



Grade: 3 Yearly Plan: **Language Arts**

*Units of Study are used to cover the Common Core State Standards Initiative (CCSSI) for Grade 3 English Language Arts:

<http://www.corestandards.org/ELA-Literacy/>

Content Strand	Expected Learner Outcomes
I. Spelling, Grammar, Reading,	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Demonstrate the command of the conventions of Standard English capitalization, punctuation and spelling when writing.
II. Writing	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail and clear event sequences. • Write opinion pieces on topics or texts, supporting a point of view with reasons. •
III. Fiction and Poetry	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to a text as a basis for answers • Recount stories from diverse cultures • Describe characters in a story and explain how their actions contribute to the sequence of events. • By the end of the year read and comprehend literature, including stories, drama and poetry.
IV. Non-fiction, reports and research	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to a text as a basis for answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Determine the meaning of general academic and domain-specific word and phrases in a text relevant to a grade 3 topic or subject area. • Conduct short research projects that build knowledge about a topic.
V. Speaking and Listening	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an understandable pace.

*Course will include instruction on reading comprehension, writing, research, and presentation skill development as part of regular course content.



Grade: 3 Yearly Plan: Language Arts



Grade: 3 Yearly Plan: Mathematics

*Units of Study are used to cover the Common Core State Standards Initiative (CCSSI) for Grade 3 Mathematics:

<http://www.corestandards.org/Math/Content/3/introduction/>

Content Strand	Expected Learner Outcomes
I. Whole numbers	<ul style="list-style-type: none">• Place value, powers of ten, exponents, notation• Divisibility• Prime and composite numbers• Addition, Subtraction, Multiplication, Division algorithms
II. Decimals and Percents	<ul style="list-style-type: none">• Powers of 10• Addition, Subtraction, Multiplication, Division and comparing• Rounding• Percents, fractions, decimals• Calculating a discount
III. Fractions	<ul style="list-style-type: none">• Equivalent, mixed, improper• Least common multiples• Addition, Subtraction, Multiplication, Division and comparing• Resizing and renaming• Addition and subtraction of positive and negatives
V. Data and Probability	<ul style="list-style-type: none">• Collecting and organizing data• Graphs• Mean• Chance and probability
VI. Geometry and Constructions	<ul style="list-style-type: none">• Angles, lines, rays• Polygons, triangles, quadrilaterals, circles• Solids, polyhedrons, prisms, pyramids, spheres• Reflections, translations, rotations• Copy, bisect, construct• Tessellations



Grade: 3 **Yearly Plan: Mathematics**

VII. Measurement	<ul style="list-style-type: none">• Metric and Customary• Perimeter, circumference, area, volume, surface area• Weight, temperature, angles, plotting• Map scales, latitude and longitude
VIII. Algebra	<ul style="list-style-type: none">• Expressions and sentences• Relations, order of operations• Patterns• Rules, Tables, and graphs
IX. Problem Solving	<ul style="list-style-type: none">• Guide for solving number problems• Diagrams• Division remainders• Estimation and rounding
X. Calculators	<ul style="list-style-type: none">• Basic operations• Fractions and percent



Grade: 3 Yearly Plan: Science

*Units of Study are used to cover the Aero Standards for Grade 4 Science: http://www.projectaero.org/aero_standards/science-standards/AERO-ScienceK-12Framework.pdf

Content Strand	Expected Learner Outcomes
I. Physical Science	<ul style="list-style-type: none"> • Compare, sort and group objects in terms of what they are made of. • Identify, compare and sort objects by similar or different properties. • Investigate and recognize what can from a liquid to a solid and back again to a liquid, as the result of temperature changes. • Use standard tools to measure objects or materials. • Describe what happens when like and opposite poles of a magnet are placed near each other. • Demonstrate that when some substances combine, they may retain their individual properties.
II. Forms of Energy	<ul style="list-style-type: none"> • Describe how energy produces changes, heats, melts ice, gas makes cars go uphill, electricity makes TV's work. • Describe how heat can be produced. • Classify a variety of materials on whether they conduct heat. • Demonstrate how sound can change in pitch and volume. • Investigate the properties of transparent and opaque objects. • Compare the heating and cooling rates of air, land and water
III. Motion	<ul style="list-style-type: none"> • Describe an objects position in relation to another object or background. • Compare the effects of force (pushes and pulls) on the motion of an object. • Describe the properties of magnetism and demonstrate magnets can be used to move some things without touching them. • Describe and demonstrate that objects close to the earth drop to the ground unless something supports them.



