

# Curriculum Map

## Grade 3 (age 8-9)

	Term 1		Spring Term 2		Term 3	
<b>Educational Visits</b>	France Miniature and France Appreciation Day/Cheese Tasting Making Cheese Lab with 7th grade class		<b>FabLab UNICEF Doll Making</b> The children will be working on designing, stuffing and sewing a doll. They will learn to thread a needle and how to sew.		Three day educational trip in Normandy	
<b>Cultural Identity &amp; Diversity</b>	Cultural Identity: France, Our host Country	Cultural Feasts	Celebrations Around the World	Diversity: Inequality and Social Justice	Cultural Diversity as revealed through myths and legends of Heroes and Heroines	Diversity in Places of Worship
<b>Religious Education &amp; Ethics</b>	<b>Jesus' Miracles</b> Reading and discussing miracle stories from sacred texts and applying these stories to our own lives.	<b>People of God-Saint Francis and Saint Kevin</b> Stories of saints and distinguishing saints/people of God from wise people.	<b>Holidays around the world</b> Stories from the Bible related to the birth of Jesus. Understanding the importance of cultural feasts and celebrations.	<b>Our common Values and Social Justice UNICEF</b> Social Justice in The New Testament, Jesus speaks of and to little children. Distinguishing what is fair and unfair.	<b>Biblical Heroes and Cultural Heroes</b> Character traits of different heroes. Reading and discussing stories of Biblical heroes.	<b>Worshipping God in Sacred Places</b> Discovering that the earth has many sacred places in which worship takes place.
<b>English</b>	<b>Building a Reading Life</b> Selecting a book at a just right reading level and developing good reading habits and comprehension skills.  <b>Crafting True Stories: Personal Narrative</b> Personal narrative using the complete writing process, including drafts and revision. Use of commas and quotation marks in dialogue.  <b>Conventions:</b> Nouns, regular and irregular plural nouns, verbs, regular and irregular verbs, using verb tenses, using commas and quotation marks in dialogue, form and use of possessives	<b>Nonfiction Reading</b> Applying nonfiction reading strategies to determine the main idea and supporting details.  <b>The Art of Informational Writing</b> Writing chapter books about topics on which students are experts. Producing simple, compound and complex sentences.	<b>Characters across Book Club Series</b> Introduction to a book club routine. Readers will engage collaboratively to discuss their characters and how they change throughout the story.  <b>Persuasive Speech</b> Developing a persuasive speech by gathering facts and details and organizing these with several reasons and supporting examples.  <b>Mystery Book Clubs</b> Engaging groups of readers to study and talk about shared mysteries.  <b>Conventions:</b> Pronouns, using abstract nouns, adjectives, adverbs, producing simple, compound, and complex sentences, capitalizing appropriate words in titles, determining the meaning of a word when an affix is added to that word.	<b>Literary Essay</b> Subject/verb agreement Exploring ideas about literature to develop a thesis. Drafting, revising and editing an essay that supports a bold thesis statement.  <b>Conventions:</b> Using verb tenses, using commas, subject/verb agreement, comparative and superlative adjectives and adverbs, recognizing differences between spoken and written English, using spelling patterns in writing words, pronoun/antecedent, rearranging sentences, checking and correcting spellings using a dictionary, acquiring and using grade appropriate words and phrases accurately, using context as a clue to the meaning of a word or phrase	<b>Biography Book Clubs</b> Developing theories about the subject's struggles, motivation, ways to overcome difficulties, and achievements in biography books.  <b>Fractured Fairy Tales</b> Checking and correcting spelling using a dictionary. Selecting and adapting Writing a fairy tale.	<b>Poetry</b> Distinguishing shades of meaning among related words. Shaping words in a poem so that writing sounds and looks like a poem.  <b>Conventions:</b> Using conjunctions, using possessives, capitalizing words and titles, distinguishing the literal and nonliteral meaning of words and phrases, adding suffixes to base words, using known root word to figure out the meaning of unknown words, choosing words and phrases for effect, distinguishing shades of meaning among related words, using glossaries or dictionaries, to determine the precise meaning of key words and phrases

<p><b>Maths</b></p>	<p><b>Place value</b> in 4-digit numbers, <b>addition and subtraction</b> of 3 digit numbers (mentally and written), <b>Polygons</b> and their properties, <b>Doubling and halving</b> including odd numbers to 20 and 3 digit multiples of 100, <b>Multiplication and Division</b> for 3, 4, 5, 6 and 8x tables,</p>	<p><b>Addition and subtraction</b> of 3 digit numbers with regrouping/decomposition, <b>Time:</b> elapsed time analogue and digital, Collecting and representing <b>data</b> in pictograms, Mental <b>multiplication and division</b> strategies, <b>Division</b> with remainders, Unit and non-unit <b>fractions of amounts</b></p>	<p><b>Decimals:</b> to tenths <b>Measure:</b> converting cm-m, g-kg, <b>Fractions:</b> equivalence with given denominators, addition and subtraction same denominator, <b>Multiplication and division:</b> of one and two-digit numbers by 10 and 100, <b>Negative numbers</b> on number lines and thermometers, <b>Addition and subtraction:</b> one-step problems. inverse operations and estimation</p>	<p><b>Time:</b> Convert between units, analogue/digital times, and between 12-hour and 24-hour times, <b>Position:</b> Plotting points in 1st quadrant, and transitions, <b>Fluency in times tables</b> up to 12x12, and division by 0 and 1, multiplication of 3 numbers, division of larger number by chunking, <b>Multiples of 10, 100 and 1000:</b> Rounding, adding fluently to 2 and 3 digit numbers, <b>Skip counting</b> in 25s,</p>	<p><b>Addition and subtraction:</b> 3-digit from 4 digit numbers, two-step problems. inverse operations and estimation. <b>Roman Numerals</b> to 100 (I to C) <b>Shape:</b> rectilinear figures-perimeter in cm and meters, and area by counting squares, <b>Fractions:</b> mixed numbers (to tenths), <b>Multiplication and division:</b> one and two-digit numbers by 10 and 100 to find tenths and hundredths, <b>Decimal equivalents</b> for <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></p>	<p>Fluently <b>multiply and divide</b> mentally, including multiplying three numbers, <b>Symmetry:</b> 2D shapes, <b>Acute and Obtuse angles</b> up to 180 °, Properties of <b>geometric shapes</b>, including quadrilaterals and triangles, <b>Multiplication:</b> 2 and 3 digit numbers by 1 digit, solve single and multi-step problems involving multiplication and division</p>
<p><b>Technology/FabLab</b></p>	<p>Introduction to using Google classroom- docs, slides  Integration of technology into other curriculum areas  <a href="#">Touch Typing Program</a> Continued all year</p>	<p>Digital Citizenship  Integration of technology into other curriculum areas  Design and create a monument that represents a region in France. Polymorph or laser cutter</p>	<p>Coding  Cardboard challenge  Integration of technology into other curriculum areas</p>	<p>Sustainable Development Unit Designing, creating and sewing a doll to sell for UNICEF</p>	<p>Machines in the Fablab  Integration of technology into other curriculum areas</p>	<p>Machines in the Fablab  Integration of technology into other curriculum areas</p>
