

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade Three

(Mrs. Margaret Cooke)

2016/2017

Language

The Language expectations of the Ontario curriculum are organized into three strands that specify the detail that is to be taught at each grade level. Our school curriculum follows this general pattern with additional emphasis on spelling, grammar, creative writing, cursive writing and oral communication.

Strand #1: Writing – Students will be expected to communicate ideas and information for specific purposes and to specific audiences, write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal entries); organize information into short paragraphs that contain a main idea and related details; begin to use compound sentences and use sentences of varying length; produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems); use materials from other media (e.g., sketches) to enhance their writing; revise and edit their work, using feedback from the teacher and their peers; proofread and correct their final drafts; use and spell correctly the vocabulary appropriate for this grade level; use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level. Cursive writing is emphasized.

Strand #2: Reading – Students will be expected to read a variety of fiction and non-fiction materials (e.g., chapter books, children’s reference books) for different purposes; read aloud, speaking clearly and with expression; read independently, using a variety of reading strategies; express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read; select material that they need from a variety of sources; understand the vocabulary and language structures appropriate for this grade level; use conventions of written materials to help them understand and use the materials; organize a monthly Reading Calendar for reading at home.

Strand #3: Oral and Visual Communication – Students will be expected to communicate messages, and follow and give directions for a variety of activities and events; listen to discussions and ask questions to clarify meaning; retell stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending; talk about characters and situations in stories, and information and ideas in non-fiction materials; apply the rules for working with others; view, read, and listen to media works that convey messages or information and talk about what they have learned; create a variety of simple media works; use the conventions (e.g., sentence structure) of oral language and of the various media that are appropriate to the grade.

Since we feel that spelling and grammar are important, our program will also emphasize phonics skills, word analysis and word building opportunities using *Spelling Workout Level C*, *A Beka Language 3*, and curriculum related words.

Mathematics

The mathematics expectations of the Ontario curriculum are organized into five strands that detail specific expectations of students within each of the five major areas of knowledge and skills required of students. Our school curriculum is structured around these five strands with additional review of fundamental arithmetic and problem solving challenges provided by our Problem Solver and Mathbuilder supplementary programs.

Strand #1: Number Sense and Numeration – Students will be expected to represent whole numbers using concrete materials, drawings, numerals, and number words; compare and order whole numbers using concrete materials, drawings, and ordinals; represent common fractions and mixed numbers using concrete materials; understand and explain basic operations (addition, subtraction, multiplication, division) involving whole numbers by modelling and discussing a variety of problem situations (e.g., show division as sharing, show multiplication as repeated addition); develop proficiency in adding and subtracting three-digit whole numbers; develop proficiency in multiplying and dividing one-digit whole numbers; select and perform computation techniques (addition, subtraction, multiplication, division) appropriate to specific problems and determine whether the results are reasonable; solve problems and describe and explain the variety of strategies used.

Strand #2: Measurement – Students will be expected to demonstrate an understanding of and ability to apply measurement terms: centimetre, metre, kilometre; millilitre, litre; gram, kilogram; degree Celsius; week, month, year; identify relationships between and among measurement concepts; solve problems related to their day-to-day environment using measurement and estimation (e.g., in finding the height of the school fence); estimate, measure, and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas; estimate, measure, and record the capacity of containers and the mass of familiar objects, and compare the measures.

Strand #3: Geometry and Spatial Sense – Students will be expected to investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings; draw and build three-dimensional objects and models; explore transformations of geometric figures; understand key concepts in transformational geometry using concrete materials and drawings; describe location and movements on a grid; use language effectively to describe geometric concepts, reasoning, and investigations.

Strand #4: Patterning and Algebra – Students will be expected to recognize that patterning results from repetition; identify, extend, and create linear and non-linear geometric patterns, number and measurement patterns, and patterns in their environment; create charts to display patterns; identify relationships between and among patterns.

Strand #5: Data Management and Probability – Students will be expected to sort, classify, and cross-classify objects and data; collect and organize data; interpret displays of data, present the information, and discuss it using mathematical language; demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations; relate meaningful experiences about probability.

