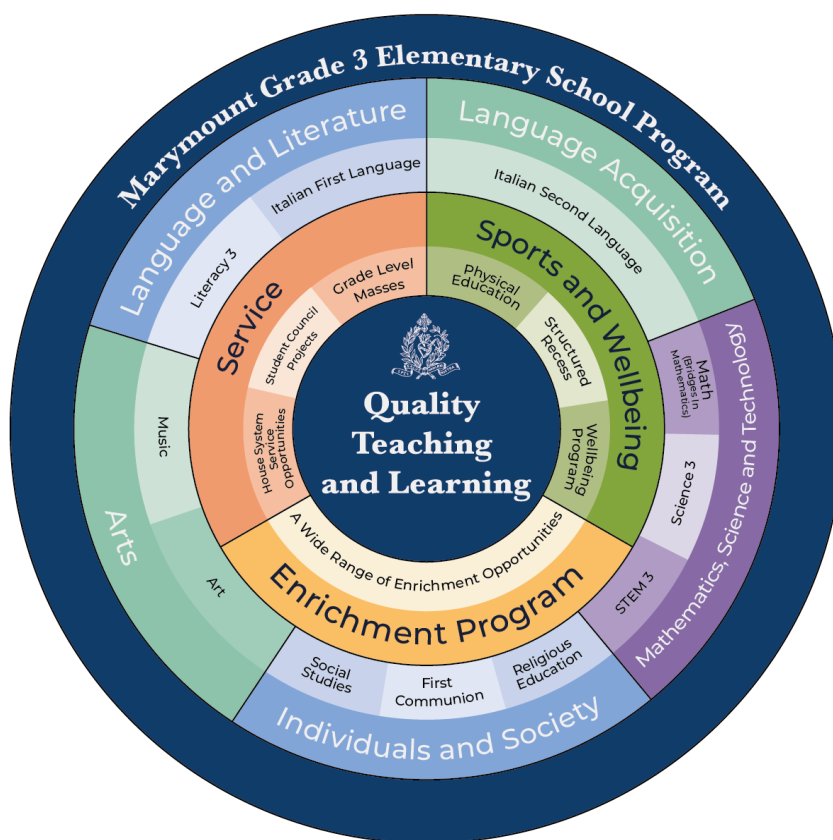


Grade 3 Program Information

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, and Library/Research. 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.



Typical Weekly Schedule

Class	Time Allocated	Class	Time Allocated
Literacy	5 x 105 min lessons	Math	5 x 60 min lessons
Science	2 x 45 min lessons	Social Studies	2 x 45 min lessons
Art	1 x 45 min lesson	Music	1 x 45 min lesson
Italian	4 x 45 min lessons	Library/ Research	1 x 45 min lesson
Well-being & Global Citizenship	1 x 45 mins lesson & Daily Morning Meeting	Religion / First Communion Preparation	1 x 45 min lesson
Physical Education	3 x 45 min lessons	STEM Projects	Embedded throughout year
ES Assembly 1 x 30 min			

Course Offering

SUBJECT AREAS	Grade 3	Grade 4	Grade 5
Language and Literature	Literacy 3 Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the Grade 5.	Literacy 4 Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the Grade 5.	Literacy 5 Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the School Year.
Language Acquisition	Italian Second Language I and II	Italian Second Language I and II	Italian Second Language I and II
Mathematics, Sciences and Technology	Mathematics 3 Science 3 STEM Projects	Mathematics 4 Science 4 STEM Projects	Mathematics 5 Science 5 STEM Projects
Individuals and Societies	Religious Education Social Studies First Communion Preparation	Philosophy Religious Education Social Studies	Philosophy Religious Education Social Studies
Arts	Art Music	Art Drama Music	Art Drama Music
Sports and Well-being	PE Structured Recess Global Citizenship/Well-being	PE Structured Recess Global Citizenship/Well-being	PE Structured Recess Global Citizenship/Well-being
Enrichment	After School Activities Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Individualized Enrichment Plans JuniOrchestra Library/Research Private Instrumental Music Lesson Public Speaking Opportunities School Plays/Concerts Student Led Assemblies	After School Activities ATL Assemblies Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Enrichment Clusters Individualized Enrichment Plans JuniOrchestra Leadership Opportunities Library/Research Private Instrumental Music Lesson Public Speaking Opportunities Student Led Assemblies School Plays/Concerts	After School Activities ATL Assemblies Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Enrichment Clusters Individualized Enrichment Plans JuniOrchestra Leadership Opportunities Library/Research MUN Private Instrumental Music Lesson Public Speaking Opportunities Scholarship Examinations Student Led Assemblies School Plays/Concerts
Service	Grade Level Masses House System Service Opportunities Student Council Projects	Grade Level Masses House System Service Opportunities Student Council Projects	Grade Level Masses House System Service Opportunities Student Council Projects
Support	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs

