

## Science and Technology

The curriculum organizes the knowledge and skills that students need to acquire, demonstrate and apply into four strands, or areas of learning:

- Understanding Life Systems: **Growth and Changes in Plants**
- Understanding Structures and Mechanisms: **Strong and Stable Structures**
- Understanding Matter and Energy: **Forces Causing Movement**
- Understanding Earth and Space Systems: **Soils in the Environment**

## Social Studies

The curriculum organizes the knowledge and skills that students need to acquire to demonstrate learning into two strands:

- Strand A: Heritage and Identity: **Communities in Canada, 1780-1850**
- Strand B: People and Environments: **Living and Working in Ontario**

Students will explore what life was like for different groups of people during the time period of 1780-1850 and will compare the lives of these people to present day Canada. Students will also learn about the physical and municipal regions of Ontario and the relationship between the natural environment, land use, and employment opportunities, and how different uses of land and resources affect the environment.

## Physical Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into two strands, or areas of learning: **Active Living** and **Movement Competence: Skills, Concepts, and Strategies.**

## Health Education

The curriculum organizes knowledge and living skills that students need to acquire, demonstrate and apply into three strands, or areas of learning: **Understanding Health Concepts, Making Healthy Choices, and Making Connections for Healthy Living**

## The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – **dance, drama, music, and visual arts** – play a valuable role in helping students to achieve their potential as learners, make connections with other subjects and the world around them.



## Contact Information

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**Mission Statement:** Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

**Vision Statement:** Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

# 3

## CURRICULUM OVERVIEW: GRADE 3



## Religious Education

York Catholic District School Board uses *Growing in Faith, Growing in Christ*, a Canadian series organized to follow the sequence of the liturgical year of the Catholic Church. The program highlights and references the liturgical celebrations within our parishes.

The Grade 3 program is comprised of the following five units:

- **Unit 1: Our Catholic Community** is based in Ordinary Time. Students explore the lives of Jesus, Mary and the Saints and what they teach us about living in community. Students learn about the gift of free will and how their decisions impact their neighbours.
- **Unit 2: The Road to Bethlehem** presents the seasons of Advent and Christmas through story and Scripture. Students will be introduced to the prophets who revealed God's promise to send a Messiah. They will learn more about Jesus' ancestors through the Jesse Tree.
- **Unit 3: Born of the Spirit** is based in Ordinary Time and focuses on how the Holy Spirit is at work in our lives. Students learn that, as members of the Body of Christ, we are called to proclaim the Good News.
- **Unit 4: Our Lenten Journey** roots the passion and death of Jesus in the liturgical celebrations of Lent and Easter. Students recall Lent as a season of repentance and broaden their understanding of sin and forgiveness. They learn how we can reconcile relationships with God and others through the Sacrament of Reconciliation and personal acts of atonement.
- **Unit 5: The Promise of the Holy Spirit** is based in Ordinary Time and focuses on the call to live our lives as Jesus taught. Students learn about the events of Pentecost and the origins of the Church. They discover how the Holy Spirit unites us as members of the Church and explore various devotions to Mary.

## Family Life

*Fully Alive* is a Family Life Education program developed for Ontario Catholic schools. This program is organized into five themes: **Created and Loved by God, Living in Relationship, Created Sexual, Growing in Commitment, and Living in the World.**

## Language Arts

The curriculum organizes the knowledge and skills that students need to become literate into the following four strands:

- **Oral Communication**
  - listen in order to understand and respond appropriately (e.g., paraphrase a partner's reflections after a think-pair-share activity)
  - use speaking skills and strategies appropriately (e.g., use appropriate technical terms when explaining a

scientific investigation)

- reflect on and identify their strengths and next steps as listeners and speakers (e.g., *How do you check to be sure that the audience understands what you are saying?*)
- **Reading**
  - read and demonstrate an understanding of a variety of texts (e.g., fables, traditional Indigenous stories, adventure stories, tables, graphs, magazine articles) using a range of strategies to make meaning (e.g., *Why do you think early settlers chose wood to build their homes?*)
  - recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning (e.g., table of contents, headings, diagrams)
  - use knowledge of words and cueing system to read fluently (e.g., *Does the word sound right and make sense given your understanding of the text?*)
  - reflect on and identify their strengths and next steps as readers (e.g., *What questions do you ask yourself to make sure you are understanding what you are reading?*)
- **Writing**
  - generate, gather, and organize ideas and information to write for an intended purpose and audience (e.g., an original fable)
  - draft and revise their writing (e.g., removing repetition or unnecessary information)
  - use editing, proofreading, and publishing skills and strategies (e.g., use proper paragraph form including spacing and margins)
  - reflect on and identify their strengths and next steps as writers (e.g., *How does listening to or viewing different kinds of texts help you generate ideas for writing?*)
- **Media Literacy**
  - demonstrate an understanding of a variety of media texts (e.g., television shows, clothing)
  - identify some media forms and explain how the conventions and techniques associated with them are used to create meaning (e.g., What would you look for in a television news show that you wouldn't find in a newspaper?)
  - create a variety of media texts (e.g., comic strip for publication in a class newsletter)
  - reflect on and identify their strengths and next steps as media interpreters and creators (e.g., *What skills do you use to understand this Internet site?*)

## Core French

The curriculum is organized in four strands: **Listening, Speaking, Reading and Writing.** The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two

or more strands in order to provide students with the kinds of experiences that promote meaningful learning.

## French Immersion (if applicable)

French Immersion is intended for students whose parents do not have a French background but would like their children to become fluent in French. Although the curriculum is the same as in the English language program, the language of instruction is French. Students will receive 85% of their instructional time in French. Please note that Language Arts, Mathematics, Science, Social Studies, and the Arts (Dance, Drama, Music, Visual Arts) are taught in French. Religion, Family Life, Physical Education and Health are taught in English.

## Mathematics

The curriculum organizes the knowledge and skills that students need to become numerate in five strands, or areas of learning:

- **Number Sense and Numeration:** representing and ordering numbers to 1000; representing money amounts to \$10; decomposing and composing three-digit numbers; investigating fractions of a set; counting by 1's, 2's, 5's, 10's, 25's, and 100's; adding and subtracting three-digit numbers in a variety of ways; relating one-digit multiplication, and division by one-digit divisors, to real-life situations
- **Measurement:** measuring distance using kilometres; telling time to the nearest 5 minutes; identifying temperature benchmarks; measuring perimeter using standard units; measuring mass in kilograms and capacity in litres; measuring area using grid paper; comparing the length, mass, and capacity of objects using standard units; relating minutes to hours, hours to days, days to weeks, and weeks to years
- **Geometry and Spatial Sense:** using a reference tool to identify right angles and to compare angles with a right angle; classifying two-dimensional shapes by geometric properties (number of sides and angles); classifying three-dimensional shapes by geometric properties (number of sides and angles); classifying three-dimensional figures by geometric properties (number of faces, edges and vertices); relating different types of quadrilaterals; naming prisms and pyramids; identifying congruent shapes; describing movement on a grid map; recognizing transformations
- **Patterning and Algebra:** creating and extending growing and shrinking patterns; representing geometric patterns with a number sequence, a number line, and a bar graph; determining the missing numbers in equations involving addition and subtraction of one- and two-digit numbers; investigating the properties of zero and one in multiplication
- **Data Management and Probability:** organizing objects into categories using two or more attributes; collecting and organizing categorical and discrete data; reading and displaying data using vertical and horizontal bar graphs; understanding mode; predicting the frequency of an outcome; relating fair games to equally likely events