

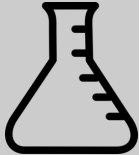






| | Language Arts | Math | Science | Music | Social Studies | Visual Art | Drama (term 1) Dance (term 2) | Health & Physical Education |
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| |  |  |  |  |  |  | |  |
| Term 1 | <p><u>Reading</u> Reading routines Choosing books Exploring genres Reading Strategies: - thinking aloud - prior experiences - connections - questioning</p> <p><u>Writing</u> Recount—retell Writing paragraphs</p> <p><u>Oral</u> Respectful listening On-topic responses in small and large groups Identify areas for improvement for listening and speaking</p> <p><u>Media</u> Understand a variety of texts: - books - posters - commercials</p> | <p><u>Number Sense & Numeration</u> Represent, compare and order whole numbers to 100 Compose, decompose three-digit numbers Count forward to 1000 and backwards from 1000 Add and subtract two-digit numbers using mental strategies</p> <p><u>Patterning & Algebra</u> Patterns with Two Attributes Repeating, Growing, Shrinking number patterns</p> <p><u>Data Management</u> Collect Data, Create and Interpret Graphs, Mode</p> <p><u>Measurement</u> Standard units to measure length, perimeter, temperature, calendar, time</p> | <p><u>Soils in the Environment</u> - 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 -demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.</p> <p><u>Strong & Stable Structures</u> - 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; - demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.</p> | <p>Students sing in unison, and learn to use patterns of sound found in speech to create simple accompaniments and explore simple and invented notation.</p> | <p><u>Heritage and Identity:</u> Communities in Canada 1780—1850</p> <p><i>Big Ideas:</i> The different communities in early-nineteenth-century Canada influence the way we live today</p> <p>Social and environmental challenges were a major part of life in all communities in early-nineteenth-century Canada</p> <p>Canada was already a multicultural society in 1800.</p> | <p>Elements and principles of design (Primary colours, lines, shape, form)</p> <p>Students begin to describe how the elements are used by artists.</p> <p>Students apply their knowledge of design elements and principles to create works of art that tell stories and express thoughts, feelings, and insights.</p> | <p><i>Drama Term 1 Only</i></p> <p>Creating and presenting Fairytales and puppets.</p> <p>Reflecting and communicating feelings, ideas and understanding in a response to a variety of drama works.</p> <p>Understanding of dramas from past and present and their social contexts.</p> <p>Elements of Drama (role, character, relationship, time, place, tension)</p> <p>Readers’ Theatre</p> | <p><u>Living Skills</u> Students learn and demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as participate in Phys Ed and Health. e.g. Are they dressed appropriately for activity? Do they tease other students? Can they mirror another students movements?</p> <p><u>Active Living</u> Rules/Fair Play/Etiquette Review</p> <p><u>Movement Competence:</u> Locomotion/Travelling Manipulative Skills</p> <p><u>Healthy Living</u> Review Safety Healthy Eating Hygiene (Teeth/Germs/Sickness) Personal Safety and Injury Prevention</p> |
| Term 2 | <p><u>Reading</u> Reading Strategies - visualization - summarizing - inferring - synthesizing</p> <p><u>Writing</u> Spell high frequency words at grade level Use punctuation: - ? . ! , “ ”</p> <p><u>Oral</u> Same as Term 1</p> <p><u>Media</u> Create a variety of texts:</p> | <p><u>Geometry & Spatial Sense</u> Geometric properties and relationships in 2-D shapes and 3-D figures</p> <p><u>Number Sense & Numeration</u> Represent, compare and order whole numbers to 1000 Add & subtract three-digit numbers Multiply up to 7x7 Divide up to 49 , 7</p> <p><u>Measurement</u> Standard units to measure capacity, mass, area, time</p> <p><u>Probability</u></p> | <p><u>Forces Causing Movement</u> - assess the impact of various forces on society and the environment; - investigate devices that use forces to create controlled movement; - demonstrate an understanding of how forces cause movement and changes in movement</p> <p><u>Growth & Changes in Plants</u> - 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; - demonstrate an understanding that plants grow and change and have distinct characteristics</p> | <p>Elements of music (Rhythm/Beat)</p> <p>Create and perform music</p> <p>Communicate feelings/ideas in response to music</p> <p>Understanding of music from past and present and their social/ community contexts</p> | <p><u>People and Environments: Living and Working In Ontario</u></p> <p><i>Big Ideas:</i></p> <p>The natural features of the environment influence land use and the type of employment that is available in a region.</p> <p>Human activities and decisions about land use may alter the environment.</p> <p>Human activities affect the environment, but the environment also affects human activities.</p> | <p>Elements and principles of design (Value, Texture, Space, Mood)</p> <p>Begin to describe how these elements are used by artists.</p> | <p><i>Dance Term 2 Only</i></p> <p>Body Awareness</p> <p>Create And Present Dance</p> <p>Communicate Feelings And Ideas In Response To Dance</p> <p>Explore Forms And Cultural Contexts of Dance</p> | <p><u>Active Living</u> Stability Skills (gymnastics)</p> <p><u>Movement Competence:</u> Active Participation (skipping) Fitness (circuit)</p> <p><u>Healthy Living</u> Hazardous Products Substance Use and Abuse Growth and Development Living Skills</p> |