Language and Literature

Literacy 3

The Literacy program in Grade 1 includes Language Comprehension, Reading, Writing, and Word Study. Aligned with the AERO (American Education Reaches Out) standards, students learn to communicate effectively in a variety of modes and develop skills in oral language, reading, and writing.

The aim of the Reading Curriculum is for students to build habits and strategies that will support them in becoming successful, life-long readers. 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 higher-level thinking skills. In Grade 3, students build on their reading life, grasp main ideas and text structure, explore mystery, connect informational text with learning, and study characters.

The Writing Curriculum is designed to support students in becoming confident and capable writers who can write for specific purposes and use and apply different strategies. The genre-based units help students consolidate and apply what they have learned. In Grade 3, students craft true stories, write informative text, create their own fairy tales, and explore persuasive speeches, petitions, editorials, and craft 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.

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 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.

Language Acquisition

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

The Italian SL 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 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 II Grades 1 - 5)

The Italian SL II course is for all students who have completed the Beginner I 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 II 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.

Mathematics, Sciences and Technology

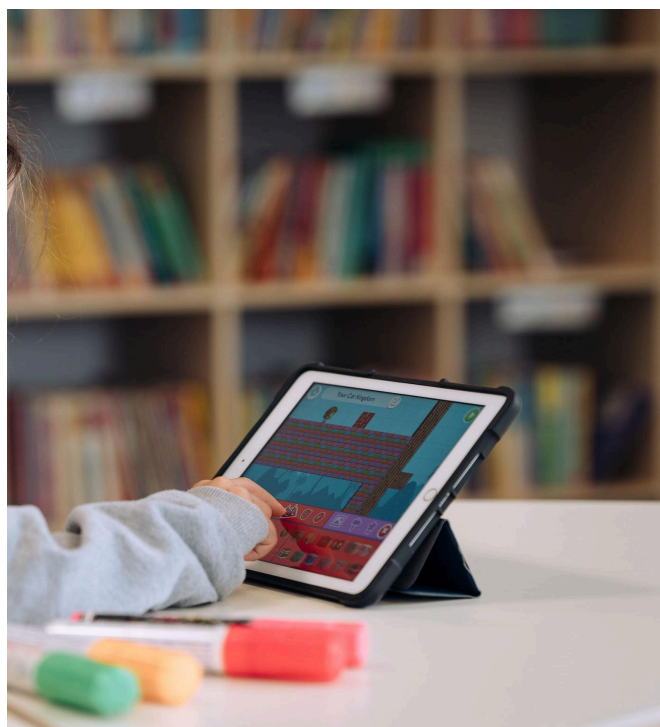
Mathematics 3

The Third Grade Mathematics curriculum follows the scope and sequence of the Bridges in Mathematics Curriculum and fully addresses the AERO Math standards. The mathematics instruction is structured as a Balanced Math Block Workshop. Natural differentiation and enrichment opportunities are provided each week for students through a Math Menu. The Balanced Math Block consists of a “Math Talk” Warm Up, followed by the Main Lesson, Problem String or Investigation, Number Corner and Math Menu Time, providing student choice and open exploration. In Grade 3, students focus intensively on the four critical areas specified by the AERO Math standards: Developing understanding of multiplication and division and strategies for multiplication and division within 100; Developing understanding of fractions, especially unit fractions (fractions with numerator 1); Developing understanding of the structure of rectangular arrays and of area; and Describing and analyzing two-dimensional shapes. A variety of manipulatives help students of all ages visually and physically understand Math.

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 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.



STEM Projects

STEM education is the integrated teaching of Science, Math, Engineering, and Math. STEM projects are embedded in the Science and Math units. They are designed to enhance and support students' integrated use of technology throughout the Elementary School, and to empower 21st-Century students by enabling them to use all the resources available to them in creative, meaningful, and responsible ways. We access STEM units from eie.org, an award-winning curricula division of the Museum of Science, Boston, and from our Bridges Math Curriculum. These projects inspire students to become lifelong STEM learners and passionate problem solvers. The units are fully aligned with the NGSS (National General Science Standards) and AERO Math Standards used across the school.

