

3rd Grade Language Arts

Course Title: Language Arts-Reading, Writing, Penmanship, Language Grammar, Spelling

Course Type: Academic

Grade Level: Third Grade

Time on Task: 1 ¾ hours per day, 8 ¾ hours per week

Course Philosophy: The nature of language arts reflects the nature and character of God in both the process and product of communication. In language arts, the student will learn to express themselves clearly and creatively through the skills of reading, grammar, writing, listening, spelling, and penmanship.

Course Description: The course attempts to stimulate a student's interest in reading and gives them an opportunity to experience and discuss various types of literature. Careful attention is given to the elements of literature—plot, characterization, etc.. Proper use of grammar is emphasized and reviewed to improve oral and written communication skills. Basic spelling and penmanship rules and techniques are taught to improve written communication.

Spiritual Goals:

1. Teach the child to read the Scripture for himself. (II Timothy 3:16,17, II Peter 1:20, 21)
2. Enable the student to evaluate all methods of communication using God's Word as a standard. (Hebrews 5:14, II Peter 1:19, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. (I Peter 3:15)

Language Grammar

Course Scope and Sequence

- Sentences
- Nouns
- Verbs
- Study and Reference Skills
- Pronouns
- Adjectives and Adverbs
- Sentences

Biblically Integrated Concepts:

1. *Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*
2. *Students will use language correctly and appropriately to be an example of excellence to bring glory to God. (Colossians 3:17)*

Course Objectives:

The student will:

1. write complete sentences.
2. distinguish between complete sentences and fragments.
3. identify subject/predicate parts of a sentence.
4. use proper end mark punctuation.
5. distinguish between declarative, interrogative, imperative, and exclamatory sentences.**(PASS)**
6. use proofreading marks to correct capitalization and punctuation errors.**(PASS)**
7. correct run-on sentences.
8. combine sentences.
9. write compound sentences.
10. differentiate between fact and opinion.
11. identify nouns.
12. distinguish between proper/common, singular/plural nouns.**(PASS)**
13. form plural nouns correctly.**(PASS)**
14. apply capitalization rules: proper nouns, titles, days of the week, months of the year, streets.**(PASS)**
15. make singular and plural nouns possessive.**(PASS)**
16. apply comma rules: items in a series, greeting/closing of friendly letters, dates, time-order words, and dialogue.**(PASS)**
17. identify verbs in sentences: helping verbs, linking verbs.
18. use proper subject/verb agreement.**(PASS)**
19. change and use the tense of verbs correctly.**(PASS)**
20. identify prefixes in words.
21. identify the following parts of a book: title page, copyright, table of contents, glossary, and index.**(PASS)**
22. use the table of contents, glossary, and index to locate information.**(PASS)**
23. identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page.**(PASS)**
24. use an encyclopedia to find information.**(PASS)**
25. differentiate among fiction, nonfiction, and reference books.
26. differentiate among subject, object, and possessive pronouns.**(PASS)**
27. use pronouns correctly in a sentence.
28. use proper pronoun/verb agreement.
29. form and use contractions correctly.
30. add suffixes to words correctly.
31. recognize the root word.
32. identify and use homophones correctly in sentences.
33. use adjectives to compare two items or more than two items.**(PASS)**
34. distinguish between adjectives/adverbs.
35. identify simple subject/predicate.
36. diagram simple subjects/predicates.

Resources: BJU: English 3

Writing

- **Instruction Writing**
- **Friendly Letters**
- **Persuasive Essays**
- **Story Writing**
- **Book Reports**
- **Sound Poems**
- **Research Reports**
- **Compare-Contrast Essay**

Course Objectives

The student will:

1. use a thesaurus to find exact words.
2. plan, draft, revise, proofread, publish a paragraph.(PASS)
3. recall the steps in the writing process.
4. write topic sentences.(PASS)
5. identify main characters and setting in a narrative.
6. identify the five parts of a friendly letter.
7. use a story map to plan a personal narrative.(PASS)
8. plan, draft, revise, proofread, and publish a friendly letter.(PASS)
9. address an envelope correctly.(PASS)
10. distinguish between fact and opinion.(PASS)
11. generate reasons to support opinions.(PASS)
12. plan, draft, revise, proofread, and publish a persuasive essay.(PASS)
13. correctly punctuate dialogue.
14. summarize the plot of a story.
15. plan the plot for a story using a plot pyramid.(PASS)
16. plan, draft, revise, proofread, and publish a persuasive essay.(PASS)
17. identify story elements of characters, setting, and plot in a fictional story.(PASS)
18. determine the appropriate amount of detail in a summary.
19. complete a character word web.(PASS)
20. plan, draft, revise, proofread, and publish a book report.(PASS)
21. identify alliteration and onomatopoeia in poetry.
22. plan, draft, revise, proofread, and publish a sound poem.(PASS)
23. read a poem aloud to a group.
24. identify the main idea in a paragraph.
25. take notes from a nonfiction source.
26. identify details that support one main idea.
27. draft, revise, proofread, and publish a biography.(PASS)
28. use proofreading marks to correct errors.(PASS)
29. distinguish between comparing and contrasting.
30. list details about two subjects in a T-chart.(PASS)
31. plan, draft, revise, proofread, and publish a compare-contrast essay.(PASS)