<p><b>Science</b></p>	<p><b>Environment/ Living Things</b> Organisms and the environments they live in, living in groups and living alone.</p>	<p><b>Environment/Living Things</b> Different organisms and the environments they live in. Living in groups or living alone in order to survive. Adaptations to environments.</p>	<p><b>Weather</b> Wind and weather, measuring wind, evaporation and precipitation, predicting weather and comparing climates.</p>	<p><b>Life Cycles and Traits</b> Species' traits and inherited traits.. Developing and understanding of learned behaviors and of genes in plants and animals lifecycles.</p>	<p><b>Weather</b> Hurricanes, tornadoes, thunderstorms and blizzards. Lightning rods.</p>	<p><b>Forces and Motion</b> Electric forces and how they behave.</p>
<p><b>PE &amp; Games</b></p>	<p><b>Relays practice</b> Sprinting, Dribbling, Throwing Jump rope  <b>Soccer</b> Dribbling, Passing, kicking, Shooting</p>	<p><b>Volleyball</b> Serving ; under-arm-over-arm Volleying-passing, bumping <b>Basketball</b> Dribbling, Passing, catching, Shooting</p>	<p><b>Badminton</b> Serving, Using front side –back side, Hitting under-arm- over-arm  <b>Gymnastic</b> Balancing, Somersaulting – forward-backward, Cartwheel, handstand</p>	<p><b>Hockey</b> Dribbling Passing Shooting  <b>Handball</b> Dribbling, Passing, Shooting</p>	<p><b>Ultimate Frisbee</b> Throwing-Catching Pass &amp; Go  <b>Tchoukball</b> Dribbling, Passing, catching Shooting</p>	<p><b>Track and Field</b> Sprinting, throwing and jumping <b>Softball-baseball</b> Sprinting, throwing, catching, hitting</p>
<p><b>Social Studies</b></p>	<p><b>France: A country of Valuable Resources</b> The geography of France, points of interest, map skills, products of France and the process of producing these products.</p>	<p><b>Internationalism: Zimbabwe RSHM Mission</b> The major geographical features of Zimbabwe, defining a rich culture and developing a new perspective of Zimbabwe.</p>	<p><b>Global Issues My Rights, My Responsibilities UNICEF</b> The rights and responsibilities of children. The U.N. Convention on the Rights of The Child. Comparing rights and responsibilities</p>		<p><b>Culture Heroes and Heroines</b> Diversity of Cultures, characteristics of cultures Legends and myths of heroes/heroines and their attributes Myths and Legends - how these reveal the culture of specific region.</p>	<p><b>Technology Shapes the World we Live in</b> Identifying ways in which Early Man developed tools to make work easier. Discovering how technology influences the world we live in.</p>

<p><b>Art</b></p>	<p><b>Self Portraits</b> -Drawing faces, color schemes, texture and background harmony</p> <p><b>-Art History:</b> Frida Kahlo-Mexican frames(symmetry, pattern)</p>		<p><b>Color and Value</b> <b>-Primary color painting</b> -Art History: Piet Mondrian</p> <p><b>Warm and cool color fish</b> -opposite color families: How Artist choose color for contrast</p>		<p><b>Winter Art</b> Paris Monument silhouette painting</p> <p><b>Drawing faces:</b> Egyptian pharaohs -Clay hieroglyphic cartouches</p> <p>-Pyramid Landscape paintings</p>	<p><b>Let's put it all together!</b></p> <p><b>-Rain forest batiks</b>-drawing, contrasting backgrounds, crayons and paint-</p> <p>-Primary color finger painting to create <b>Paper Butterflies</b></p>	<p><b>-Free to create Clay Day</b> pinch, coil, weld, smooth</p>
<p><b>Music</b></p>	<p>Introduction to rhythm through dance, decoding the sounds of daily life into a rhythmic language.</p>		<p>Polyphony and Homophony - where they are found, creating polyphonic compositions multicultural songs to celebrate</p>		<p>Music in the global sense: UNICEF Songs (Hand in Hand) Composition &amp; Composers research project.</p>	<p>Recorder Karate - learning our first group instruments. A journey to the Dallas Symphony Orchestra.</p>	
