



2021-2022 GRADE 3 PROGRAM INFORMATION

Students in Grade 3 follow a standards based curriculum and study the following subjects: Literacy, Mathematics, Social Studies, Science, Religion, Physical Education, Music, and Art, IT, and Library/Research. STEAM projects are embedded in the curriculum and all students are required to take Italian, either as a first or second language. A preparation course for First Holy Communion is also offered for Grade 3 students.

<p><u>GRADE 3 PROGRAM</u></p> <p>Literacy 3 Mathematics 3 Science 3 Social Studies 3 Religion 3</p> <p>Art 3 Information Technology 3 Library/Research 3 Music 3 Physical Education 3 STEAM Projects</p> <p>Italian Second Language Beginner Italian Second language Intermediate Italian as a First Language</p> <p>ELL Enrichment Learning Support</p>	<p>Marymount International School Mission Statement</p> <p>Marymount International School Rome is a private, Catholic, English-speaking, co-educational school that aims to further the mission of the Religious of the Sacred Heart of Mary. We welcome students of diverse cultural and religious backgrounds and offer an excellent program of studies and extracurricular activities. We seek to guide students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously. It is our goal that a Marymount student should desire to celebrate God’s love, respond generously to the needs of our world, and promote justice and dignity for all.</p>
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Class	Time Allocated
Art	1 x 45 minute lesson per 6 day cycle
Information Technology	1 x 45 minute lessons per 6 day cycle
Italian	5 x 45 minute lessons per 6 day cycle
Library/Research	1 x 45 minute lessons per 6 day cycle
Music	1 x 45 minute lesson per 6 day cycle
Physical Education	2 x 45 minute lessons per 6 day cycle
Religion / First Communion Preparation	2 x 45 minute lessons per 6 day cycle
STEAM Projects	Flexible time allocated



Literacy 3

The Literacy program in Grade 3 follows a balanced literacy approach which includes Reading, Writing, and Word Study. Based on the Columbia University Teachers College Reader's and Writer's Workshop model, and aligned with the AERO (American Education Reaches Out) standards, the program provides students with important tools to listen attentively, to speak fluently, to read and comprehend, to compose, and be clearly understood. The integrated approach defines the curriculum with a form of authentic, literature-based instruction.

The Reader's Workshop model aims to achieve a balance between information reading and fiction. Students explore through a variety of reading activities which include: read-aloud, shared reading, guided reading, and independent reading. Students are taught to engage in thoughtful discussions, especially those that incorporate thinking under, between, and around texts. In Grade 3, students build on their reading life, grasp main ideas and text structure, explore mystery, and connect informational text with learning.

The Writer's Workshop model supports students' abilities to be strategic, metacognitive writers who use specific processes to achieve specific purposes as writers. The genre-based units help students consolidate and use what they have learned and these also align with the types of writing that are predominant in world-class standards. In Grade 3, students explore Persuasive Speeches, Petitions, Editorials, and Crafting True Stories.

Word Study instruction in Grade 3 teaches students that there are systematic relationships between letters and sounds and that written words are composed of letter patterns that represent the sounds as spoken words. This includes phonemic awareness and phonics instruction.

Mathematics 3

The Mathematics curriculum follows the NYengage program and AERO standards. The seven strands of mathematics are introduced, developed, and enhanced at every grade level with a spiraling curriculum that builds on the skills learned in prior years. Students will be able to: compute, problem solve, understand numbers and operations, use statistics and probability, measure, solve simple algebraic equations, and develop an understanding of geometry. The Grade 3 course includes: properties of multiplication and division, place value and problem-solving, area, fractions as numbers on a number line, collecting and displaying data, geometry, and measurement word problems.

Science 3

The Science program encourages an interest in the sciences by instilling an awareness of natural phenomena. Situations are presented in which the student is encouraged to question, inquire, observe, and design. From these experiences, the students are then able to formulate hypotheses which are then investigated through the scientific method.

The Science program is based on Next Generation Science Standards (NGSS) which have also been adopted by the AERO standards. These have a three-dimensional approach that entails core ideas, crosscutting concepts, and engineering practices. These are each integrated in instruction at all levels. In Grade 3, students study: Environments and Living Things, Forces and Motion, Life Cycles and Traits.