Resources: BJU English 3

Reading

Scope and Sequence

- To increase speed and comprehension
- To increase fluency and expression
- To identify key story elements: characters, setting, conflict, plot
- To expand vocabulary through word study
- To make, confirm, and revise predictions during reading
- Determine the meaning of unknown words by using context clues
- Determine the meaning of unknown words by using a glossary or dictionary
- Identify a theme and main idea of a passage
- Distinguish between fact and opinion in writing
- Share and discuss books with peers
- Use phonics knowledge and structural analysis to decode multisyllable words (e.g., syllables, suffixes, prefixes, root words)
- Classify literature according to genre: fiction, nonfiction, fantasy, fairytales, fables, folktales, myths, biography
- Use prefixes and suffixes to determine the meaning of words
- Select reading material appropriate for their own reading level
- Identify parts of a book: table of contents, index, glossary
- Use the card catalog

Course Objectives

Biblically Integrated Concepts

1. *God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2Timothy 3:16-17)*
2. *Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)*
3. *God has gifted individuals to write material for our enjoyment. (I Corinthians 12)*

The student will:

1. distinguish between God's truth and man's own thinking by comparing a variety of stories.
2. discern appropriate literature for a child of God.
3. adjust the speed of reading according to content.(PASS)
4. comprehend what is read.(PASS)
5. demonstrate expression in reading.
6. identify and describe main characters in a story.(PASS)
7. determine the setting of a story.
8. summarize the plot of a story in a few sentences.(PASS)
9. explain the conflict/resolution in a story.
10. analyze the themes within a story.(PASS)

11. predict outcomes in literature.(PASS)
12. relate cause/effect found in literature.(PASS)
13. distinguish between fact and opinion in writing.(PASS)
14. restate the main idea of a paragraph.(PASS)
15. critique an author's work.
16. summarize a book and share it with the class.
17. use dictionary/glossary to determine unknown words.(PASS)
18. interpret context for clues to determine unknown words.(PASS)
19. identify the parts of a book.(PASS)
20. classify literature into genre groups.(PASS)
21. demonstrate proper use of the card catalog.
22. identify prefixes and suffixes in a word.(PASS)
23. recall meanings of prefixes and suffixes.(PASS)
24. divide words into syllables according to syllabication rules.

Resources:

Secret in the Maple Tree-Matilda Nordtvedt

Pilgrim Boy- Matilda Nordtvedt

Pilgrim's Progress-ABEKA

Stone Fox-John Reynolds Gardiner

Sarah, Plain and Tall-Patricia MacLachlan

The Story of Harriet Tubman, Conductor of the Underground Railroad-Kate McMullan

Spelling

Scope and Sequence

- review special phonetic sounds
- learn to spell words based upon special sounds
- increase vocabulary
- write good sentences
- put words in alphabetical order
- understand dictionary marking for pronunciation
- use guide words effectively
- use a glossary for pronunciations and definitions
- use a dictionary
- identify misspelled words
- use words often confused correctly
- identify rhyming words
- develop proofreading techniques
- read poetry with good expression

Course Objectives

The student will:

1. use the spelling rule “*i* before *e* except after *c*”.(PASS)
2. write definitions for given vocabulary words.

3. identify similar sounds in words.
4. recognize correctly spelled words in a group of misspelled words.
5. chose the correct word to complete a sentence.
6. write good sentences using spelling words.
7. unscramble letters to spell a word.
8. add missing letters to complete a word.
9. write words in alphabetical order.(PASS)
10. recognize compound words.
11. identify a vocabulary word from its definition.
12. find vocabulary words in a glossary.
13. use lower-case letters to begin the name of a season.(PASS)
14. recognize rhyming words.
15. group words according to subject.
16. complete a crossword puzzle using spelling words.
17. use a capital letter to begin the name of a month, person, or language.(PASS)
18. use *of* and *off* correctly.
19. use *your* and *you're* correctly.
20. identify a contraction and the words that make up the contraction.
21. use spelling words to write a story with a theme.
22. add a suffix to a root word to make a spelling word.(PASS)
23. define and apply synonym, homonym, and antonym.(PASS)
24. use *won* and *one* correctly.
25. identify action verbs.
26. use *its*, *it's*, *their*, and *they're* correctly.

