

# Overview of the Year 2021-2022

## Grade 3

Teacher: Ms. Kinsella

<p style="text-align: center;"><b>Semester 1</b> <i>September, October, November, December, January</i></p>	<p style="text-align: center;"><b>Semester 2</b> <i>February, March, April, May, June</i></p>
<p><b><u>Religion:</u></b></p> <ul style="list-style-type: none"> <li>★ Exploration of our theme: <i>One Family, One Hope in Christ</i>- exploring Christian values as displayed by figures from scripture</li> <li>★ Introduction to <i>The Daily Examen</i> (for children)</li> <li>★ Jesus teaches us through the parables</li> <li>★ God calls us to use our gifts</li> <li>★ The Rosary (The Glorious Mysteries)</li> <li>★ Saint Inquiry</li> <li>★ The Works of Mercy (Corporal &amp; Spiritual)</li> <li>★ The Beatitudes</li> <li>★ The Liturgical Calendar</li> <li>★ Advent</li> <li>★ Moral decision making &amp; The Sacrament of Reconciliation</li> <li>★ Christmas</li> </ul>	<p><b><u>Religion:</u></b></p> <ul style="list-style-type: none"> <li>★ <i>I'm a Gift from God</i></li> <li>★ Lent: The Three Pillars of Lent, Scripture reflections, The Way of the Cross, Holy Week</li> <li>★ The Sacrament of Holy Eucharist</li> <li>★ Easter</li> <li>★ The Holy Trinity &amp; The Apostles Creed</li> <li>★ Month of Mary (May)</li> <li>★ Pentecost</li> <li>★ The Sacrament of Holy Orders</li> </ul>
<p><b><u>Math:</u></b></p> <ul style="list-style-type: none"> <li>★ Patterning</li> <li>★ Mental Math strategies</li> <li>★ 2 and 3 digit addition and subtraction with regrouping</li> <li>★ Multiplication and division (an introduction).</li> </ul>	<p><b><u>Math:</u></b></p> <ul style="list-style-type: none"> <li>★ Multiplication and Division (contd)</li> <li>★ Fractions.</li> <li>★ Measurement (linear, mass, capacity, time), area and perimeter</li> <li>★ 3D Shapes</li> <li>★ Data Analysis and Probability</li> <li>★ Money (Financial Literacy)</li> </ul>
<p><b><u>Language Arts:</u></b></p> <ul style="list-style-type: none"> <li>★ <u>Reading Power:</u> <i>Connect, Visualize.</i></li> <li>★ <u>Writing:</u> Elements of Story, The Writing Process, paragraph writing (Narrative, Informative), "<i>walking vs climbing</i>" stories.</li> </ul>	<p><b><u>Language Arts:</u></b></p> <ul style="list-style-type: none"> <li>★ Reading Power: <i>Infer, Question, Transform (Synthesize)</i></li> <li>★ Paragraph writing (Persuasive)</li> <li>★ Author's Purpose (Persuade, Inform, Entertain)</li> </ul>

