. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through projects, explorer reports, short quizzes, and tests. The most reliable way to receive specific information about course work, including topics and timing, is through the weekly newsletters sent home in the student's homework binder, Edline, and questions to the teacher. For many students, the most challenging part of class is to record and file notes in the notebook and comprehend the sequential events in history. To support your student, please consider reading the weekly newsletters sent home to stay current with assigned projects and reports and discussing historical events with students to help them understand the sequence of historical events.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LANGUAGE ARTS 3

Instructors: Ms. DeSoto, pdesoto@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Morrill, nmorrill@ahsmail.com

Course Description: In this course, students will learn phonemic/graphemic awareness, syllabication, spelling rules, word understanding through Greek and Latin roots, fluency in reading, reading comprehension, syntax, grammar, composition, Palmer cursive instruction, and vocabulary development through daily class instruction, in-class practice, choral readings, sentence analysis, and Palmer cursive composition construction. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through book reports, cursive assessments, spelling assessments, weekly McCall-Crabbs comprehension assessments, essays, and creative writings. The most reliable way to receive specific information about course work, including topics and timing, is through weekly newsletters sent home in the homework binder, Edline, and/or questions to the teacher. For many students, the most challenging part of class is to understand grammar and diagram sentences. To support your student, please consider daily practice of phonograms, review of grammar rules, practice of cursive, spelling word review, and oral/individual reading for 20 min. per day.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LITERATURE 3

Instructors: Ms. DeSoto, pdosoto@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Morrill, nmorrill@ahsmail.com

Course Description: In this course, students will learn about various genre types through defining and identifying the qualities of literature; characterizing literary types; studying the Bible as literature (through the study of Jonah); defining and studying poets and poetry (including Emily Dickenson, Charles Dickens, Robert Frost, and Robert Louis Stevenson); studying classics in light of setting, plot, theme, style, and characterization (major works include *Hans Brinker or the Silver Skates*, *The Magician's Nephew*, *The Lion, the Witch and the Wardrobe*, and *Johann Sebastian Bach, the Boy from Thuringia*); evaluating a biography as a study of character by reading *William Bradford, Pilgrim Boy*; recognizing analogy and symbolism in classic literature; and appreciating the contributions of William Shakespeare to literature as the master playwright. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participating in plays, writing a biography and autobiography, writing poetry, and through class celebrations of classic works. The most reliable way to receive specific information about course work, including topics and timing, is the weekly newsletters sent home in the student's homework binder, Edline, and/or questions to the teacher. For many students, the most challenging part of class is the elevated language found in the classics (i.e. Shakespeare's plays). To support your student, please consider reviewing at home the student's favorite part of each chapter; discussing the current reading, focusing on challenging vocabulary and themes; and reading the weekly newsletter to stay informed of assignments.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

MATH 3 (SAXON)

Instructors: Ms. DeSoto, pdosoto@ahsmail.com, Mrs. McIntyre, amcintyre@ahsmail.com, Mrs. Morrill, nmorrill@ahsmail.com

Course Description: In this course, students will learn number sense and numeration, concepts of whole number operations, whole number computation (including addition, subtraction, multiplication, division), fractions and decimals, money, calendars and time, temperature, linear measure, weight (mass), capacity (volume), area, perimeter, volume, spatial relationships and geometric shapes, data and statistics, graphing, probability, problem solving skills and strategies, math language, mathematical reasoning and connecting math to daily life through daily lessons, guided class practice, and assigned homework. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through class math meetings, homework, oral and written tests, and fact assessments. The most reliable way to receive specific information about course work, including topics and timing, is through weekly newsletters sent home in the homework binder, Edline, and/or questions to the teacher. For many students, the most challenging part of class is to meet Saxon math requirements for timed grade level fact assessments (addition, subtraction, multiplication and division.) To support your student, please consider reviewing math facts (addition, subtraction, multiplication and division) daily through the use of flash cards, timed practice assessments, and oral review.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

MUSIC 3

Instructor: Mrs. Otteson, dotteson@ahsmail.com

Course Description: In this course, students will learn building on the skills and repertoire from 2nd grade, extending knowledge of notation, identifying more note names on the treble clef, conducting 3 beat meter, introducing low la and low sol through adding rhythmic patterns, learning dotted half note (three-ee-ee) and syncopation, dotted quarter note (ti-tum) and continued staff work. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through devotionals, and demonstrations of hand signals, reading the music, using felt staffs, and completing other musical handouts. The most reliable way to receive specific information about course work, including topics and timing, is through occasional notes home and email or phone calls. For many students, the most challenging part of class is to master “in-tune” singing, conducting, and demonstrate mastery of skills. To support your student, please consider coming anytime to visit the classroom, especially when invited. Ask students to demonstrate musical skills or songs they have learned.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

PHYSICAL EDUCATION 3

Instructor: Ms. Patch, Chrisann.patch@gmail.com

Course Description: In this course, students will learn fundamental skills (using beanbags, playground balls, hoops, basketballs, jump ropes, scooters, and the parachute), enjoy rhythmic movement, play games, and experience quiet time. The children will learn primarily through play. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through performing in a school-wide dance festival and participating in the Presidential Fitness program. Fitness tests will be administered at the beginning and end of the year. Children are encouraged to improve their test scores by practicing daily at home. To support your student, please consider enjoying recreational activities as a family such as swimming, biking, and playing sports or practicing push-ups or doing exercises each day after family prayer or after Family Home Evening. You could run a marathon with your child or take walks, rake leaves, or do other work projects together. Keeping a record of work done outside of class is optional. Enrolling them in a sports program such as soccer, basketball, football, or swimming is also a great way to help them be active.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

SCIENCE 3

Instructor: Mrs. Willis, nwillis@ahsmail.com

Course Description: In this course, students will learn about cytology and ornithology through bird reports, shrinky dink models of an animal cell and a plant cell, a candy model of a cell, dissecting an owl pellet, assembling a rodent skeleton, a scientist report, study of the cell, building of a bird feeder, labs in class, and classroom handouts. In addition to being able to discuss these topics, students will demonstrate their understanding through student work-products including: completing handouts, labs, scientist reports, and participation in classroom discussions and tests. The most reliable way for parents to receive ongoing information about specific coursework, including topics and timing, is through the “Science Weekly” newsletter that is posted on Edline every week. To support your student, , please consider reviewing the “Science Weekly” newsletter three times per week with your child for ten minutes per day.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.