Resources:

Abeka: Spelling and Poetry: 3

3rd Grade Mathematics

Course Title-3rd Grade Mathematics

Course Type-Academic

Grade Level-3rd

Time on Task- 1 hour per day, 5 hours per week

Course Philosophy-God is a rational, orderly God and mathematics demonstrates God's order even in an abstract world. Exactness, preciseness, and completeness can be discovered in Mathematics, just as it is in God's world. Just as the Bible says "precept upon precept, line upon line..." (Isaiah 28:10), students of Mathematics must build concept upon concept in mathematics.

Course Description-Third grade mathematics includes the four basic mathematical processes: addition, subtraction, multiplication, and division. Fractions are introduced and there is an emphasis on problem solving. Students will work with English and metric measurements, graphing and basic geometry.

Spiritual Goals

1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2: 16, Genesis 1:26)
2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)
3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

Course Scope and Sequence

NUMBERS

- Understands place value in whole numbers for ones, tens, hundreds, thousands
- Uses expanded notation to write numbers
- Writes numbers from dictation up to the thousands place
- Writes and identifies Roman numerals from 1-30
- Identifies Roman numerals: I, V, X, L, C, D, M
- Solves number sentences with unknowns
- Understands the order of operations (w/ parentheses)

ADDITION

- Adds numbers in the families of 1-18

- Identifies the addends and the sum of an addition problem
- Solves for the missing number or missing sign in problems
- Solves word problems with addition
- Identifies addition clue words such as: in all, altogether, how many, how much, both, total
- Mentally solves addition problems
- Adds with carrying to any place value
- Checks addition problems by reversing addends
- Averages numbers
- Understands the commutative property of addition
- Understands the associative property of addition

SUBTRACTION

- Subtracts numbers in the 1-18 families
- Mentally subtracts numbers
- Solves word problems with subtraction
- Identifies subtraction clue words: how many, how much, how much more, have left, less, fewer, how much change
- Identifies minuend, subtrahend, difference in a subtraction problem
- Borrows from any whole number in any position
- Checks subtraction with addition

MULTIPLICATION

- Recalls multiplication tables 1-12
- Solves word problems using multiplication
- Identifies multiplication clue words: twice, times as many, times, per
- Identifies factors, partial products, products in a multiplication problem
- Multiplies with any number of digits in the first factor and up to 2 digits in the second factor.
- Carries up to the thousands place in a 2-digit multiplication problem.
- Checks multiplication by reversing factors
- Mentally multiplies numbers

DIVISION

- Recalls division facts for tables 1-12
- Solves word problems using division
- Identifies clue words for division: divided equally, shared equally
- Identifies dividend, divisor, and quotients in a division problem
- Divides with divisors of 1 or 2 digits
- Divides dividends of any number of digits
- Writes remainders of division problems as a fraction
- Checks division by multiplying
- Divides using money
- Averages numbers

- Divides numbers mentally

FRACTIONS

- Identifies parts of a whole: $1/5$, $1/6$, $1/7$, $1/8$, $1/9$, $1/10$
- Identifies fractional parts of a group (uses mixed numbers)
- Solves word problems using fractions
- Identifies numerator and denominator in a fraction
- Reads and writes fractions
- Places fractions on a number line
- Identifies types of fractions: equivalent, mixed
- Reduces fractions to lowest terms
- Adds and subtracts fractions with common denominators
- Adds and subtracts mixed numbers
- Compares fractions

DECIMALS

- Solves money problems with decimal points

PROBLEM SOLVING AND APPLICATION

- Solves word problems using addition, subtraction, multiplication and division
- Solves 1,2, or 3 step word problems

TIME, MONEY & MEASURES

- Recalls time measures: seconds, minutes, hours, days, weeks, months, years
- Converts measures from one measure to another within the same system
- Reads thermometers
- Recalls boiling and freezing points of water and normal body temperature
- Recalls English and metric length measures: inch, foot, yard, mile, centimeter, meter
- Recalls English and metric weight measures: ounce, pound, ton, gram, kilogram, metric tons
- Recalls English and metric measures for capacity: cup, pint, quart, gallon, peck, liter
- Orders measures from least to greatest
- Correctly makes change with money

GRAPHING

- Analyzes graphs for information
- Reads and understands pictographs
- Generates bar graphs from given information
- Interprets line graphs for information
- Compiles data from graphs
- Formulates line graphs from given information

GEOMETRY

- Recognizes basic geometric figures
- Illustrates plane figures such as circles, rectangles, squares, parallelograms, rhombus, triangles, and trapezoids
- Designs pictures or collages using all the basic geometric figures
- Identifies and draws angles and right angles
- Distinguishes between lines and parallel lines
- Determines the perimeter of rectangles, squares, and triangles using addition
- Predicts and computes the perimeter of rectangles, squares, and triangles using multiplication

Biblically Integrated Concepts:

1. *The student will recall verses that prove God's exactness, preciseness and completeness. (Colossians 1: 16-19, Psalm 8)]*
2. *The student will explain how mathematics reveals God's exactness, preciseness, and completeness. (Colossians 1: 16-19, Psalm 8)*
3. *The student will display attitudes and habit of good stewardship in their daily work.*

The student will:

Numbers

1. distinguish place value in whole numbers for ones, tens, hundreds, and thousands. **(PASS)**
2. identify Roman numerals from 1-30.
3. write Roman numerals from 1-30.
4. read and write Roman numerals for 50, 100, 500, and 1,000.
5. discover the unknown number in an equation.

