

# Van Loon/Edwards 2018-2019

## Curriculum Newsletter: Grade 3 - Term 2

Listed below are the curriculum expectations for this term, as well as the teaching strategies and assessment methods that we will be implementing.

### French Language

Curriculum Expectations	Teaching Strategies	Assessment
<p><u>Oral Communication</u>            1. Listening to Understand:            Determine meaning in a variety of oral French texts, using appropriate listening strategies.</p> <p>2. Speaking to Communicate:            Communicate information and ideas orally in French using a variety of speaking strategies and age- and grade- appropriate language suited to the purpose and audience.</p>	<ul style="list-style-type: none"> <li>• oral presentations</li> <li>• open and/or directed discussion</li> <li>• creation and use of success criteria</li> <li>• descriptive feedback</li> <li>• modeling with appropriate words and phrases</li> <li>• daily practice</li> <li>• listening to stories on the computer</li> <li>• read alouds</li> <li>• films/clips</li> <li>• self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• anecdotal comments</li> <li>• daily class participation in lessons, discussions, and groups</li> <li>• oral presentation rubric</li> <li>• self-reflection</li> </ul>
<p><u>Reading</u>            Fluently read and understand a variety of French texts using a range of strategies to construct meaning.</p>	<ul style="list-style-type: none"> <li>• reading a variety of texts</li> <li>• guided reading</li> <li>• individual reading</li> <li>• partner reading</li> <li>• shared reading</li> <li>• word work</li> <li>• home reading program</li> <li>• descriptive feedback</li> <li>• read aloud</li> <li>• self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• GB+</li> <li>• observation of daily classwork</li> <li>• anecdotal comments</li> <li>• conferencing</li> <li>• reading comprehension tests</li> <li>• self-reflection</li> </ul>
<p><u>Writing</u>            1. Write in French in a variety of forms for a variety of purposes and audiences.</p> <p>2. Use knowledge of vocabulary and stylistic elements to communicate clearly and effectively.</p>	<ul style="list-style-type: none"> <li>• word work</li> <li>• explicit teaching of writing forms (procedural direction writing, persuasive letters)</li> <li>• creation and use of success criteria and checklists</li> <li>• descriptive feedback</li> <li>• modeling of writing, self-editing</li> <li>• peer editing</li> <li>• self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal comments</li> <li>• conferencing</li> <li>• checklists</li> <li>• rubrics</li> <li>• observation of daily classwork</li> <li>• self-reflection</li> </ul>

## English Language

Curriculum Expectations	Teaching Strategies	Assessment
<p><u>Oral Communication</u> -Identify a variety of purposes of speaking -Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately</p> <p><u>Reading</u> -Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading -Make inferences about texts</p> <p><u>Writing</u> -Identify the topic, purpose, audience, and form for writing -Sort ideas and information in a variety of ways (graphic organizers, webs, outlines)</p> <p><u>Media Literacy</u> -Identify elements and characteristics of some media forms -Identify the topic, purpose, and audience for media texts they plan to create</p>	<ul style="list-style-type: none"><li>-Modelling</li><li>-Daily 5</li><li>-Whole class discussion</li><li>-Small group discussion</li><li>-Teacher-student conference</li><li>-Guided reading</li><li>-Writer's Workshop</li></ul>	<ul style="list-style-type: none"><li>-Observations</li><li>-Classroom discussions</li><li>-Presentations</li><li>-Descriptive feedback based on success criteria</li><li>-Rubrics reflecting success criteria</li><li>-Conferences</li><li>-Self and peer evaluation</li></ul>

## Mathematics

Curriculum Expectations	Teaching Strategies	Assessment
<p><u>Number Sense and Numeration</u>            1. Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names.            2. Solve problems involving multiplication (up to <math>7 \times 7</math>) and division (up to <math>49/7</math>)            3. Read, represent, compare and order money amounts to \$10.</p>	<ul style="list-style-type: none"> <li>• use of manipulatives</li> <li>• creating and use of success criteria</li> <li>• descriptive feedback</li> <li>• practice</li> <li>• direct instruction</li> <li>• problem-solving</li> <li>• peer and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation of daily work</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> </ul>
<p><u>Geometry and Spatial Sense</u>            1. Compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties.            2. Describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures.            3. Identify and describe the locations and movements of shapes and objects.</p>	<ul style="list-style-type: none"> <li>• use of manipulatives</li> <li>• creating and use of success criteria</li> <li>• descriptive feedback</li> <li>• direct instruction</li> <li>• problem-solving</li> <li>• gallery walk</li> <li>• discussion</li> <li>• peer and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation of daily work</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> </ul>
<p><u>Probability</u>            Predict and investigate simple probability experiments.</p>	<ul style="list-style-type: none"> <li>• creating and use of success criteria</li> <li>• descriptive feedback</li> <li>• direct instruction</li> <li>• problem-solving</li> <li>• gallery walk</li> <li>• discussion</li> <li>• peer and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation of daily work</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> </ul>
<p><u>Measurement</u>            Estimate, measure, and record time, temperature, mass and capacity using standard units.</p>	<ul style="list-style-type: none"> <li>• creating and use of success criteria</li> <li>• descriptive feedback</li> <li>• direct instruction</li> <li>• problem-solving</li> <li>• gallery walk</li> <li>• discussion</li> <li>• peer and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation of daily work</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> </ul>