<ul style="list-style-type: none"> <li>★ <u>Poetry</u> (Sensory, Acrostic, Haiku and Diamante poems)</li> <li>★ Rhythm, rhyme, alliteration, similes</li> <li>★ Figurative language: idioms</li> </ul>	<ul style="list-style-type: none"> <li>★ Oral tradition in Aboriginal cultures, Fairy tales</li> <li>★ Group reading, comprehension, literature circles: comprehension, book reports</li> <li>★ Speech Arts</li> <li>★ Figurative language: imagery, onomatopoeia</li> <li>★ Nonfiction text features: headings, sidebars, diagrams, columns etc.</li> </ul>
<p><b><u>Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>★ Cultural similarities and diversity.</li> <li>★ Relationships between humans and their environment</li> <li>★ Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</li> <li>★ Cultural characteristics and ways of life of local First Peoples.</li> </ul>	<p><b><u>Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>★ Interconnections of cultural and technological innovations of <b>local indigenous peoples</b>: tools, weapons, navigation, transportation, clothing, shelters and building, building techniques</li> <li>★ Cultural characteristics and ways of life of Global Indigenous People.</li> <li>★ Interconnections of cultural and technological innovations of <b>global indigenous peoples</b>: tools, weapons, navigation, transportation, clothing, shelters and building, building techniques</li> <li>★ Governance and social organisation in local indigenous cultures</li> </ul>
<p><b><u>Science:</u></b></p> <ul style="list-style-type: none"> <li>★ <u>Biodiversity</u>: the variety of different types of living things in an ecosystem</li> <li>★ Characteristics of local plants, animals and fungi in the local environment</li> <li>★ Energy is needed for life: <ul style="list-style-type: none"> <li>- producers, consumers and decomposers respond to their environment in energy pyramids.</li> <li>- food chains: the flow of energy from one organism to another</li> </ul> </li> <li>★ Threats to the environment</li> <li>★ <u>Landforms</u> (Local landforms and the processes of weathering, erosion and deposition)</li> </ul>	<p><b><u>Science:</u></b></p> <ul style="list-style-type: none"> <li>★ Landforms continued ( weathering, erosion and deposition)</li> <li>★ Matter</li> <li>★ Thermal Energy: Sources of thermal energy, heat transfer: conduction, convection, radiation</li> </ul>
<p><b><u>French:</u></b></p> <ul style="list-style-type: none"> <li>★ Greetings, Numbers, Days of the week, Myself, My family, Sign of the Cross/Je Vous Salue Marie (Hail Mary), Oh Canada.</li> </ul>	<p><b><u>French:</u></b></p> <ul style="list-style-type: none"> <li>★ Food, clothes, rooms in the house, animals, Notre Pere (Our Father).</li> </ul>

<p><b><u>Art:</u></b></p> <ul style="list-style-type: none"> <li>★ Visual element: line, perspective, symmetry, silhouette art</li> <li>★ Patterns</li> <li>★ Traditional and contemporary Aboriginal arts and arts making processes.</li> <li>★ Colour: Warm and cold colours.</li> <li>★ Canadian Artists.</li> </ul>	<p><b><u>Art:</u></b></p> <ul style="list-style-type: none"> <li>★ Famous Artists from around the world.</li> <li>★ Shape and texture</li> <li>★ Mother's Day, Father's Day, thematic art, Global Indigenous culture artwork</li> </ul>
<p><b><u>Career Education:</u></b></p> <ul style="list-style-type: none"> <li>★ Healthy eating: <i>The Food Pyramid</i>.</li> <li>★ <i>Risk Taking</i> and its role in self-exploration (Growth Mindset)</li> <li>★ <u>Goal-setting strategies:</u> <ul style="list-style-type: none"> <li>- identifying personal 'strengths' and 'stretches'</li> <li>- Identify steps required to achieve short term goals.</li> <li>- Identify sources of support at school, at home and in the community.</li> </ul> </li> <li>★ Developing effective working habits.</li> <li>★ <u>Roles and responsibilities</u> at school.</li> <li>★ <u>Cultural and social awareness:</u> <ul style="list-style-type: none"> <li>- exploring self-identity, acknowledging cultural differences, honouring indigenous traditions.</li> </ul> </li> </ul>	<p><b><u>Career Education:</u></b></p> <ul style="list-style-type: none"> <li>★ Goal-setting (continued).</li> <li>★ Health, <i>I'm a Gift from God</i>, (caring for our bodies).</li> <li>★ <i>Growth mindset</i> (putting it into the context of learning)</li> <li>★ <u>Roles and responsibilities</u> at home and in the community.</li> </ul>
<p><b><u>ADST:</u></b></p> <ul style="list-style-type: none"> <li>★ <i>The Engineering Design Process</i>- STEAM Challenges &amp; reflective practice.</li> <li>★ Google Classroom and Seesaw (accessing, uploading, recording videos/audio commentary on chosen items of work) to communicate learning with home.</li> </ul>	<p><b><u>ADST:</u></b></p> <ul style="list-style-type: none"> <li>★ Typing skills, research skills.</li> <li>★ Introduction to coding.</li> </ul>