KCPS CURRICULUM NIGHT—Grade 3

Learning Skills

There are six learning skills and work habits now emphasized throughout Grades 1 to 12 in all Ontario report cards: Each will be assessed using the following scale:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Here are examples of what PRIMARY students (Grades 1—3) can ask themselves to see how well they are doing with the learning skills.

Adapted from: <http://www.yrdsb.ca/Students/MySkills/Pages/Learning-Skills.aspx>

The purpose of assessment and evaluation is to improve student learning.

Parents will receive three formal report cards:
Progress Report –Nov , Term 1—Feb, Term 2—June
For Parent guides go to:

<http://www.yrdsb.ca/Pages/search.aspx?q=parent%20guide%20levels%20achievement>



Levels of Achievement

Level 4—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard. This does not mean that the student has achieved expectations beyond those specified for the grade/course.

Letter Grade: A, Percentage Mark: 80-100%

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades or courses.

Letter Grade: B, Percentage Mark: 70-79%

Level 2—The student demonstrates the specified knowledge and skills with **some effectiveness**. Achievement approaches the provincial standard. Students performing at this level need to work on identified learning gaps to ensure future success.

Letter Grade: C, Percentage Mark: 60-69%

Level 1—The student demonstrates the specified knowledge and skills with **limited effectiveness**. Achievement falls much below the provincial standard. Students must work at significantly improving learning in specific areas if they are to be successful in the next grade/course.

Letter Grade: D, Percentage Mark: 50-59%

The Achievement Chart

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsibility: <ul style="list-style-type: none">Do I follow class rules and routines without reminders?Do I manage my belongings? (hang up coat, Bring agenda, ...)Do I bring back forms and agenda book?Am I in school every day and on-time?Do I complete my tasks and hand in work on time?Do I take ownership of my words and actions?Do I take care of classroom materials (library books,) | Initiative: <ul style="list-style-type: none">Do I ask for extra help from the teacher or peers?Do I have a good attitude and make good choices?Do I begin work right away?Do I use various strategies to problem solve?Do I help others when I can?Do I seek opportunities to learn more? |
| Organization: <ul style="list-style-type: none">Do I use my agenda/blog etc to keep track of information?Am I prepared for classDo I start my work without being asked?Can I find my work when I need it?Can I follow steps to achieve a goal?Can I keep my personal space organized? | Self-Regulation: <ul style="list-style-type: none">Do I express myself appropriately?Am I aware of my effect on others? (role model vs distraction)Can I recognize my strengths and weaknesses?Can I independently monitor my progress against set criteria?Can I keep going (persevere) when challenged? |
| Independent work: <ul style="list-style-type: none">Do I follow instructions given by the teacher?Do I stay on task during class work time?Do I check multiple sources before saying "I don't know what to do?"Do I use the learning goals and success criteria posted in class.Do I use the feedback provided by the teacher to improve my work?Do I put care into my work so that it shows my BEST work? | Collaboration: <ul style="list-style-type: none">Am I respectful of other peoples' opinions and ideas?Am I polite?Do I share materials with my classmates?Do I assume different roles when doing group work, such as leader, encourager and contributor?Do I complete my own share of the work?Do I work well with others?Do I try new things—and work through challenges?Do I resolve conflicts positively? |

| CATEGORIES | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1 |
|------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| | Demonstrates thorough knowledge and understanding of content | Demonstrates considerable knowledge and understanding of content | Demonstrates some knowledge and understanding of content | Demonstrates limited knowledge and understanding of content |
| | Uses planning, processing and critical/creative thinking skills with a high degree of effectiveness | Uses planning, processing and critical/creative thinking skills with considerable effectiveness | Uses planning, processing and critical/creative thinking skills with some effectiveness | Uses planning, processing and critical/creative thinking skills with limited effectiveness |
| | Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness | Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness | Expresses and organizes ideas and information for different audiences and purposes with some effectiveness | Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness |
| | Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness | Applies knowledge and skills in familiar and new contexts with considerable effectiveness | Applies knowledge and skills in familiar and new contexts with some effectiveness | Applies knowledge and skills in familiar and new contexts with limited effectiveness |