Texts: *Math Makes Sense 3* (Addison-Wesley), *Problem Solver 3*

Science and Technology

The science and technology expectations of the curriculum are organized into four strands:

Strand #1: Understanding Life Systems – Growth and Changes in Plants: Students will assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats; investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow; and demonstrate an understanding that plants grow and change and have distinct characteristics.

Strand #2: Understanding Structures and Mechanisms – Strong and Stable Structures: Students will assess the importance of form, function, strength, and stability in structures through time; investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function; and demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.

Strand #3: Understanding Matter and Energy – Forces causing Movement: Students will assess the impact of various forces on society and the environment; investigate devices that use forces to create controlled movement; and demonstrate an understanding of how forces cause movement and changes in movement.

Strand #4: Understanding Earth and Space Systems – Soils in the Environment: Students will assess the impact of soils on society and the environment, and of society and the environment on soils; investigate the

composition and characteristics of different soils; and demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.

Social Studies

The expectations of the social studies curriculum are organized into two strands.

Strand #1: Heritage and Identity - Communities in Canada, 1780-1850: Students will be expected to identify early settlers and their origins using maps and globes, and describe their lives and contributions; identify the contributions of the Aboriginal peoples in Southern Ontario; describe changes that have occurred in their communities since the time of the early settlers.

Strand #2: People and Environments - Living and Working in Ontario: Urban and Rural Communities. Students will be expected to identify distinguishing features of urban and rural communities; describe some possible relationships between communities and natural environments; demonstrate awareness of the possible similarities and differences among people, places, and environments within the province.

French

The French course, AIM (Accelerative Integrative Methodology), makes use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance. The program allows students to rapidly achieve levels of oral and written fluency. It uses a story-based approach to language learning rather than a thematic one. Students gain a new perspective on the French language and benefit from this positive approach. This course reinforces and extends vocabulary and oral French learned in grade 2. By the end of grade 3, students will continue to understand French spoken in the classroom and will increase their ability to express their own thoughts in French.

Text: Histoires en action! Les trois petits cochons and les boucles violettes

The Arts

This section of the Ontario curriculum is divided into Visual Art and Music components.

Visual Art – In this component, students will produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences; identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art; use correct vocabulary and art terminology associated with the specific expectations for this grade.

Music – In this component, students will demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music. They will sing a variety of song types using various accompaniments and use the tools and techniques of musicianship in vocal and instrumental (recorder) musical performances. Students will demonstrate an understanding of standard and non-traditional musical notation and express personal responses to music using correct vocabulary and musical terminology associated with the specific expectations for this grade. Students will also identify and describe ways music can be used in different communities, times and places.

Physical Education

The physical education expectations of the curriculum are divided into three strands.

Strand #1: Healthy Living - Students will learn to describe the relationship among healthy eating practices, healthy active living, and healthy bodies; outline characteristics in the development and growth of humans from birth to childhood; list safety procedures and practices in the home, school, and community; learn to respect and accept others who are diverse.

Strand #2: Fundamental Movement Skills - Students will learn to perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., dodging, chasing), manipulation (e.g., striking, hitting), and stability (e.g., balancing on equipment, performing rolls); demonstrate the principles of movement (e.g., in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills.

Strand #3: Active Participation - Students will learn to participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., skipping to music); recognize the personal benefits of being physically active; acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits); follow safety procedures related to physical activity, equipment, and facilities.

Bible

The program teaches God's plan of salvation. God's principles for Christian living are learned through the lives of Samuel, David, Elijah and Elisha. It also includes weekly memorization of Bible verses and poetry. Students become familiar with the names and location of the books of the New Testament. The stories of Christmas and Easter are emphasized.

The above is a summary of the general overall objectives of the Ontario curriculum. The complete details of each aspect of curriculum for grades 1 – 8 may be found on the website of the Ministry of Education and Training at www.edu.gov.on.ca/