

# Curriculum Map

## Grade 3 (age 8-9)



	Term 1		Term 2	
	Quarter 1 (Sep/Oct)	Quarter 2 (Nov/Dec/Jan)	Quarter 3 (Feb/Mar)	Quarter 4 (Apr/May/June)
<b>Educational Visits</b>	<p>France Miniature</p> <p>Making Cheese Lab with Mr. Lohr and 7th grade class</p> <p>France Appreciation Day/Cheese Tasting</p>		<p><b>FabLab UNICEF Doll Making</b></p> <p>The children will be working on designing, stuffing and sewing a doll. They will learn to thread a needle and how to sew.</p>	<p><b>FabLab UNICEF Doll Making</b></p> <p><b>May Trip</b></p> <p>The purpose of this experience is to help the children to grow independently while learning about the responsibilities of taking care of themselves and various farm animals. In addition, they will be spending a lot of time outdoors and getting to know their classmates better.</p>
<b>Rights Respecting School</b>	Establishing Classroom Rules	Establishing Classroom Rules		
<b>Cultural Identity &amp; Diversity</b>	Cultural Identity: France, Our host Country	Cultural Feasts and Celebrations-Christmas 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>	<p><b>Jesus' Miracles</b></p> <p>Reading and discussing miracle stories from sacred texts and applying these stories to our own lives.</p>	<p><b>People of God-Saint Francis and Saint Kevin</b></p> <p>Stories of saints and distinguishing saints/people of God from wise people.</p> <p><b>The Gift of Christmas and other Holidays around the world</b></p> <p>Stories from the Bible related to the birth of Jesus. Understanding the importance of cultural feasts and celebrations.</p>	<p><b>Our common Values and Social Justice UNICEF</b></p> <p>Social Justice in The New Testament, Jesus speaks of and to little children. Distinguishing what is fair and unfair.</p>	<p><b>Biblical Heroes and Cultural Heroes</b></p> <p>Character traits of different heroes. Reading and discussing stories of Biblical heroes.</p> <p><b>Worshipping God in Sacred Places</b></p> <p>Discovering that the earth has many sacred places in which worship takes place.</p>
<b>English</b>	<p><b>Building a Reading Life</b></p> <p>Selecting a book at a just right reading level and, developing good reading habits and comprehension skills.</p> <p><b>Crafting True Stories: Personal Narrative</b></p> <p>Personal narrative using the complete writing process, including drafts and revision. Use of commas and quotation marks in dialogue.</p> <p><b>Conventions:</b></p> <p>Nouns, regular and irregular plural nouns, verbs, regular and irregular verbs, using verb tenses, using commas and quotations marks in dialogue, form and use of possessives</p>	<p><b>Nonfiction Reading</b></p> <p>Applying nonfiction reading strategies to determine the main idea and supporting details.</p> <p><b>The Art of Informational Writing</b></p> <p>Writing chapter books about topics on which students are experts. Producing simple, compound and complex sentences.</p> <p><b>Characters across Book Club Series</b></p> <p>Introduction to a book club routine. Readers will engage collaboratively to discuss their characters and how they change throughout the story.</p> <p><b>Persuasive Speech</b></p> <p>Developing a persuasive speech by gathering facts and details and organizing these with several reasons and supporting examples.</p>	<p><b>Mystery Book Clubs</b></p> <p>Engaging groups of readers to study and talk about shared mysteries.</p> <p><b>Literary Essay</b></p> <p>Subject/verb agreement</p> <p>Exploring ideas about literature to develop a thesis. Drafting, revising and editing an essay that supports a bold thesis statement.</p> <p><b>Conventions:</b></p> <p>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</p>	<p><b>Biography Book Clubs</b></p> <p>Developing theories about the subject's struggles, motivation, ways to overcome difficulties, and achievements in biography books.</p> <p><b>Fractured Fairy Tales</b></p> <p>Checking and correcting spelling using a dictionary. Selecting and adapting Writing a fairy tale.</p> <p><b>Poetry</b></p> <p>Distinguishing shades of meaning among related words. Shaping words in a poem so that writing sounds and looks like a poem.</p> <p><b>Conventions:</b></p> <p>Using conjunctions, using possessives, capitalizing words and titles, distinguishing the literal and nonliteral meaning of words and</p>