Social Studies 3

The Social Studies program is aligned with the Marymount Guiding Statements, the Italian National Curriculum (MIUR) from Grades 3-8, and the AERO standards (American Education Reaches Out). The AERO standards are flexible and are used by international schools worldwide because they allow for different cultural contexts.



Every class begins the year with a Multicultural Unit that celebrates cultural identity and living in an international environment. In Grade 3, students also focus on: Multicultural unit - Origins of Names, Geography, and Prehistory.

Religion 3

In keeping with the mission of the Religious of the Sacred Heart of Mary, we approach Religious Education at Marymount International School with the belief that knowing and loving God, and sharing that love through service to others, brings each human person to the fullness of life.

Children from all religious traditions are welcome at Marymount. In the Elementary School, our Religious Education program seeks to help children receive and respond to the great gift of God's personal and deep love. We encourage children to explore the story of God's love, most especially the gift of his son, Jesus. The children participate in the Mass several times throughout the year to give thanks and to praise God. Children have the opportunity for daily prayer and learn different forms of prayer to assist them in strengthening their spiritual life. Catholic students in the Grade 3- 5 are invited to prepare for, and receive, the Sacraments of Reconciliation and Holy Communion. In Grade 3, topics covered include: Prayer, Mass, Advent and Christmas, the Sacrament of the Eucharist, Reconciliation, Life of the Church.

While all Marymount students attend Religious Education classes and spiritual events throughout the year, children are free to participate in the prayer and worship that takes place in a way that is comfortable and in keeping with their own religious beliefs.

Art 3

Throughout the school year, students are introduced to a variety of 2D and 3D art mediums and discover which of these materials best fits their needs. Within each medium, the students are taught and expected to: set up their workspace, explore, experiment, and create original works of art based upon their ideas, take care of materials, clean-up, reflect, share and critique their artwork and the work of their peers. The emphasis in this course is reflection through artist statements, digital and physical portfolios, and sharing with peers.

Students work in drawing, painting, collage, fibers, sculpture, and digital art, and explore how each material is used separately and together.

Information Technology 3

The IT curriculum is designed to empower our 21st-Century students by enabling them to use all the resources available to them in creative, meaningful, and responsible ways. It is built upon the foundations of Digital Citizenship, and basic technology skills. Digital Citizenship curriculum is designed so that students will "think critically, behave safely, and participate responsibly in our digital world." (www.common sense media.org)

In Grade 3, students use dedicated iPad apps to access coding vocabulary, sequential programming using coding blocks, and various programming languages, including Scratch, a computer language designed by MIT.

Library/Research 3

The Elementary School Library collection is made up of 7000 print books and 590 electronic resources including e-books, audio-books and interactive books.

Our collection is carefully curated to be multilingual, current, appropriate and inclusive.

Students have scheduled Research classes which support their research and learning in class. During these classes we ensure students know how to locate and access the library resources which are integrated with their classroom subjects.



Once students are familiar with the resources we ensure they are used ethically and responsibly by reinforcing Digital Citizenship and supporting age appropriate research skills, including citation, as these are skills that students will use throughout their educational careers.

Music 3

Quality music education in the school integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. The processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program.

Creating involves composing, arranging or improvising music. *Performing* promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it with instruments and/or voice. *Responding to music* includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they further their cognitive development and ability to think logically by learning a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

In Grade 3, students study the elements of music, how sound is represented and measured, voice as an instrument, focus on rhythm, composing a melody - combining pitch and rhythm, and music technology through GarageBand

Physical Education 3

The aim of our Physical Education program is to provide opportunities for students to explore and experience various exercises and activities whilst guiding them towards a well-balanced lifestyle of fitness and health. The units include: moving safely, sportsmanship, jumping, striking skills eye-hand coordination, striking skills eye-foot coordination, throwing and catching, dodging and fleeing, cooperative learning, team skills, fitness. These are taught and developed throughout the grades in a spiralled curriculum providing students the opportunity to build on prior knowledge while learning new skills.