Addition

The student will be able to:

1. add numbers in the families of 1-18.
2. identify the addends and sum of an addition problem.
3. mentally solve addition problems.
4. add with carrying to any place value. **(PASS)**
5. solve word problems with addition and identify clue words such as: in all, altogether, both, and total.
6. add money with decimal points. **(PASS)**
7. illustrate the commutative property of addition.
8. illustrate the associative property of addition.

9. add fractions with the same denominator.
10. determine the average of several numbers.
11. add mixed numbers.

Subtraction

1. identify the minuend, subtrahend, and difference in a subtraction problem.
2. subtract numbers in 1-18 families.
3. mentally subtract numbers.
4. solve word problems with subtraction and identify clue words such as: how many, much, more than, have left, less, fewer, and how much change.(PASS)
5. borrow from any whole number in any position.(PASS)
6. subtract with zeros in the minuend.
7. check a subtraction problem with addition.
8. subtract fractions with the same denominator.
9. subtract money with decimal points.(PASS)
10. subtract mixed numbers.

Multiplication

1. identify factors, products, and partial products in a multiplication problem.
2. recall multiplication tables 0-12. (PASS)
3. mentally multiply numbers.
4. solve word problems using multiplication.(PASS)
5. identify multiplication clue words such as: twice, times as many, times, and per.
6. check multiplication by reversing factors.
7. multiply in money problems with decimal points.
8. carry up to the thousandths place in a 2 digit multiplication problem.(PASS)
9. prove multiplication 6 ways.
10. multiply with any number of digits in the first factor and up to two digits in the second factor. (PASS)

Division

1. recall division tables 1-12.
2. identify dividend, divisor, and quotient in a division problem.
3. divide numbers mentally.
4. writes the 5 steps of division in order.
5. divide dividends of any number of digits.
6. check division by multiplying.
7. divide with a remainder.
8. divide in money problems with decimals.
9. solve 3 digit dividend problems.
10. divide with divisors of 1 or 2 digits.
11. solve longer 2-digit division problems.

Fractions

1. identify parts of a whole: $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$.(PASS)
2. identify numerator and denominator in a fraction.

3. read and write fractions.(PASS)
4. identify fractional parts of a group.(PASS)
5. identify mixed numbers.
6. find the fractional part of a group.(PASS)
7. solve word problems with fractions.
8. solve problems involving $\frac{1}{2}$ and $\frac{1}{3}$ of a number.(PASS)
9. find the fractional part of a number.(PASS)
10. add fractions with the same (common) denominator.
11. subtract fractions with the same (common) denominator.
12. place fractions on a number line.
13. add and subtract mixed numbers.
14. make equal fractions.
15. reduce fractions to lowest terms.
16. compare fractions. (PASS)

Decimals

1. solve money problems with decimals.(PASS)

Problems Solving and Applications

1. solve word problems using addition, subtraction, multiplication, and division.(PASS)
2. solve one step word problems.
3. recognizes clue words for story problems.
4. identify symbols for greater than, less than, and equal to.
5. discovers the unknown number in an equation.(PASS)
6. demonstrates the order of operations (with parentheses).
7. predict additional terms in a given pattern, describe how the pattern is created and extend the pattern.(PASS)

Time, Money, and Measures

1. recall the following time measures: seconds, minutes, hours, days, weeks, months, and years.
2. convert measures from one measure to another within the same system. (PASS)
3. recall English length measures such as inch, foot, yard, and mile.(PASS)
4. recall English and metric measures for capacity: cup, pint, quart, gallon, peck, and bushel, liter.(PASS)
5. order measures from least to greatest.
6. measure to the nearest centimeter. (PASS)
7. recall Metric length measures: centimeter, meter. (PASS)
8. compare English and Metric length measures..
9. recall time measures: seconds, minutes, hours, days, weeks, months, and years.
10. recall English and Metric weight measures: ounces, pounds, tons, grams, kilograms and metric tons. (PASS)
11. convert measures from a smaller unit to a larger unit (divide) and to convert a larger unit to a smaller unit (multiply). (PASS)
12. use the 5 step method to solve a measurement equation.
13. solve measurement equations by finding the missing number.