<b>English (cont.)</b>	<p><b>Conventions:</b> Pronouns, using abstract nouns, adjectives, adverbs, producing simple, compound, and complex sentences, capitalizing appropriate words in titles, determining meaning of a word when an affix is added to that word.</p>		<p>and phrases accurately, using context as a clue to the meaning of a word or phrase, identifying real-life connections between descriptive words and their use</p>	<p>phrases, adding suffixes to base words, using known root word to figure out meaning of unknown word, 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><b>The First Ten Days-Problem Solving.</b> Establishing math routines and expectations that will prepare students for the Mathematical classroom.</p> <p><b>Collecting and Displaying Data</b> Collecting and representing data. Using data representations to solve problems.</p> <p><b>Introduction to Multiplication and Division</b> Building a foundational understanding of multiplication and division to solve problems. Showing and explaining thinking using models, drawings, and words.</p>	<p><b>Multiplication and Division:</b> with 2-5 and 10 and 0,1,6,7,8,9 Multiplication properties, multiples and becoming fluent in multiplying factors 0-10</p> <p><b>Multiplication and Area</b> Area and perimeter and how they relate to each other. Exploring two-dimensional figures and relating it to their knowledge of multiplication.</p>	<p><b>Word problems with place Value and numbers</b> Using rounding and estimation to solve problems</p> <p><b>Fractions</b> Representing fractions in linear models, fractional parts in relation to the whole, using fractions to represent numbers equal to, greater than and less than one, comparing fractions based on noticing equal numerators and denominators.</p>	<p><b>Fractions</b> Representing fractions in linear models, fractional parts in relation to the whole, using fractions to represent numbers equal to, greater than and less than one, comparing fractions based on noticing equal numerators and denominators.</p> <p><b>Geometry, Measurement and Time</b> Elapsed time, number lines, rounding and estimating, area and perimeter, geometric shapes, polygons and quadrilaterals.</p>
<b>Technology/FabLab</b>	<p>Introduction to using Google classroom and Seesaw</p>	<p>-Green screen technology- children design and make a poster to show FALCON values or as part of persuasive writing -Design and create a monument that represents a region in France. - Coding Unit</p>	<p>Designing, creating and sewing a doll to sell for UNICEF -Digital Citizenship</p>	<p>Making an electromagnetic scope- design process used. Children show their learning through a video/photo montage on Puppet EDU or Piccolage</p>
<b>Science</b>	<p><b>Environments and Living Things</b> Organisms and the environments they live in, living in groups and living alone. Organisms and their environments.</p>	<p><b>Weather</b> Temperature and weather, measuring temperature, water and weather.</p> <p><b>Environment and 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. How the environment affects 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>
<b>PE &amp; Games</b>	<p><b>Sports Day</b></p> <p><b>Relays practice</b> Sprinting, Dribbling, Throwing Jump rope</p> <p><b>Soccer</b> Dribbling, Passing, kicking, Shooting</p>	<p><b>Volleyball</b> Serving ; under-arm-over-arm Volleying-passing, bumping</p> <p><b>Basketball</b> Dribbling, Passing, catching, Shooting</p> <p><b>Badminton</b> Serving, Using front side –back side, Hitting under-arm- over-arm</p> <p><b>Gymnastic</b> Balancing, Somersaulting – forward-backward, Cartwheel, handstand</p>	<p><b>Hockey</b> Dribbling Passing Shooting</p> <p><b>Handball</b> Dribbling, Passing, Shooting</p> <p><b>Ultimate Frisbee</b> Throwing-Catching Pass &amp; Go</p>	<p><b>Tchoukball</b> Dribbling, Passing, catching Shooting</p> <p><b>Track and Field</b> Sprinting, throwing and jumping</p> <p><b>Softball-baseball</b> Sprinting, throwing, catching, hitting</p>

