

# Welcome to Grade 3 Information Guide

***"Empowering learners of today to be global citizen leaders of tomorrow" IC***

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



# 2019-2020 School Year

## Program of Inquiry in Grade 3

Grade 3 Age: 8-9 years old						
Transdisciplinary	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b> ; what it means to be human.	An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</b>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; <b>social decision-making; economic activities and their impact on humankind and the environment</b>	An inquiry into rights and responsibilities in the struggle to share <b>finite resources with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; <b>peace and conflict resolution</b>
<b>Central idea</b>	Rights and responsibilities play a role in the development of a society	The relationship of ancient civilizations to the modern world.	Appreciating different cultures enables us to become global citizens.	Uses of different forces cause change in the environment.	Human activities have an interdependence with the natural world.	People can make choices to support the sustainability of water
<b>An inquiry into</b>	<ul style="list-style-type: none"> <li>• What rights and responsibilities are</li> <li>• How rights and responsibilities developed over time</li> <li>• The impact of rights and responsibilities on humankind and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of civilizations</li> <li>• How achievements of ancient civilizations progressed over time</li> <li>• How past civilizations relate to our current lives</li> </ul>	<ul style="list-style-type: none"> <li>• What culture is.</li> <li>• How interacting with different cultures enriches our lives.</li> <li>• How attributes of the learner profile promote global citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• The different uses of force</li> <li>• The changes caused by the use of force</li> <li>• How understanding force helps us understand our world</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of biomes</li> <li>• Effects of human economic activities on biomes</li> <li>• Our responsibility in maintaining sustainable biomes</li> </ul>	<ul style="list-style-type: none"> <li>• Properties and states of water</li> <li>• The availability &amp; distribution of water</li> <li>• The choices people make to manage the use of water</li> </ul>

# Languages

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## English

English is our shared language of instruction and communication. In a PYP school, the focus is not just on learning language in isolation, but also on the application of language skills across the subject areas and throughout the Programme of Inquiry. Some language skills are taught as 'stand-alone', while other aspects of language are taught within the context of our Units of Inquiry.

**Students develop skills in the following strands of language learning:**

- **Written Language:** Reading and Writing
- **Oral Language:** Listening and Speaking
- **Visual Language:** Viewing and Presenting

Students develop skills and understandings across the four areas of language learning.

### **Writing Units of Study in Grade 3:**

- Informative writing
- Letter writing
- Cause - effect writing
- Advertisement
- Report writing
- Comic strips
- Poetry writing
- Descriptive writing
- Procedural writing

### **Reading Units of Study in Grade 3:**

- Developing reading comprehension techniques and strategies
- Reading different genres

### **Spelling:**

- Words related to the unit
- Using different strategies to spell words

## Arabic

مع نهاية العام الدراسي، سيكون المتعلم قادرًا على:  
- الإصغاء إلى مستند مسموع والإجابة عن أسئلته.

التعرّف إلى فنون أدبيّة (القصة، السيرة، الشريط المصوّر، الوصف وأدب الرحلة..) وقراءة نصوص مرتبطة بها قراءة مُراعياً معايير القراءة الصحيحة. وقراءة قصص حرّة والاستماع إليها بهدف الاستمتاع.

- فهم النصوص فهماً مُجملاً ومُفصّلاً.
- التعبير شفهيّاً عن أفكاره ومشاعره وتقديم عروض شفهيّة مُستخدمًا لغة فصحي سليمة وكتابة فقر صحيحة المضمون والأسلوب.
- اكتساب مهارات القواعد اللغويّة والإملائيّة المُقرّرة للصفّ الثالث وتطبيقها تطبيقاً صحيحاً.
- \* المتعلّمون الذين يتابعون برنامج اللّغة العربيّة كلغة أجنبيّة سوف يتّبعون منهاجاً خاصّاً بهم.

### **French as an Additional Language:**

The aim of the program is to offer students a valuable educational experience and the opportunity to develop a basic usable command of the French/English language that can be expanded through further study or contact with French/English-speaking people. The students will engage in simple reading content and demonstrate an understanding of the language while using its conventions. Their learning will be assessed through different forms of evaluation.

## **Mathematics**

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The aim of our Mathematics Programme is to develop students into confident mathematical thinkers, who demonstrate a sound knowledge of the subject and show the ability to creatively apply it to solve problems in many ways.

Mathematics lessons are usually differentiated, with students working on a variety of tasks in various different flexible groupings, in order to challenge and support all students, regardless of their level of competency or experience.