14. read a thermometer. **(PASS)**
15. recall boiling and freezing points and normal body temperature on a thermometer.
16. differentiate between Fahrenheit and Celsius.
17. tell time on clocks to 5 minutes. **(PASS)**

Graphing

1. analyze graphs for information needed in Math, History, and Science. **(PASS)**
2. read and understand pictographs used in courses of study such as Math, History, and Science. **(PASS)**
3. generate bar graphs from given information. **(PASS)**
4. interpret line graphs for information. **(PASS)**
5. compile data from graphs. **(PASS)**

Geometry

1. recognize basic geometric figures and illustrate plane figures such as circles, rectangles, squares, parallelograms, rhombus, triangles, and trapezoids. **(PASS)**
2. design a picture or collage using all the basic geometric figures.
3. identify and draw angles and right angles.
4. distinguish between lines and parallel lines.
5. determine the perimeter of rectangles, squares, and triangles using addition.
6. predict and compute the perimeter of rectangles, squares, and triangles using multiplication.

Resources:

1. ABEKA: Arithmetic 3 textbook
2. ABEKA: Arithmetic 3 drill, quiz, and test booklet

3rd Grade Science

Course Title: Science

Course Type: Academic

Level: 3rd Grade

Time on Task: 2 hours per week

Course Philosophy: Science reflects the magnificent order and complexity of the things God has placed about us. God created each of us with a curiosity to learn more about His creation. Science stimulates the student's interest and encourages them to explore God's creation.

Course Description: The course will attempt to stimulate the student's interest in science through a study of the wonders of creation. The following areas of science will be studied throughout the course of the year: life, physical, human body, earth and space science.

Spiritual Goals:

1. Teach the child to recognize God as the creator of the heavens and the earth and everything in them. (Genesis 1:1, Psalms 95:3-5; Isaiah 66:1-2, Isaiah 45:18, John 1:3)
2. Lead the student to recognize that God created all living things and that these living things are fearfully and wonderfully made. (Psalm 139:14; Isaiah 43:7)
3. Train the student to evaluate the truth of all science by the Bible, since it alone is absolute truth. (Isaiah 8:20, John 1:4)

Course Scope and Sequence

- **Ecosystems**
- **Life of Plants**
- **Plant Variety**
- **Matter**
- **Motion and Force**
- **Electricity**
- **Magnets**
- **Musculoskeletal System**
- **Nervous System**
- **Health**
- **Rocks and Soils**
- **Earth's Surface**
- **Changes in the Earth's Surface**
- **The Solar System**
- **Stars and Constellations**

Life Science

Biblically Integrated Concepts:

- 1. God created the world and everything in it. (Psalm 24:1)***
- 2. God created an orderly world that enables us to study it and detect patterns and purpose and structure woven into it. (Romans 1:20)***
- 3. As we study God's creation, our attention is drawn to Him. (Psalm 19:1)***
- 4. As students study more about plants, God's creative design and intricate workmanship becomes more evident. (Matthew 6:28-30)***

Course Objectives:

The student will:

1. observe and measure objects, organisms, and events using appropriate measures. **(PASS)**
2. compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **(PASS)**
3. classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **(PASS)**
4. plan and conduct a simple investigation. **(PASS)**
5. use simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **(PASS)**
6. interpret tables and graphs. **(PASS)**
7. recognize and describe patterns, then make predictions based on patterns. **(PASS)**
8. communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. **(PASS)**
9. distinguish between producers, consumers, and decomposers. **(PASS)**
10. describe the role of predator, prey, and scavenger and the importance of each in the balance of an ecosystem. **(PASS)**
11. identify three ways animals adapt to their environment: hibernation, migration, camouflage. **(PASS)**
12. label the parts of a plant and the function of each part.
13. observe plants and record observations. **(PASS)**
14. identify the parts of a plant cell.
15. order the steps of pollination.
16. identify specific flower parts.
17. order the steps in the life cycle of a plant.
18. compare and contrast a variety of plants.
19. compare and contrast stems, roots, and leaves of a plant and explain how forms help a plant survive in its habitat. **(PASS)**
20. list similar characteristics of plants classified in a specific group. **(PASS)**

Resources:

Life Christian Academy Third Grade Science Curriculum Guide

ACSI: Purposeful Design Level Three

Physical Science

Biblically Integrated Concepts:

- 1. The Bible does say that certain things are eternal. However, matter is not eternal. (Genesis 1:1, Ps. 46:2-3, 2 Peter 3:12)***
- 2. God, the Creator, has made the universe in an orderly manner. (Romans 1:20)***
- 3. Since God created orderliness and predictability, we can live in peace and safety. (Romans 1:20)***
- 4. When God created human beings, He shared some of His own attributes with them. We cannot create something out of nothing, but we do have the ability to take materials God has created and put them together for new uses. (Genesis 1:26-27)***
- 5. Science has not detected God. Although He is invisible, He is everywhere and He holds all things together. (Nehemiah 9:6)***

