



## Social Studies 3:

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The organizing concept for Social Studies 3 is “My Province.” We will not only be learning about the development of what Nova Scotia is today, but also how we can shape and influence what Nova Scotia is and will become through our choices and actions as citizens.

**Outcome 1:** Students will locate their province in the Atlantic Region.

**Outcome 2:** Students will examine the origins of diverse peoples in their province and their expression of culture. This includes Gaels, Acadians, Mi’kmaq, African Nova Scotians, and other diverse cultures.

**Outcome 3:** Students will take action to promote positive interactions among people.

**Outcome 4:** Students will examine the rights and responsibilities of citizens in a democracy.



## Science 3:

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### **Outcome 1- Earth and Space Science: Exploring Soils**

Students will investigate the properties of soil and its effect on living things.

### **Outcome 2- Physical Science: Materials & Structures**

Students will construct a structure safely to meet certain criteria.

### **Outcome 3- Physical Science: Invisible Forces**

Students will investigate invisible forces using magnets.

### **Outcome 4- Life Science: Plant Growth & Changes**

Students will investigate how plants grow and change in various conditions.

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## Health 3:

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In the Health 3 curriculum students will be expected to demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world.

**Outcome 1:** Students will recognize, discuss, and identify decisions that affect physical, social, mental, and emotional health

**Outcome 2:** Students will communicate ways to manage difficulties in friendships.

**Outcome 3:** Students will ask for help in unsafe risk scenarios including the use by others of alcohol, tobacco, and drugs.



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## English Language Arts 3:

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Language Arts encompasses the experience, study, and appreciation of language, literature, media and communication. It involves language processes: speaking, listening, reading, viewing, writing and other ways of representing. The application of these interrelated processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking. It is broken into these strands:

Reading and viewing- This includes independent reading, shared reading, home reading and group reading of a variety of genres for various purposes. Students will develop word study skills, reading strategies, and questioning techniques.

Speaking and listening- This includes oral presentations, discussion, word study, following directions, sharing your thinking, self-evaluations, and a variety of questioning techniques.

Writing and other ways of representing- This includes writing process, writing mechanics, use of writing tools, conferencing, and writing different genres such as personal narratives, opinion, poetry, research, and instructions.

*Each day, there is a substantial amount of time allotted for reading, writing and related activities to allow students to learn practice and integrate these essential language skills.*



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## Math 3:

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The math in grade 3 includes the following units/topics set out in a yearly plan from Sept-June:

- Unit 1: Numbers to 1000
- Unit 2: Patterning with Geometry and Time
- Unit 3: Extending Number Sense – Place Value to 1000
- Unit 4: Statistics & Measurement (Telling Time)
- Unit 5: Addition and Subtraction of Whole Numbers (to 1000)
- Unit 6: Geometry
- Unit 7: Addition & Subtraction of Whole Numbers (to 1000)
- Unit 8: Measurement—Mass
- Unit 9: Measurement – Length & Perimeter
- Unit 10: Fractions of one whole
- Unit 11: Introduction to Division & Multiplication
- Unit 12: Addition and Subtraction Patterns (using symbols to represent an unknown part)

*Every day we spend 10-15 minutes on Mental Math activities and strategies. This is a time for students to practice their basic facts in addition, subtraction, multiplication and division.*

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## *The Grade 3 Streamlined Curriculum: Renew, Refocus, Rebuild*

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Integration is an approach to teaching and curriculum design that focuses on making explicit connections within subjects, across subjects, and to the real world. Integration purposefully draws together key skills, knowledge, and attitudes across subject areas into meaningful chunks of learning. Through integration teachers can develop powerful, relevant, and meaningful learning opportunities for all students.

Each outcome in the streamlined curriculum has indicators which tell what students should be able to show, know, and do if they have achieved the outcome.

There are Essential Graduation Competencies which have been developed into the streamlined curriculum from P-12. They are:

- Critical Thinking
- Communication
- Creativity & Innovation
- Citizenship
- Personal & Career Development
- Technological Fluency

There is also 10-15 minutes of Physically Active Time (PAT) every day. This time is to get students up and moving in the classroom for some physical activity and a 'brain break'. It could include yoga, stretching, guided dancing, going for a walk around the school, or other activities that get students moving.



## *Visual Arts 3:*

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The ability to create visual art that communicates meaning to others in an important skill. Learners also need to develop the ability to read an image or understand what an artist is trying to communicate. Throughout the year students will explore and develop skills needed to both produce art and value art with sensitivity and respect.

**Outcome 1:** Students will explore and manipulate a range of materials and technologies to create a variety of artworks that express feelings, ideas, and understandings.

**Outcome 2:** Students will examine a range of artworks from diverse cultures and communities (including Acadians, African Nova Scotians, Gaels, and Mi'kmaq) with sensitivity and respect.

**Outcome 3:** Students will demonstrate and awareness of, reflect upon, and develop respect for art and artmaking.

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## Assessment & Evaluation: Communication Plan

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In Grade 3, a variety of assessment method will be used to gain an accurate picture of what each student knows and is able to do. Because students not only learn in different ways, but also demonstrate learning in different ways, using a variety of assessment methods is crucial to student learning. Some methods may be work samples, observations, journals, presentations, skits, quizzes, projects, self-evaluations, reading records, portfolios, or student/teacher conferences.

Information about your child's learning can be communicated to parents in a variety of ways. These methods could be monthly school and class newsletters, the class website, homework activities, work samples sent home, phone calls, Parent/Teacher conferences, or report cards.

### Report Cards:

The following will be used to communicate student learning on the report cards this year:

#### **Terms 1-3: November, April & June**

- Learner Profile will use the developmental scale
- Language Arts will use the developmental scale and a comment
- Math will use the developmental scale and a comment
- Music & Phys Ed will report in term 2 & 3 with the developmental scale and a comment

Progress in Health, Social Studies, Science, and Visual Arts will not be reported separately on the report cards. These subjects still have outcomes and indicators which will be addressed through an integrated approach.

The Developmental Scale is as follows:

ND	Needs Developing
DE	Developing as Expected
WD	Well Developed



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**Hawthorn Elementary School**

**Grade 3**

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