



Elementary School

Grade 3

Curriculum Handbook

2019-2020

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Our Educational Philosophy

The mission of TLC International School is to plant seeds of knowledge that can grow to equip students academically, socially, physically, and spiritually for temporal and eternal success.

Our vision is to provide the best in education, partnering with parents to prepare students for life with academic tools, character training, development of social skills and spiritual mentoring.

Education is more than intellectual development. True education develops the mind, body, spirit and social skills of the child. Children at TLC learn cooperation, integrity, respect, creativity, and self-discipline. Positive values and behavior are rewarded in an environment that provides a safe haven for children to attempt new challenges without fear of failure.



An Introduction to Grade 3

Students entering third grade are typically eight years old. In third grade, students begin their day by unpacking and getting ready for the day. Morning meetings are held at 9:00 am by homeroom teachers. After morning meetings, students transition into reading class followed by centers and guided reading. Students are then separated by first language and second language for Mandarin class. After lunch, students will transition to the other third grade class for either Math, Science/Social Studies, or Language Arts. Once students have had all their core subject classes, they will have one of their afternoon specials. After which students will pack up and be dismissed to go home at 3:25 pm.

Specials are held once a week and include Character Education, Music, Library, Art, PE and Computers. We have recess every day before lunch. Every other Friday morning all elementary meets for assembly at 9:00 am. A class will perform a Character trait that the students have been learning that month and certain students will be acknowledged with the Star Students award for demonstrating the trait of the month throughout the week.



Understanding by Design

“Our lessons, units, and courses should be logically inferred from the results sought, not derived from the methods, books, and activities with which we are most comfortable. Curriculum should lay out the most effective ways of achieving specific results... in short, the best designs derive backward from the learnings sought.”

- Grant Wiggins and Jay McTigh in their book Understanding by Design

UBD (Understanding by Design) is a technique of delivering content introduced by Grant Wiggins and Jay McTighe. The methods laid out in this educational technique offer a way of designing courses and delivering content through “Backward Design”. Students at TLC participate in units of study that cover standard driven topics determined by the AERO standards. TLC uses the UBD methods of teaching to ensure courses taught at TLC cover a series of standard based units. These units are designed in a way that ensures quality understanding is provided to all students enrolled in courses at TLC. Content delivery then includes a variety of quality teaching strategies and assessment techniques while keeping a standard based focus in every classroom. This unit-based planning approach follows a 3-stage process of Backward Design.

Stage 1 - Identify Desired Results

In order to determine if our students are achieving our desired results we must determine the what the desired end result is. If we teach with this in mind, we make sure that everything that occurs in each course is bringing students closer to that goal.

Stage 2 – Determine Acceptable Evidence

It is very important that before we teach we determine what assessments and indicators we will use to determine if students are progressing to a understanding of each standard covered in the courses taught. Evidence may be gathered through projects, questioning, quizzes, papers, group projects, lab projects, written tests, discussions and more.

Stage 3 – Plan Learning experiences and Instruction

After determining the end goal and identifying the evidence that will determine student achievement the daily lessons are determined. Daily lessons are carefully planned and carried out by teachers to support and reach those desired results. Each day students are given a clear objective that lines up and supports the mastery of the goals determined and indicated by the standards covered in each unit.

This approach ensures there are no gaps in the curriculum and all standards are covered in TLC International School’s courses. The aim is to ensure the best possible method of content delivery is given to all TLC students. The students’ learning and understanding is the focus in UBD’s “Backwards Design”. Through this method of “Backwards Design” we can ensure that the indicators of student learning are achieved in every single course offered at TLC.

The Gradual Release Model

The Gradual Release model, developed by Doug Fisher and Nancy Frey, is a broadly recognized approach for moving classroom instruction from teacher-centered to student-centered. This model includes 4 steps: “I do it”, “We do it”, “You do it together”, and “You do it independently”.

During the “I do it” step, the teacher plays an important role in the delivery of the content. Explicit teaching, modeling, and ‘think alouds’ are common strategies used by the teacher during this step.

As the students begin to acquire the new skill or information, the responsibility of learning begins to shift from teacher-directed instruction to student-centered activities. During the “We do it” stage, the teacher uses strategic questions, prompts, and cues to guide students towards mastery of an objective.

“You do it together” is where students collaborate and depend on other classmates to meet objectives. During this time of instruction, the teacher will move among groups to clarify any misconceptions.