Course Objectives:

The student will:

1. observe and measure objects, organisms, and events using appropriate measures. **(PASS)**
2. compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **(PASS)**
3. classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **(PASS)**
4. plan and conduct a simple investigation. **(PASS)**
5. use simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **(PASS)**
6. interpret tables and graphs. **(PASS)**
7. recognize and describe patterns, then make predictions based on patterns. **(PASS)**
8. communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. **(PASS)**
9. differentiate between solids, liquids, and gasses.
10. explain the process by which matter changes from one state to another.
11. separate mixtures into pure substances. **(PASS)**
12. combine different forms of matter in chemical reaction to make new forms of matter. **(PASS)**
13. differentiate between the forces of friction and gravity.
14. distinguish between work and power.
15. investigate Newton's first law of motion.
16. identify simple machines and describe their benefits.
17. diagram how opposite charges attract and like charges repel.
18. classify objects as either conductors or insulators. **(PASS)**
19. construct a circuit to demonstrate the flow of electricity.
20. compare and contrast incandescent and fluorescent bulbs.

21. distinguish between materials that are magnetic and nonmagnetic.
22. identify different types of magnets and locate the poles.
23. construct a compass to detect the earth's magnetic field.

Resources:

Life Christian Academy Third Grade Science Curriculum Guide

ACSI: Purposeful Design Level Three

Various Units

The Human Body

Biblically Integrated Concepts:

1. *When God created the human body He put the parts together the way He wanted them to be. Each part has a unique role that benefits a living body. (I Corinthians 12:18)*
2. *When we examine the capacity and intricacies of the human body, wonder is out natural response. (Psalm 139:14)*
3. *We are caretakers of our bodies----just as we are caretakers of the rest of the world God created. (Genesis 1:28, I Corinthians 6:19)*

Course Objectives:

The student will:

1. observe and measure objects, organisms, and events using appropriate measures. **(PASS)**
2. compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **(PASS)**
3. classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **(PASS)**
4. plan and conduct a simple investigation. **(PASS)**
5. use simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **(PASS)**
6. interpret tables and graphs. **(PASS)**
7. recognize and describe patterns, then make predictions based on patterns. **(PASS)**
8. communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. **(PASS)**
9. investigate animal features that help them live in their specific environment. **(PASS)**
10. evaluate the truth of this unit of science by the Bible, since it alone is absolute truth.
11. identify bones used for specific activities.
12. label the four layers of bones and explain their functions.
13. identify and locate three types of joints: hinge, pivot, ball-and-socket.
14. name several specific major muscles.
15. classify movements as either voluntary or involuntary. **(PASS)**
16. explain how the three parts of the nervous system---the brain, spinal cord, and nerves---process information.
17. identify the functions of sensory and motor nerves.

18. identify the functions of the cerebrum, cerebellum, and brain stem.
19. identify the functions and sources of the following four nutrients: Water, carbohydrates, proteins, and fats.
20. develop a menu that provides the body with essential vitamins and minerals.
21. analyze their own diet and determine which aspects are healthy and unhealthy.

Resources:

Life Christian Academy Third Grade Science Curriculum Guide
ACSI: Purposeful Design Level Three
Various Units

Earth and Space

Biblically Integrated Concepts:

1. *Since everything in the earth is the Lord's, we are accountable to Him for the way we use His creation. (Genesis 1:28)*
2. *As a created thing, the universe has temporary existence. It exists only as long as its Creator keeps it in existence. Only God lasts forever. (Psalm 102:25-27)*
3. *God's awesome power is revealed in the wonders of the solar system. (Psalm 19:1)*
4. *The God who created the heavens and the earth is concerned about each of us. (Psalm 8:3-4)*
5. *No matter how impressive the universe is, we must never forget that it is a created thing. We must not be so overwhelmed with the incomprehensible vastness of the universe that we fail to give glory to the Creator. (Psalm 33:6)*

Course Objectives:

The student will:

1. observe and measure objects, organisms, and events using appropriate measures. **(PASS)**
2. compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events. **(PASS)**
3. classify a set of simple objects, familiar organisms, and/or observable events by observable properties. **(PASS)**
4. plan and conduct a simple investigation. **(PASS)**
5. use simple equipment and tools such as magnifiers, thermometers, and rulers to gather data. **(PASS)**
6. interpret tables and graphs. **(PASS)**
7. recognize and describe patterns, then make predictions based on patterns. **(PASS)**
8. communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. **(PASS)**
9. investigate animal features that help them live in their specific environment. **(PASS)**
10. identify minerals and describe them according to their color, texture, luster, hardness, and shape. **(PASS)**