## Science

Curriculum Expectations	Teaching Strategies	Assessment
<p><u>Growth and Changes in Plants</u></p> <p>1. Assess ways in which humans and plants interact.</p> <p>2. Investigate similarities and differences in plants, and how plants relate to the environment in which they grow.</p> <p>3. Demonstrate an understanding that plants grow and change and have distinct characteristics.</p>	<ul style="list-style-type: none"> <li>• experimentation</li> <li>• videos</li> <li>• textbook/workbook</li> <li>• observation</li> <li>• self-reflection</li> <li>• discussion</li> <li>• descriptive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> <li>• self-reflection</li> </ul>
<p><u>Soils in the Environment</u></p> <p>1. Assess the impact of soils on society and the environment, and of society and the environment on soils.</p> <p>2. Investigate the composition and characteristics of different soils.</p> <p>3. Demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.</p>	<ul style="list-style-type: none"> <li>• experimentation</li> <li>• videos</li> <li>• textbook/workbook</li> <li>• observation</li> <li>• self-reflection</li> <li>• discussion</li> <li>• descriptive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> <li>• self-reflection</li> </ul>

## Social Studies

Curriculum Expectations	Teaching Strategies	Assessment
<p><u>Heritage and Community: Communities in Canada, 1780–1850</u></p> <p>1. Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.</p> <p>2. Investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges.</p> <p>3. Identify some of the communities in Canada around the beginning of the nineteenth century, and describe their</p>	<ul style="list-style-type: none"> <li>• group work</li> <li>• videos</li> <li>• variety of related reading materials</li> <li>• observation</li> <li>• self-reflection</li> <li>• discussion</li> <li>• workbook</li> <li>• success criteria</li> <li>• descriptive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation</li> <li>• checklists</li> <li>• topic tests</li> <li>• conferences</li> <li>• project rubric</li> <li>• self-reflection</li> </ul>

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## Physical Education

Curriculum Expectations	Teaching Strategies	Assessment
<p>1. Demonstrate personal and interpersonal skills as they acquire knowledge and skills.</p> <p>2. Apply a variety of simple tactics to increase chances of success during physical activities.</p> <p>3. Perform movement skills as they engage in a variety of physical activities.</p>	<ul style="list-style-type: none"> <li>• cooperative games</li> <li>• sports</li> <li>• discussion</li> <li>• self-reflection</li> <li>• tactical talk</li> <li>• demonstration</li> <li>• practice</li> <li>• descriptive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation</li> <li>• self-evaluation</li> <li>• self-reflection</li> </ul>

## Health

Curriculum Expectations	Teaching Strategies	Assessment
<p>1. Describe what a drug is.</p> <p>2. List examples of drugs (nicotine, caffeine, alcohol) and describe the effects of these substances on the body.</p> <p>3. Outline characteristics in the development and growth of humans from birth to childhood.</p>	<ul style="list-style-type: none"> <li>• videos</li> <li>• discussion</li> <li>• self-reflection</li> <li>• role-play</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal</li> <li>• observation</li> <li>• project</li> <li>• classwork</li> <li>• self-reflection</li> </ul>

## Art

Curriculum Expectations	Teaching Strategies	Assessment
<p>1. Produce a variety of 2 and 3 dimensional art forms that communicate feelings.</p> <p>2. Identify simple elements and principles of design.</p> <p>3. Respond to a variety of art forms and styles from past to present.</p>	<ul style="list-style-type: none"> <li>• modelling</li> <li>• discussion</li> <li>• viewing art works</li> <li>• self-reflection</li> <li>• practice</li> <li>• descriptive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• observation in class</li> <li>• success criteria</li> <li>• conferences</li> <li>• classwork</li> <li>• anecdotal</li> </ul>

## Dance

Curriculum Expectations	Teaching Strategies	Assessment
<p>1. Compose dances, using the elements of dance to communicate feelings and ideas.</p> <p>2. Identify, using dance vocabulary, the elements of dance used in their own and others' dances and explain their purpose.</p>	<ul style="list-style-type: none"><li>• modelling</li><li>• discussion</li><li>• viewing dances</li><li>• self-reflection</li><li>• dancing</li><li>• practice</li><li>• descriptive feedback</li></ul>	<ul style="list-style-type: none"><li>• observation in class</li><li>• success criteria</li><li>• conferences</li><li>• classwork</li><li>• anecdotal</li></ul>

## Drama

Curriculum Expectations	Teaching Strategies	Assessment
<p>1. Apply the creative process to dramatic play, using the elements and conventions of drama to communicate feelings, ideas, and stories.</p> <p>2. Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.</p>	<ul style="list-style-type: none"><li>• discussion</li><li>• watching plays</li><li>• self-reflection</li><li>• skits</li><li>• practice</li><li>• descriptive feedback</li></ul>	<ul style="list-style-type: none"><li>• observation in class</li><li>• success criteria</li><li>• classwork</li><li>• anecdotal</li></ul>

**Music - taught by Mr. Moore**

**English - taught by Ms. Wilson and Ms. Gutzman**