Grade: 3 Yearly Plan: Science

V. Earth Science	<ul style="list-style-type: none">• Distinguish between weathering and erosion.• Investigate local landforms and how wind, water or ice have shaped and reshaped them.• Describe land features by using pictures, diagrams and maps.• Conduct investigations and use observational data to describe how water moves rocks and soils.• Identify features of fossils that can be used to compare them to living organisms that are familiar.• Describe, compare and sort rocks, soils and minerals by similar or different physical properties.• Conduct simple experiments to find the three basic components of soil.• Provide examples of how sunlight affects people and animals by providing heat and light.• Describe weather by measurable quantities• Observe, measure and record data on the basic elements of weather of a period of time.• Observe and describe the ways that water, both as a solid and a liquid, is used in everyday activities at different times of the year.• Explain that the supply of many non-renewable resources is limited and can be extended by reducing, reusing and recycling but cannot be extended indefinitely.
VI/VII Life Science	<ul style="list-style-type: none">• Observe that animals need water, air, food and shelter/space to grow and reproduce• Observe, identify and record external features of humans and other animals.• Identify and compare the physical structures of a variety of animals.• Demonstrate that living things are made up of a variety of parts.• Explain that all organisms require a form of energy to survive and that human and other animals obtain energy and materials from food.• Differentiate between the needs of plants and animals



Grade: 3 Yearly Plan: Science

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| | <ul style="list-style-type: none">• Investigate how animals and plants that live in different places have similarities and differences.• Describe how people and other animals interact with the environment through their senses of sight, hearing, touch, smell and taste.• Demonstrate in a food web that all animals' food begins with the sun.• Recognise that all animals and plants go through predictable life cycles. |
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*Course will include instruction on reading comprehension, writing, research and presentation skill development as part of regular course content.



Grade: 3 Yearly Plan: Social Studies

*Units of Study are used to cover the Aero Standards for Grade 4 Social Studies: http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf

Content Strand	Expected Learner Outcomes
I. Time continuity and Change	<ul style="list-style-type: none"> • Explain why people in different times and places view the world differently
II. Connections and Conflict	<ul style="list-style-type: none"> • Describe how wants and needs have implication beyond the self
III. Geography	<ul style="list-style-type: none"> • Explain and use the elements of maps and globes • Apply appropriate resources and geographic tools to generate and interpret information about the earth.
IV. Culture	<ul style="list-style-type: none"> • Compare and contrast cultural characteristics of different regions and people. • Compare and contrast the ways that different cultures meet human needs and concerns. • Explain the main ideas in folk tales, legends, songs, myths and stories of heroism that describe the history and tradition of various cultures.
V. Society and identity	<ul style="list-style-type: none"> • Describe how families influence the individual • Identify how social circumstances influence an individual's perception of, and reaction to, the world. • Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members. •
VI. Government	<ul style="list-style-type: none"> • Identify issues concerning rights, roles and responsibilities of individuals in relation to broader society. • Describe how political institutions meet needs and wants of individuals and society. •



Grade: 3 Yearly Plan: Social Studies

VII. Science, Technology and Society	<ul style="list-style-type: none">• Explain the difference between science and technology.• Examine ways in which tools and techniques make certain tasks easier.• Describe ways that tools and techniques can have both positive and negative effects.
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*Course will include instruction on reading comprehension, writing, research and presentation skill development as part of regular course content.



Grade: 3 Yearly Plan: **Korean Language and Culture**

*Units of Study are used to cover the American Education Reaches Out (AERO) for Grade 3 Social Studies Standards;

http://www.projectaero.org/aero_standards/socialstudies/socialstudies.pdf

*Units of Study are used to cover the American Education Reaches Out (AERO) for Grade 3 World Language Standards:

<http://www.projectaero.org/AEROplus/languages/index.htm>

UNITS of STUDY	Content/ Aims/ Outcomes
I. Communication Unit	<ul style="list-style-type: none"> • Students will learn by the end of Grade 3: <ul style="list-style-type: none"> - Understand and use basic age-appropriate courtesy expressions and gestures, and make age-appropriate introductions: presenting classmates, family members, and friends. - Ask and answer questions about familiar topics such as school events, celebrations, personal opinions, family, and daily routines. - Express needs, interests, likes and dislikes in brief conversations. - Express feelings and emotions in simple phrases. - Express basic agreement and disagreement. • Language is a year round project so students will continually learn conversational expressions.
II. Geography Unit	<ul style="list-style-type: none"> • An introduction to where in the world is Korea. • Students will learn general geographical features and weather.
III. History Unit	<ul style="list-style-type: none"> • Students will learn important historical events related to Korea public holidays, culture and movies.
IV. The Arts Unit	<ul style="list-style-type: none"> • Students will learn briefly how simple and beautiful Korean art is, and will have a chance to perform simple activities such as playing Korean traditional musical instruments, making and flying kites, making traditional Korean game tools and boxes etc.