11. classify a rock as sedimentary, igneous, or metamorphic. **(PASS)**
12. explain how rocks change from through the rock cycle.
13. identify the four components of soil and analyze various types of soil. **(PASS)**
14. describe how environments affect the way people live.
15. illustrate how rain, wind, and moving water can change the shape of valleys.
16. explain how erosion changes landforms.
17. describe how landslides, avalanches, and mudslides can change landforms.
18. demonstrate how a volcano erupts and explain the effects volcanoes have on landforms.
19. demonstrate the causes and effects of earthquakes.
20. identify instruments used to monitor landform changes.
21. identify the characteristics of the planets and the sun.
22. compare and contrast the planets.
23. identify the phases of the moon.
24. examine how tools help astronomers study the universe.
25. distinguish between asteroids, comets, and meteors.
26. identify characteristics of stars including size and color.
27. identify three types of galaxies.
28. identify several specific constellations.

Resources:

Life Christian Academy Third Grade Science Curriculum Guide

ACSI: Purposeful Design Level Three

Various Units

3rd Grade Social Studies

Course Title: Social Studies

Course Type: Academic

Grade Level: Third Grade

Time on Task: approximately 1 ½ hours per week

Course Philosophy: History is the written record of God's dealings with men as individuals and as communities or nations. God is sovereign and is actively orchestrating events in the lives of these individuals and nations. God requires submission to those placed in authority. As servants of God, students must be taught their responsibility in serving as salt and light in the community or nation in which God has placed them.

Course Description: The primary focus of third grade social studies is the study of famous Americans or groups of Americans. Through the study of these famous Americans, students will identify the principles by which these men and women lived and how they helped make America great. Students will reinforce geography skills such as locating specified points on a map, identifying and using a map key, and identifying directions on a map. The student's responsibility as a citizen of the United States will be emphasized.

Spiritual Goals:

1. To teach the student that God has organized life in such a way that people live in groups in order to learn from and help one another. (I Corinthians 12, Ephesians 4: 4-14.)
2. To teach the student that God has a plan for individuals and nations, and He is carrying this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)
3. To teach the student that Christian citizens have a responsibility to respect and obey those in authority. Christian citizens also have a responsibility to be actively involved in the community or nation in which God has placed them. (Romans 13:1)
4. To help students identify positive role models that God has set before us as examples of Godly living. (Hebrews 12)

Course Scope and Sequence

- Exhibit traits of good citizenship
- Demonstrate knowledge of basic geographic concepts

- Identify famous Americans or groups of Americans
- Identify character traits exhibited by famous Americans
- Explain the impact that famous Americans made on their country
- Use map skills to locate specific places of interest
- Use scales on a map to measure distance
- Use map keys to locate specific items

Biblically Integrated Concepts

1. *The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)*
2. *The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)*
3. *The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)*
4. *The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances.(Daniel 2:20-23)*
5. *The student will recognize the importance of following Godly examples and the importance of being a Godly example. (I Timothy 4:12, Hebrews 11-12, I Corinthians 11:1)*

Civics

The student will:

1. exhibit behavior that demonstrates an understanding of school and classroom guidelines. **(PASS)**
2. recite the pledge to the American flag and explain its meaning.
3. describe the American flag by telling how many stripes, stars, colors, etc...and explain the significance of each.
4. name the basic freedoms that Americans enjoy.**(PASS)**
5. explain the purpose of the Constitution of the United States.
6. explain the purpose of the Declaration of Independence.

Geography

The student will:

1. identify north, south, east, west, southwest, southeast, northwest, northwest on a map.**(PASS)**
2. locate specific places of interest on a map.**(PASS)**
3. give the number of states in the United States.
4. locate specific states on a United States map.
5. locate Oklahoma on a map of the United States.
6. locate Oklahoma City on a map of the United States.
7. name the four oceans and seven continents.**(PASS)**
8. locate the four oceans and seven continents on a map of the world.**(PASS)**
9. identify basic landforms and bodies of water (e.g. Appalachian Mountains, Gulf of Mexico, Canada, Mexico, Rocky Mountains, Yellowstone National Park, Grand Canyon National Park, Yosemite National Park).**(PASS)**

10. use the scale on a map to determine distances between two locations.(PASS)

History

The student will:

1. identify the following groups of people and the events surrounding them and how they impacted our country: Pilgrims, Quakers, pioneers.
2. Identify the following people and the events surrounding them and how they impacted our country: Christopher Columbus, John Smith, Pocahontas, Miles Standish, Squanto, William Penn, Benjamin Franklin, George Washington, Thomas Jefferson, Daniel Boone, Noah Webster, Robert E. Lee, Abraham Lincoln, Clara Barton, Ulysses S. Grant, Louisa May Alcott, Booker T. Washington, George Washington Carver, Laura Ingalls Wilder, Billy Sunday.

