

NORTH TORONTO CHRISTIAN SCHOOL

255 Yorkland Blvd.
North York Ontario M2J 1S3

COURSE DESCRIPTION

Grade Three

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.

A. 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.

B. 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. For reading assessment purposes at the beginning and the end of the school year, *the PM Benchmark Reading Assessment Resource Kit (Nelson)* will be used.

C. 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 *Language Power A* (Gage Learning), *Spelling Workout Level C* (Modern Curriculum Press) and curriculum related words.

Mathematics

The mathematics curriculum from the province of Ontario is organized into six strands. At NTCS, in addition to the general math curriculum, we focus on skill reinforcement through our own Math Builder program. This weekly exercise helps students retain basic math concepts already taught, which helps them move to advanced concepts more quickly and compute simple math facts more efficiently.

A. Social-Emotional Learning (SEL) Skills and the Mathematical Processes – Students will apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.

B. Numbers – Students will demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life. They will also use knowledge of numbers and operations to solve mathematical problems encountered in everyday life.

C. Algebra – Students will identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts. They will demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts. Students will solve problems and create computational representations of mathematical situations using coding concepts and skills. They will also apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations.

D. Data – Students will manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. They will also describe the likelihood that events will happen, and use that information to make predictions.

E. Spatial Sense – Students will describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them. They will also compare, estimate, and determine measurements in various contexts.

F. Financial Literacy – Students will demonstrate an understanding of the value of Canadian currency.

Text: *Math Workbook – My Math Path 3* (Nelson); *Problem Solver 3*

Science and Technology

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

A. 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.

B. 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.

C. 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.

D. 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.

A. 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.

B. 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

Using a textbook and accompanying workbook, the French curriculum focuses on listening comprehension, reading, writing, and speaking. Also, high-frequency vocabulary is introduced with gestures and contextualized in stories, drama, and song using the AIM (Accelerative Integrative Methodology) program. This program uses a story-based approach to language learning and allows students to rapidly improve in oral and written fluency. This course reinforces and extends vocabulary and oral French learned in Grade 2. By the end of Grade 3, students will be able to understand French spoken in the classroom and increase their ability to express their own thoughts in French.

Texts: *Ludo et ses amis 3; une syllabe à la foi* (reader)

Play: *Histoires en action! L'arbre Ungali*

The Arts

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

Visual Arts – 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.

A. 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.

B. 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.

C. 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/