Grade: 3 Yearly Plan: Korean Language and Culture

V. The Culture and Customs Unit	<ul style="list-style-type: none">• Students will learn Korean culture in various ways.• Students will learn Korean holidays and learn culture thru the spirit and value of each holiday• Students will learn about modern Korean schools, Korean music, games, dances, and Korean folk tales.
VI. Korean Food Unit	<ul style="list-style-type: none">• Kimchi? Bulgogi? There is a lot more to learn about Korean food.• Students will learn more about Korean food and Korean table manners.



Grade: 3 Yearly Plan: **Visual Art**

*Units of Study are used to cover the American Education Researches Out (AERO) for Grade 3 Visual Art: <http://www.projectaero.org/>

UNITS of STUDY	KEY Content/ Aims/ Outcomes
I. Line	<ul style="list-style-type: none">• Use observations and experiences, both spontaneously and deliberately, to plan and create art.• Understanding the difference between vertical, horizontal, and diagonal lines.• To create interesting design using the curved and straight lines.• Manipulate the elements of art and the principles of design to create art.
II. Shape	<ul style="list-style-type: none">• Practice fine motor skills.• Demonstrate confidence and skill with a variety of materials and techniques to create art.• Self-assess choices and adjustments when planning and creating art• Manipulate the elements of art and the principles of design to create art.
III. Color	<ul style="list-style-type: none">• Students will learn about primary colors, secondary colors, and complementary colors.• Understand the ways in which we incorporate art into our lives (e.g., creating, collecting, appreciating)• Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies).
IV. Form	<ul style="list-style-type: none">• Manipulate the elements of art and the principles of design to create art.• Create art through purposeful observation to reflect introspection.• Create art through purposeful, reflective observation.



Grade: 3 Yearly Plan 2017-2018: **Visual Art**

	<ul style="list-style-type: none">• Use the vocabulary of art to compare and contrast works of art.• Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies)
V. Texture	<ul style="list-style-type: none">• Understand the ways in which we incorporate art into our lives (e.g., creating, collecting, appreciating)• Demonstrate confidence and skill with a variety of materials and techniques to create art.• Use the vocabulary of art to compare and contrast works of art.
VI. Space	<ul style="list-style-type: none">• Understanding the difference between two-dimension and three-dimension.• Understand the ways in which we incorporate art into our lives (e.g., creating, collecting, appreciating)• Use art concepts and vocabulary to reflect upon works of art.• Use artwork to communicate and enhance understanding of concepts in other subject areas (e.g., science, English language arts, mathematics, social studies).
VII. Printmaking	<ul style="list-style-type: none">• Understand that culture and historical events influence art.• Recognize that art objects, motifs, and styles define cultural identity.• Use external criteria to judge and evaluate works of art.• Identify the elements of art and begin to apply principles of design• Use art concepts and vocabulary to generate personal criteria for evaluating works of art.• Use art concepts and vocabulary to reflect upon works of art.



Grade: 3 Yearly Plan 2017-2018: Visual Art

<p>VIII. Masterpieces of art</p>	<ul style="list-style-type: none">• Students will learn about three different artists and emulate their masterpieces.• Relate works of art to a particular time period.• Understand that culture and historical events influence art.• Recognize that art objects, motifs, and styles define cultural identity.• Describe the contributions of art forms and of artists in a multidisciplinary work of art.• Use art concepts and vocabulary to generate personal criteria for evaluating works of art.
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*Course will include instruction on reading comprehension, writing, research, and presentation skill development as part of regular course content.



Grade: 3 Yearly Plan: Music

*Units of Study are used to cover the AERO Standards for Grade 3 MUSIC : <http://www.projectaero.org/AEROplus/music/index.htm#1>

UNITS of STUDY	Content/ Aims/ Outcomes
I. PERFORM: Sing and play a varied repertoire of music	<ul style="list-style-type: none"> • Sing or play ostinati, partner songs, canons, and simple two-part harmony • Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing instruments in both small and large ensembles • Demonstrate proper performance skills: <ul style="list-style-type: none"> - Respond to cues of a conductor (tempo, start and stop) - Use correct performance etiquette • Sing and play songs from a variety of historical periods and world cultures expressively with appropriate dynamics, phrasing, tone, diction, and posture
II. PERFORM: Read music from traditional and non-traditional notation	<ul style="list-style-type: none"> • Read rhythmic and melodic patterns (e.g. sixteenth notes, dotted rhythms, diatonic scale, and letter names) • Identify, interpret, and use standard notation symbols for meter, pitch, rhythm, dynamics, tempo, articulation, and expression
III. PERFORM: Analyze and evaluate own performances	<ul style="list-style-type: none"> • Describe and reflect on performance etiquette (e.g. stage behaviour) • Describe and critique musical performances using appropriate music terminology (e.g. intonation, balance, phrasing, dynamics) and criteria
IV. PERFORM: Improvise melodies, variations, and accompaniments	<ul style="list-style-type: none"> • Improvise matching “answers” to given simple rhythmic and melodic phrases • Improvise phrases that include both rhythm and melody