Personal, Social, and Emotional Health	Self-Esteem: Who I Am. Building Self-Confidence	Myself and Others: Friendships and Family	Keeping Safe Expressing Feelings	As I Grow I Change Our Senses
<b>Social Studies</b>	<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.	<b>Internationalism: Zimbabwe RSHM Mission</b> The major geographical features of Zimbabwe, defining a rich culture and developing a new perspective of Zimbabwe.	<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.	<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.  <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.
<b>Art</b>	<b>Self Portraits</b> -Drawing faces, color schemes, texture and background harmony  <b>-Art History:</b> Frida Kahlo-Mexican frames(symmetry, pattern)  <b>-Marymount 95th</b> -small drawings of the school  <b>Halloween:</b> Witch or Warlock profiles	<b>Color and Value</b> <b>-Primary color painting</b> -Art History: Piet Mondrian  <b>Warm and cool color fish</b> -opposite color families: How Artist choose color for contrast  <b>Christmas/Winter Art</b> Paris Monument silhouette painting	<b>International Art: Explore Art from many Countries</b> <b>-Hearts like Romero Britto (pop artist)</b> <b>-Drawing faces:</b> Egyptian pharaohs <b>-Clay hieroglyphic cartouche</b> <b>-Pyramid Landscape paintings</b>	<b>Let's put it all together!</b>  <b>-Rain forest batiks</b> -drawing, contrasting backgrounds, crayons and paint- <b>-Primary color finger painting to create Paper Butterflies</b>  <b>-Free to create Clay Day</b> pinch, coil, weld, smooth
<b>Music</b>	Introduction to rhythm through dance, decoding the sounds of daily life into a rhythmic language.	Polyphony and Homophony - where they are found, creating polyphonic compositions multicultural songs to celebrate Christmas (Christmas concert)	Music in the global sense: UNICEF Songs (Hand in Hand) Composition & Composers research project.	Recorder Karate - learning our first group instruments. A journey to the Dallas Symphony Orchestra.
<b>French</b>	<b>Level 1:</b> saluer, se présenter, dire et demander le nom de quelqu'un, ça va?, identifier un objet, demander et dire son âge, compter jusqu'à 12. <b>Level 2:</b> la routine, les conseils, l'heure, les matières, l'emploi du temps. <b>Level 3:</b> Parler de ses projets, décrire photos et paysages, , parler de soi, interroger des camarades, s'orienter. <b>Francophone:</b> Thèmes: Le dialogue, le portrait. La phrase et ses constituants, verbes du 1er groupe au présent.	<b>Level 1:</b> dire ce qu'on fait dans la cour de récréation, proposer à quelqu'un de jouer avec soi. <b>Level 2:</b> la famille, les nombres jusqu'à 100, la météo (présent et futur), les sensations, les émotions, les maladies <b>Level 3:</b> Décrire quelqu'un, les nombres jusque et au delà de 100, commander au restaurant, raconter ses rêves (futur et passé) <b>Francophone:</b> Thèmes: la BD, identifier/caractériser un personnage La phrase et ses constituants, verbes du 2e et 3e groupes au présent	<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, présenter sa famille et son animal, exprimer l'appartenance, décrire quelqu'un. <b>Level 2:</b> les événements futurs, la nourriture et les boissons au café, les préférences. <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, dire sa nationalité, identifier différentes langues, dire ce que l'on sait faire. <b>Francophone:</b> Thèmes: théâtre, histoires étranges, le conte. La phrase et ses constituants, Verbes au présent, futur et imparfait.	<b>Level 1:</b> dire et demander ce que l'on veut, demander et répondre poliment, donner un ordre, dire et demander ce que l'on fait après l'école, compter jusqu'à 50, localiser. <b>Level 2:</b> les peurs, la localisation, les collections, les vacances. <b>Level 3:</b> Raconter des événements passés, présents et à venir, faire des achats dans un magasin, exprimer des sentiments, la publicité, exprimer une comparaison, une ressemblance, exprimer un point de vue, exprimer l'origine de quelqu'un ou de quelque chose. <b>Francophone:</b> thèmes: le reportage, la poésie, la légende explicative. La phrase et ses constituants, Verbes au présent, futur, passé composé et imparfait.