Finally, the full responsibility of learning shifts to the student during the “You do it alone” step. During this independent practice, students rely on their notes and classroom activities to work alone. This is a great opportunity for teachers to evaluate student work and provide further feedback.



Subject specific information:

Reading

We have Reading comprehension class every day for forty minutes. At the end of the year, third grade completes a novel study project that demonstrates an understanding of the many elements mastered throughout the year (Recount Through Question and Evidence, Characters, Theme, Compare and Contrast, Illustrations, Point of View, Determining the Meaning of Unknown Words, and Building Fluency).



Language Arts and Spelling

Third grade has Language Arts five days a week for forty minutes. Students will be learning about different parts of speech, sentence structures and different forms of writing. Students will also be learning how to write a friendly letter, fictional stories, persuasive writing, book report, compare and contrast essay and a biography of someone famous.

Spelling is also included in the students' Language Art grade. Students will be given their spelling list for the week on Monday and will be given a spelling packet for extra practice throughout the week. Spelling tests will take place at the beginning of Language Arts class every Friday.

Mathematics

Third grade has Math class five days a week for forty minutes. Students will learn multiplication and division facts (0-10), place value, customary and metric measurement, and how to show a fraction on a number line. Third grade will also learn how about the attributes of shapes, how to find the area and perimeter of an object, and how to collect and graph data.



Science

In third grade, we have Science Monday - Thursday for forty minutes. Science is taught first and second quarter of the school year. Students will create many projects and create interactive notebooks. We will cover many topics including; Forces and Interactions, Magnetism, Earth Systems and Human Activity (Weather and Climate), Light waves and many more!



Social Studies

Social Studies is taught the third and fourth quarter of the school year. The lessons are forty minutes Monday-Thursday. In Social Studies we learn many things about people and different cultures. Students will be able to learn about other cultures and share about their own. Our Social Studies textbook this year is Our Community by Harcourt. Some of the topics we will be learning about are Different World Views, Geography, Identity and Influences, People and the Society Around Them, Cultures, and Resources.

Mandarin

Mandarin Class of G3

Curriculum: FL-G3 《Chinese for G3》

SL-KB4 《Easy steps to Chinese for Kids 4》

Class: Students in G3 will be put into two different classes. If the student speaks mandarin at home, he/she will be put into the first language mandarin class (FL-G3). If the student speaks other languages at home, he/she will be put into the second language mandarin class (SL-KB4). But we do have some exceptions: if the student's mandarin level is higher/lower than his/her normal level, we will put him/her in the higher/lower level mandarin class. If a first language mandarin student has low mandarin comprehension, he/she will be put into the second language mandarin class. If a second mandarin student has very good mandarin comprehension, he/she will be put into the first language mandarin class.

Assessment: Assessments will be given for each unit/chapter. We made our own mandarin assessment papers.

Homework: The students in G3 have mandarin homework about 15 minutes per day.

Class Frequency: Students in G3 have 40 minutes mandarin class every day.

G3 中文班

教材: FL-G3 《语文（三年级）》

SL-KB4 《轻松学中文 4（少儿版）》

分班: G3 的学生被划分为两种不同类型的中文班。如果一个学生在家说的是中文, 他/她将被分在第一语言中文班 (FL-G3)。如果一个学生在家说的是其他语言, 他/她将被分在第二语言中文班 (SL-KB4)。当然, 我们也有一些特例: 如果一个学生的中文水平高于/低于他/她的正常年级水平, 他/她将被分在一个更高/更低水平的中文班。如果一个第一语言的学生的中文理解力较差, 他/她将被分在第二语言中文班。如果一个学生的中文理解力很好, 他/她将被分在第一语言中文班。

测试: 根据每个单元/章节的内容给出相应的测试。我们使用的是自己做的测试卷。

家庭作业: G3 的学生每周有大约 15 分钟的家庭作业。

上课频率: G3 的学生每天有 40 分钟的中文课时间。

Character Education

Students have one Character Education lesson per week which lasts for 40 minutes. This lesson is given by a specialist Character Education teacher. The lessons will focus on one Character Education trait per month and will follow the following schedule for the year:

Month	Character Trait
August (19-30)	Intro/Dream Theme
September (2-27)	Boldness
October (Oct 7-Nov 1)	Trust
November (5-27)	Forgiveness
December (2-20)	Justice
February (Feb 3-28)	Ingenuity
March (2-27)	Humility
April (Mar 30-Apr 30)	Diversity
May (4-29)	Unity
June (1-24)	Review traits

Students will normally listen to a story in the lesson that illustrates the character trait. They will discuss the meaning of the word and think about how that character trait can be applied to themselves and their families. The character trait is also the theme of the weekly assemblies where songs, presentations and certificates will be about the character trait that is the theme of the month.