Grade: 3 Yearly Plan: Music

V. CREATE: Compose and arrange music using notation	<ul style="list-style-type: none">• Compose and notate melodies using traditional notation• Create and arrange short songs/ accompaniments to stories, poems, dramatizations and/or instrumental pieces using pitched and non-pitched instruments
VI. CREATE: Analyze and evaluate own creations	<ul style="list-style-type: none">• Describe and critique own musical creations using appropriate music terminology and criteria
VII. RESPOND: Understand the historical contributions and cultural dimensions of music	<ul style="list-style-type: none">• Sing, listen to and describe music representative of different activities and celebrations in a variety of world cultures• Compare and contrast characteristics of music from various time periods, cultures, and composers (e.g. Baroque style, programmatic music, instrumentation, folk songs)
VIII. RESPOND: Understand relationships among the arts and disciplines outside the arts	<ul style="list-style-type: none">• Relate musical concepts to disciplines outside of the arts (e.g. form to mathematical pattern)• Compare how the elements of two or more art forms can be used to reflect similar events, scenes, emotions, or ideas (e.g., visual components of classical landscape painting and sound elements in Beethoven's Sixth Symphony).
IX. RESPOND/ LISTEN: Analyze, evaluate, and respond to varied musical repertoire and performances	<ul style="list-style-type: none">• Demonstrate appropriate audience behaviour for in-school performances• Identify and analyze, using music terminology, the use of forms (e.g. rondo, theme and variations) and musical elements (tonality, tempo, dynamics, timbre) in a variety of music• Visually and aurally identify major instruments of the orchestra and their sections



Grade: 3 Yearly Plan: Music



Grade: 2 & 3 Yearly Plan Physical Education

*Units of Study are used to cover the McRel Standards for Grade 3 Physical Education:
 For more info refer to: [McRel Standards](#)

UNITS of STUDY	Content/ Aims/ Outcomes
ORGANIZATION:	<p>The learner will:</p> <ul style="list-style-type: none"> • Learn class rules and regulations. • Be able to change formations. • Recognize boundaries and rules. • Listen to signals and start and stop on signal.
PLAYGROUND GAMES:	<p>The learner will:</p> <ul style="list-style-type: none"> • Develop health and fitness. • Improve skills necessary for mental and physical development. • Release mental tension accumulated during the strenuous school day. • Develop interests that contribute to a healthier and happier life. • Promote cooperation among participants. • Participate in complex dodging games while running or other designated locomotor skills.
JUMP ROPES	<p>The learner will:</p> <ul style="list-style-type: none"> • Learn jumping patterns on stationary and moving ropes. • Learn hopping movements. • Take off and land with both feet simultaneously. • Create a simple routine using basic jump-rope ^{SEP}movements.
SOCCER	<p>The learner will:</p> <ul style="list-style-type: none"> • Practice moving various objects with feet • Move a playground ball using inside and ^{SEP}outside of the foot



Grade: 2 & 3 Yearly Plan Physical Education

	<ul style="list-style-type: none"> • Practice kicking stationary and moving balls
VOLLEYBALL	<p>The learner will:</p> <ul style="list-style-type: none"> • Toss and catch the ball over a net in a wide overhead pass and in a circle underhand dig. • Demonstrate forearm pass • Demonstrate overhead set • Demonstrate 6-player rotation • Participate in modified volleyball game with a beach ball
GYMNASTICS	<p>The learner will:</p> <ul style="list-style-type: none"> • Practice the donkey kick. • Kick up to the handstand. • Do a forward roll. • Do a backward roll. • Do a cartwheel. • Do a bridge. • Use the board for a dive forward roll. • Walk forward, sideways, and backwards on the balance beam
KICKBALL	<p>The learner will:</p> <ul style="list-style-type: none"> • Learn the rules for kickball. • Learn to run the bases for kickball.
PERSONAL AND SOCIAL DEVELOPMENT	<p>The learner will:</p> <ul style="list-style-type: none"> • Demonstrate good sportsmanship towards others during all activities in PE. • Cooperate with teacher and other students in class activities. • Demonstrate proper care and appreciation for the equipment used in the various activities. • Recognize and appreciate the efforts of others. • Understand and accept the mistakes when learning skills.