Optional STEM classes may be offered as an extracurricular after-school activity.

Individuals and Societies

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 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.

Arts

Art 3

Art in Grade 3 focuses on introducing students to a variety of 2D and 3D materials, techniques, and their relationships in contemporary, historical, and multi-cultural identities. Group projects are mixed in with individual study to allow for students to build a growth mindset and intrinsic motivation. Students learn to reflect on the process by creating artist statements, digital and physical portfolios, and sharing with peers. They work in a wide variety of mediums including drawing, painting, collage, fibers, ceramics, sculpture, printmaking, and digital art.

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.

Sports and Well-being

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.

Structured Recess

Students benefit from free play and socialization, and have the opportunity to engage in structured recess activities. At the heart of this program is scheduled professional soccer coaching, chess, and organized athletic competitions. Students also have access to a variety of outdoor play equipment for individual exercise and wellness.



Global Citizenship and Well-being Program

Global citizenship and the social and emotional well-being of students are aligned with our School Mission and Quality Teaching and Learning Statement. This is considered of equal importance to individual academic progress. The units taught include these key areas: Building a Caring Community, Digital Citizenship, Sustainability, Effective Communication, Service, Social Justice, and Being Reflective. These concepts are taught during daily Morning Meetings, home and school activities, ATL workshops, and student-led Elementary Assemblies

Enrichment

Enrichment Program

Marymount is dedicated to guiding students toward the achievement of their full potential. Students are constantly challenged, motivated, and inspired to learn beyond the curriculum and encouraged to develop their various interests inside and outside of the classroom in addition to building specific skills such as public speaking and leadership through a wide variety of academic, athletic, and artistic enrichment opportunities that are built into their learning journey.

These are offered at both Grade level as well as at an individual level with Individual Enrichment Plans developed together with students' homeroom teachers, and our Director of Specialist Teaching and Learning, in partnership with parents.

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.

Service



Grade Level Masses

Grade Level Masses not only enhance the spiritual dimension of our School, but are deeply embedded in the life of Marymount students, with students of all faiths involved in these well attended community events for students and parents. Masses are tailored and delivered in an age appropriate, interactive manner and students participate in prayer reading and singing.

House System Service Opportunities

Invested in the House system, students feel a sense of connection to something greater than themselves, and a feeling of belonging drives them to make positive choices. Students participate in several House sponsored service initiatives annually.

Student Council Projects

With a focus on leadership through service to the community, students coordinate a diverse number of service initiatives including food drives, clothes drives, Peter Pan Onlus, environmental awareness, and fundraising for Zambia. Students lead and facilitate assemblies and workshop discussions.

Support

ELL(English Language Learning)

The ELL program assists students whose first language is not English to become competent in English allowing them full access to the curriculum as well as to the social and academic life of the School. All students are also encouraged to develop and maintain their mother tongue. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. The WIDA MODEL of Assessment is used to track English language acquisition on a 1-6 continuum (6 being near-native fluency). The ELL teachers collaborate with mainstream teachers to support and monitor the progress of ELL students.

Learning Support

In our School, diversity is a positive resource. We are aligned to the IB learning philosophy by which “Students are the center of international education in the IB with their own strengths and challenges” We strive to meet the needs of all learners and treat each student as an individual. Marymount is a responsibly inclusive School, and we promote and protect the interests of children who learn in different ways or at different rates. Aligning with the IB Learner Profile and our own Marymount Quality Teaching and Learning Statement, we challenge each student and teacher to strive to embody all of the characteristics of a Marymount education.

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. There are times when students experience difficulty in the regular classroom setting. When a student has difficulty in school, it may be noticed by the class teacher, other school personnel, the parents, or the student. After the teacher has implemented various strategies and in-class interventions, the Learning Support Department may be consulted to determine further interventions, educational evaluations, accommodations, academic support, and/or a modified program.

Learning Support in the Elementary School consists of the following: support in ensuring that students receive accommodations as outlined in their Individual Learning Plans (ILPs), consultation with classroom and enrichment teachers, small group pull-out support, and in-class support with an assigned one-to-one Assistant.