Computers

Third grade - - They have computer class once a week for thirty minutes in the elementary computer lab. Each lesson objectives are based on 2017 National Educational Technology Standards for Students (NETS) initiated by the International Society for Technology in Education (ISTE). There is a variety of resources/materials used for instruction. Computer class aims to help students properly access, manage, process, interpret, and communicate information.

Unit 1 Technology Operations and Concepts
Unit 2 Typing
Unit 3 Microsoft Word Introduction
Unit 4 Digital Citizenship & Safety
Unit 5 Internet Navigation
Unit 6 Research and Information Fluency
Unit 7 Communication and Collaboration
Unit 8 Computational skills

Music

In the Music lessons, students learn to appreciate Music and the different ways one can create sound. They will sing, play and learn the theory of percussion and string instruments. They will study composers and dance movements. They will have quizzes and practical tests for purposes of evaluation and assessment.

Being creative in Music gives students the opportunity to learn to think both creatively and critically. Critical thinking includes the ability to understand, respond to and talk about various musical compositions. By teaching students to perform, notate and appreciate Music, we can enhance their skills related to creativity and critical thought.



PE

In the PE lessons, students will have the opportunity to grow in their fitness and athletic abilities. They will acquire the knowledge, processes, skills and confidence needed to engage in meaningful physical activity both now and in the future.

The learning goals for PE are as follows:

- Students will be taught a variety of exercises and skills that will develop their agility, flexibility, strength, reaction time, balance and coordination.
- Students will learn how to work as a member of team in a variety of games such as: soccer, volleyball, basketball, dodgeball, American football, team races, gymnastics and acrobatic movements.
- Students will understand the value of health and good hygiene.

The requirements for the Physical Education lessons are as follows:

- Tennis shoes, trainers or sneakers.
- Appropriate clothes.
- Cooperation.
- Communication.
- Teamwork and sportsmanship!

The EFL programme in Grade 3

When students enroll at TLC, they take an entrance exam. The results of this exam help administration determine if a student needs EFL classes. These students are two or three grade levels behind in English. An EFL student spends an hour and a half in a specialized EFL class each morning. These classes give more focused attention on building these crucial beginning English skills:

EFL 2- Grades 2nd – 4th

EFL 2 teaches different language skills, depending on students' English abilities and needs. The goal of EFL 2 is to prepare students to speak, read, and write in English by offering lessons on phonics, conversation, vocabulary, reading and grammar. There is differentiated instruction for language and literacy in the form of guided reading. EFL 2 student will use parts of the textbook *On Our Way to English* and variety of other resources. EFL 2 students are expected to complete EFL homework focused on reading, grammar, phonics, and vocabulary as well as the homework assigned in their core classes.

EFL 3-Grades 3rd-5th

EFL 3 focuses on helping students build vocabulary, strengthen oral grammar skills, increase reading comprehension and fluency, and improve their writing skills and idea development. Students in EFL 3 still need development of these skills before being able to mainstream. EFL 3 student will use the textbook *On Our Way to English* which sets up a strong structure. These are available in each of the grade levels. In EFL 3, students are expected to complete EFL homework focused on reading, grammar, writing, and vocabulary as well as the homework assigned in their core classes. EFL homework is a tool to help students grow and understand English more.

Exiting EFL

TLC has criteria for mainstreaming students that outlines specific requirements when they can join their grade level classes. This needs recommendation from the EFL and Core teacher. Parental permission is also a requirement that needs to be followed. The student needs to have demonstrated a growth in reading as shown on the F&P assessment, the MAP RIT score, the core and EFL class grades. It is expected that a student should ideally be within one grade level of their peers in reading.

Assessment in Grade 3

Assessments in third grade include quizzes, tests, essays and projects. Quizzes count as thirty five percent student's overall grade in that subject and are given to see if content has been retained. Tests, essays, and projects count as fifty percent (50%) of student's overall grade in that subject and are given to see if content has been mastered.

Homework in Grade 3

In Third grade homework from every subject combined should never take more than thirty minutes to complete. Homework will typically consist of work that students did not complete in class and is intended to be extra practice. Homework is fifteen percent (15%) of student's overall grade in that subject.