STEAM Projects

Through S.T.E.A.M. (Science, Technology, Engineering, Art & Mathematics), students are encouraged to explore, invent, create, and solve real-world problems using a variety of tools and materials. These projects are embedded in the Science and Social Studies curriculums and are also built into individual student enrichment programs. Optional STEAM classes may be offered as an after-school activity.

Italian

Italian as a First Language - Grade 3

This is a five-year course (Grades 1-5) designed to prepare students for the Quinta Italian State exam, which is the elementary school certification needed required to sit the Italian Media exams. During the third year, students continue learning more complex vocabulary and grammar such as adjective use and verb tenses. They also develop their reading and writing skills further by drafting descriptive essays.

Italian as a Second Language Beginner (Grades 1 - 5)

The Italian SL Beginner course is for all students who are approaching the study of the Italian language for the very first time and who have recently started to read and write.

The course focuses mainly on skills such as listening comprehension and oral communication and introduces students to the basics of the Italian grammar through activities like games, dramatizations, songs, nursery



rhymes. The course also introduces students to the basics of reading and writing, including the identification of the main syllables. The learning process lies both in the interactive and collaborative dimension through pair and small group activities, thus exposing the students to a vivid and authentic use of language.

At the end of the course the students will have a basic ability to communicate and exchange information in a simple way.

Italian as a Second Language Intermediate (Grades 1 - 5)

The Italian SL Intermediate course is for all students who have completed the Beginner level or otherwise reached a similar level (a basic ability to communicate and exchange information in a simple way). The students have recently started to read and write. In addition to oral games and activities, Italian SL Intermediate course also offers a wide range of written activities. Grammar patterns are presented formally but are practiced in functional situations. The overall didactics of the course are enhanced through video clips, short readings, and dramatizations performed both by teacher and students.

At the end of the course the students will have an ability to deal with simple, straightforward information and begin to express themselves in familiar contexts.

Specialist Learning

ELL(English Language Learning)

The ELL program in the elementary school assists children whose first language is not English to become competent enough to participate fully in the mainstream social and academic life of the school. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. All students are encouraged to develop and maintain their mother tongue. The Elementary ELL program follows the language arts and content area curricula. Children are taught in small groups where risk-taking is encouraged and error making is considered inevitable and necessary. The ELL teachers collaborate with mainstream teachers to monitor the progress of ELL children. When possible, the ELL teachers work along with the regular classroom teachers. For more information on how you can help your ELL child, please see our ELL handbook.

Enrichment Program

Marymount is dedicated to guiding students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously.

Teachers enable students to achieve their full potential. This includes pupils who need to be challenged, motivated, and inspired to learn beyond the curriculum. The School's core curriculum is inclusive and differentiated. Students who may benefit from enrichment may have a formal written plan which is developed in conjunction with classroom teachers, parents, and the student. Learning targets will be set collaboratively and monitored by all parties.

Learning Support

The Learning Support Department believes that *all* students should have the opportunity to explore and develop their skills in an educationally rich environment that will individualize their learning experiences. However, there are times when students experience difficulty in the regular classroom setting. When a child has difficulty in school, it may be noticed by the teacher, other school personnel, parents, or the child.

If a teacher/parent has concerns with a child's school performance, he or she may request assistance from the Student Support Team. *Parents are made aware of this process before it is initiated.* The Student Support Team is a general education initiative designed to support teachers through strategies and suggestions for students who are experiencing difficulty in the classroom. If the student's performance continues to raise concerns the teacher may work collaboratively with the ELL teacher, learning support teacher or school



psychologist to suggest and plan alternative intervention strategies for helping the child meet with success. Though this is not a special education process, it is required before a referral for learning support. After alternative strategies have been utilized, the teacher and other involved school personnel evaluate the child's school performance and determine whether the alternative strategies are successful and should continue. Very often, many problems are resolved at this level.

However, if after a series of interventions, difficulties are not resolved, the school team members may suggest an evaluation to determine a student's areas of strength and areas of concern. This is a formal process and could possibly result in classroom modifications and/or accommodations, an individual learning plan, specialized instruction including support with a learning support teacher, school psychologist, outside speech and language therapy, and/or occupational therapy.

A strong, collaborative home-school connection is crucial to developing a program that best meets the student's needs.