Resources:

Abeka: Our American Heritage
Selected Units

3rd Grade Bible

Course Title: Bible

Course Type: Academic

Grade Level: Third Grade

Time on Task: approximately 30 minutes four days a week, 2 hours per week

Course Philosophy: The study of God's Word is the heart and core of a Christian school. Our mission is to train students to be spiritually strong. Knowledge of God's Word is the foundation for being spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

Course Description: The course will begin with a review of the exodus of the children of Israel from Egypt. Students will survey the book of Judges and discover the law of sowing and reaping as evidenced in the lives of the people of Israel. The lives of Deborah, Gideon, Samson, Ruth, and Samuel will be studied in depth. Practical application will be made to the student's life today.

Spiritual Goals:

1. To teach the student to recognize the godly and ungodly choices that various characters of the Bible have made and to learn from those choices. (Hebrews 11, Deuteronomy 11:26-28)
2. To lead the student to discover that God, who manifested Himself in the Old Testament, is eager to manifest Himself today in his/her life. (Hebrews 1:1, Luke 4:16-21)
3. To empower the student to change his/her world for Christ. (Matthew 5:1-16, I Peter 3:15, I Peter 2:9)

Course Scope and Sequence

- **Review of the exodus to the Promised Land**
- **Judges: The law of "sowing and reaping"**
- **Deborah leads God's people**
- **Gideon and His Faithful Army**
- **Samson Learns a Hard Lesson**
- **Ruth's Love for Her Family is Rewarded**
- **Young Samuel Serves God**

Course Objectives:

The student will:

1. recall the twelve tribes of Israel.
2. review the roles of Aaron and Moses in the exodus from Egypt.
3. cite examples of God's faithful guidance and provision for his people during the exodus and the journey to the Promised Land.

4. recognize that absolute obedience to God's commands is required in order to experience the fulfillment of his promises.
5. explain Joshua's role in the children of Israel's journey to the Promised Land.
6. trace the cycle of Judges and examine the consequences of disobedience as evidenced in the lives of the Israelites.
7. compare the consequences of disobedience as evidenced in the lives of the Israelites with his/her own nation and personal life.
8. discuss the consequences of making wrong choices.
9. define the law of "sowing and reaping."
10. discuss God's criteria for selecting leaders.
11. understand the importance of respect for leaders in his/her own life.
12. explain what Deborah and Barak are famous for and what can be learned from their lives.
13. participate in a service project around the school.
14. discuss the importance of "willingness" in being used by God.
15. reenact the story of Gideon.
16. identify his/her own strengths and weaknesses.
17. explain that even though God forgives, we must often deal with consequences for sin.
18. define the term *Nazarite*.
19. identify Samson's positive and negative character traits.
20. share good choices and bad choices that they have made on a regular basis.
21. understand the importance of caring for one's family as demonstrated by Ruth.
22. retell the story of Ruth in his/her own words.
23. choose ways to become a better family member.
24. be challenged to serve God in his/her youth as he/she studies the life of Samuel.
25. identify ways that he/she can serve God in the church at this time in his/her life.
26. look to characters in the Bible as role models for his/her life.
27. discuss appropriate attitudes in worship.
28. discuss how Israel's disloyalty to God weakened them.
29. identify the wrong choices made by Saul and the consequences of those choices.
30. encourage leaders and pray for them.
31. discuss the difference between David's and Saul's attitudes toward God.
32. differentiate between David's choices and Saul's choices.
33. be encouraged to face the "giants" in his/her own life with God's help.
34. be encouraged to defend God's honor as David did.
35. discuss David and Jonathan's friendship as a model for his/her own friendships.
36. be challenged to choose friends carefully.
37. identify four ways Jonathan displayed true friendship to David.
38. discuss the steps to a pure heart.
39. discuss God's way of dealing with enemies.
40. review the Great Commandment given by Jesus during His earthly ministry.
41. compare the Old Testament law of blood sacrifice with communion.
42. identify Jesus as the final Passover Lamb.
43. record his/her own personal feelings about the Triumphal Entry and the Last Supper.

44. choose to sacrifice something of his/her own for someone else.
45. trace the events of the last days of Jesus to the crucifixion and resurrection.
46. practice retelling the story of why Jesus had to die.
47. locate Scriptures that tell of Jesus' appearances after the resurrection.
48. explain how the resurrection of Jesus gives us hope.
49. discuss what it means to be "saved."
50. understand that he/she has been commissioned to tell the world of God's great love.
51. identify the responsibilities he/she has as a member of God's family.
52. identify ways the Holy Spirit helps him/her grow in his/her life.
53. identify strengths and weakness in Peter's character and how they relate to his/her own life.
54. list the four kinds of miracles God performed to support the apostles in their work.
55. be encouraged to defend his/her own faith through study of Stephen's life.
56. compare and contrast the life of Saul (Paul) after he met Christ on the road to Damascus.

Resources:

Standard Publishing: Biblical Choices for a New Generation: The God of Choices
Selected Bible Videos