### **Grade 3 Programme Information and Curriculum:**

Numbers:

- Read, represent, compare, and order whole numbers to 1000 and use concrete materials to represent fractions
- Solve problems involving the addition and subtraction of one and multi digit whole numbers
- Demonstrate an understanding of multiplication and division

Shape and Space:

- Compare two dimensional shapes and three dimensional figures and sort them by their geometric properties

- Describe relationships between two dimensional shapes, and between two dimensional shapes and three dimensional figures
- Identify and describe the location and movements of shapes and figures

Measurement:

- Estimate, measure, and record length, perimeter, mass, time, capacity, and using standard units
- Compare, describe, and order events using attributes measured in standard units

Data Handling:

- Read, collect, organize, interpret and display data using charts and graphs
- Probability: describe the likelihood that everyday events will happen

Pattern and Function:

- Describe, extend, and create a variety of numeric and geometric patterns
- Demonstrate an understanding of the concept of equality, pairs of expressions, using addition, and subtraction of one and two- digit numbers.

# Science

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“In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationship between them....It encourages curiosity and ingenuity and enables the student to

develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world.... .” ( Making the PYP Happen,2009,p.93)

Science does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **science** in the **PYP** is arranged into four elements: living things, Earth and space, materials and matter, and forces and energy.

Unit of Inquiry	Science Strand
Who we are	
Where we are in place and time	
How the world works	Forces and energy ( focus on physics and mechanics)
How we organize ourselves	Living things ( focus on adaptations)

Sharing the Planet	Materials and matter ( focus on changes of state) Earth and space ( focus on water cycle)
How we express ourselves	

To ensure that students are well informed and confident, the following science skills are tackled throughout the academic year. Students will be able to:

- Observe carefully in order to gather data
- use a variety of instruments and tools to measure data accurately
- use scientific vocabulary to explain their observations and experiences
- identify or generate a question or problem to be explored
- plan and carry out systematic investigations, manipulating variables as necessary
- make and test predictions
- interpret and evaluate data gathered in order to draw conclusions
- consider scientific models and applications of these models including their limitations

## Social Studies

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“In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity, and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their community, and the world: to understand themselves in relation to their communities.” (Making the PYP Happen,2009, p.103)

Social studies does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **social studies** in the **PYP** is arranged into five elements: human systems and economic activities, social organizations and culture, continuity and change through time, human and natural environments, and resources and the environment.

Unit of Inquiry	Social Studies Strand
Who we are	Social organizations and culture ( focus on roles and rights)

Where we are in place and time	Continuity and change through time ( focus on chronology, history and civilizations)
How the world works	
How we organize ourselves	Resources and the environment ( focus on biomes and sustainability)
Sharing the Planet	Resources and the environment ( focus on distribution and sustainability)
How we express ourselves	Social Organization and Culture (focus on diversity)

To ensure that students are well informed and confident, the following social studies skills are tackled throughout the academic year. Students will be able to:

- formulate and ask questions about the past, the future, places and society
- use and analyze evidence from a variety of historical, geographical and societal sources
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity, and possible bias of sources

## Arts

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One way to foster the development of the whole child is by learning about and through the Arts. It promotes creativity, critical thinking, problem-solving skills and social interactions. Through our Arts Programme, students develop appreciation, empathy and Learner Profile attributes such as being a communicator and a risk-taker.

### Visual Art units in Grade 3 include:

- Engage students in making 2D and 3D art projects .
- Explore the art work of prominent Lebanese and international artists.
- Identify the elements and principles of art (line, shape, color, unity, proportion...).
- Collage, drawing, painting and watercolor.
- Drawing landscapes, city and seascape.

### Music units in Grade 3 include:

- Sing with others, developing ensemble skills and an awareness of audience.
- Performing with percussions to show tempo, dynamics and style.
- Read and notate using basic rhythm values of whole note, half note, quarter note, eighth note
- Develop an awareness and appreciation of music from different cultures.

# Personal Social and Physical Education

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## Personal and Social Education

As twenty-first century learners, students need to develop as autonomous and responsible people who take responsibility for their learning and their wellbeing be it physical, emotional, spiritual or social. All areas of the PYP curriculum address personal and social education and hence it is the shared responsibility of *all* teachers at the Elementary School to develop this aspect of the learner's education. Students are encouraged to develop positive attitudes and behaviors in order to meet challenges, make healthy lifestyle choices, and become lifelong learners.

## Physical Education

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

### PE units in Grade 3 include:

- Health Related Fitness (Healthy eating, personal safety and injury prevention, human development )
- Individual Pursuits/ Track And Field ( Running, Throwing, Jumping )
- Movement Composition ( Gymnastics, rhythmic movement skills: line dance, musical game)
- Adventure Challenge ( Group Challenges Games)

# Information and Communication Technology (ICT)

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We recognize the pivotal role that information and communication technology (ICT) plays in the educational process. Most of the time, technology is integrated through all curriculum areas to make learning more authentic. A variety of multimedia resources such as laptops, tablets ... is used to equip students with the necessary skills and knowledge that they need as twenty- first century learners. To provide more student support, the grade level teachers work together with the Technology Coordinator in integrating technology into the curriculum

**The ICT skills and knowledge are evaluated using the following NETS Standards for students:** Multi literacies

- Design thinking
- Computational Thinking
- Digital Citizenship and Online Safety
- Multimodalities