<p><b>French</b></p>	<p><b>Level 1:</b> saluer, se présenter, dire et demander le nom de quelqu'un, compter jusqu'à 12.</p> <p><b>Level 2:</b> la routine, les conseils, l'heure, les matières.</p> <p><b>Level 3:</b> Parler de ses projets, décrire photos et paysages, parler de soi, interroger des camarades, s'orienter.</p> <p><b>Francophone:</b> Thèmes: Le dialogue, le portrait. La phrase et ses constituants, verbes du 1er groupe au présent.</p>	<p><b>Level 1:</b> dire ce qu'on fait dans la cour de récréation, proposer à quelqu'un de jouer avec soi.</p> <p><b>Level 2:</b> la famille, les nombres jusqu'à 100, la météo (présent et futur), les sensations, les émotions, les maladies</p> <p><b>Level 3:</b> Décrire quelqu'un, les nombres jusque et au delà de 100, commander au restaurant, raconter ses rêves</p> <p><b>Francophone:</b> Thèmes: la BD, identifier/caractériser un personnage La phrase et ses constituants, verbes du 2e et 3e groupes au présent</p>	<p><b>Level 1:</b> dire et demander ce qu'on aime ou pas, faire des appréciations, exprimer des sensations, dire ce qu'on fait et mange à l'école chaque jour</p> <p><b>Level 2:</b> les événements futurs, la nourriture au café</p> <p><b>Level 3:</b> identifier et décrire les animaux, donner des conseils ou des instructions, parler d'un endroit, décrire des personnes et des activités</p> <p><b>Francophone:</b> Thème: théâtre La phrase et ses constituants, Verbes au présent, futur et imparfait.</p>	<p><b>Level 1:</b> Présenter sa famille et son animal, exprimer l'appartenance, décrire quelqu'un.</p> <p><b>Level 2:</b> les événements futurs, les préférences.</p> <p><b>Level 3:</b> Dire sa nationalité, identifier différentes langues, dire ce que l'on sait faire.</p> <p><b>Francophone:</b> Thèmes: histoires étranges, le conte. La phrase et ses constituants, Verbes au présent, futur et imparfait.</p>	<p><b>Level 1:</b> dire et demander ce que l'on veut, demander et répondre poliment, donner un ordre</p> <p><b>Level 2:</b> les peurs, la localisation</p> <p><b>Level 3:</b> Raconter des événements passés, présents et à venir, faire des achats dans un magasin, exprimer des sentiments, la publicité</p> <p><b>Francophone:</b> thèmes: le reportage, la poésie La phrase et ses constituants, Verbes au présent, futur, passé composé et imparfait.</p>	<p><b>Level 1:</b> Dire et demander ce que l'on fait après l'école, compter jusqu'à 50, localiser.</p> <p><b>Level 2:</b> Les collections, les vacances.</p> <p><b>Level 3:</b> Exprimer une comparaison, une ressemblance, exprimer un point de vue, exprimer l'origine de quelqu'un ou de quelque chose.</p> <p><b>Francophone:</b> thème: , la légende explicative. La phrase et ses constituants, Verbes au présent, futur, passé composé et imparfait.</p>	
<p><b>Well-being</b></p>	<p><b>Being me in my world</b> Being part of a class team Being a school citizen Rights, responsibilities, democracies UN Convention of the Rights of the Child Rewards and consequences</p>	<p><b>Celebrating difference</b> Challenging assumptions Judging by appearance Accepting oneself and others Understanding influences Understanding bullying and how to solve it Problem-solving Identifying how special and unique everyone is First impressions</p>	<p><b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new and realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p><b>Healthy Me</b> Healthier friendships Group dynamics Establishing healthy lifestyles: anti-smoking Establishing healthy lifestyles: Avoiding alcohol Healthy assertiveness Peer pressure Celebrating inner strength</p>	<p><b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and falling out Different kinds of relationships Showing appreciation to people and animals</p>	<p><b>Changing Me</b> Being unique Confidence in change Accepting change Preparing for transition Environmental change Our bodies and respecting body privacy Transition to the next grade level</p>	