

Please note, this is a curriculum overview for Grade 3, Semester 2 (2020).

Grade 3 Mathematics

The following are highlights of student learning in Grade 3. They are provided to give teachers and families a quick overview of the mathematical knowledge and skills that students are expected to acquire in each strand in this grade.

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 perimeter using standard units; measuring mass in kilograms and capacity in litres; measuring area using grid paper; comparing the length.

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 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: investigating the properties of zero and one in multiplication.

Data Management and Probability: predicting the frequency of an outcome; relating fair games to equally likely events.

Grade 3 Science and Technology

STRONG AND STABLE STRUCTURES

By the end of Grade 3, students will:

1. assess the importance of form, function, strength, and stability in structures through time;
2. investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function;
3. demonstrate an understanding of the concepts of *structure*, *strength*, and *stability* and the factors that affect them.

FORCES CAUSING MOVEMENT

By the end of Grade 3, students will:

1. assess the impact of various forces on society and the environment;
2. investigate devices that use forces to create controlled movement;
3. demonstrate an understanding of how forces cause movement and changes in movement.

Grade 3 Language Arts

Oral Communication: *By the end of Grade 3, students will:*

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading: *By the end of Grade 3, students will:*

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing: *By the end of Grade 3, students will:*

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy: *By the end of Grade 3, students will:*

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Grade 3 Social Studies

Continuing with Global Citizenship Education learning objectives.

This semester, students will explore globally-oriented learning resources that will assist them in understanding a “larger picture” of themselves in the world in relation to their local circumstances (E.g., a variety of sources and media, comparative and diverse perspectives).

Grade 3 Arts

DRAMA

Students in Grade 3 will develop or extend understanding of the following concepts through participation in various drama experiences.

ELEMENTS OF DRAMA

- role/character: adopting the attitude/point of view of a number of different fictional characters, dialogue
- relationship: listening and responding in role to other characters in role
- time and place: establishing a clear setting
- tension: identifying factors that contribute to mystery or tension in a drama
- focus and emphasis: identifying the central theme and/or problem in a drama

MUSIC

In Grade 3, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 and 2.

Students will develop understanding of musical concepts through participation in various musical experiences (e.g., listening, singing, moving, simple instrumental playing, playing with musical manipulatives). They will also continue to use non-traditional forms of notation (e.g., simple rhythmic notation symbols, simple visual prompts).

ELEMENTS OF MUSIC

- duration: three beats per bar (metre), dotted half note, sixteenth-note patterns, sixteenth rest; very fast (presto), very slow (largo)
- pitch: low "so", low "la", higher and lower pitch, pitch contour
- dynamics and other expressive controls: standard symbols for soft (e.g., piano – p) and loud (e.g., forte – f); invented symbols for soft and loud; articulation and expression marks encountered in music listened to, sung, and played (e.g., staccato, legato, signs for crescendo and decrescendo)
- timbre: classification of instruments by means of sound production (e.g., sounds produced by strumming, striking, shaking, blowing)
- texture/harmony: simple two-part rounds, partner songs, canons
- form: section, ternary (ABA) form 3

VISUAL ARTS

In addition to the concepts introduced in Grades 1 and 2, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Grade 3 Arts (Continued)

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- line: variety of line (e.g., thick, thin, dotted)
- shape and form: composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world (e.g., symmetrical: insects, flowers, skyscrapers; asymmetrical: windblown trees, some contemporary additions to buildings [asymmetrical façade in Daniel Libeskind's design for the Royal Ontario Museum])
- space: foreground, middleground, and background to give illusion of depth
- colour: colour for expression (e.g., warm and cool colours); colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints
- texture: real versus visual or illusory texture (e.g., smooth surface of a ceramic work versus drawing of rough tree bark); etching by scratching through surfaces (e.g., crayon etching on a scratchboard)
- value: mixing a range of light colours and dark colours

PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 3 will be on variety.

- variety: slight variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values, and colours to create interest [bright or light colour values, dark colour values])

Grade 3 Health and Physical Education

LIVING SKILLS

By the end of Grade 3, students will:

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

ACTIVE LIVING

By the end of Grade 3, students will:

- A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives;
- A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

By the end of Grade 3, students will:

- B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

HEALTHY LIVING

Healthy Living Learning Summary for Grade 3: Key Topics*			
Topic	C1. Understanding Health Concepts	C2. Making Healthy Choices	C3. Making Connections for Healthy Living
Healthy Eating	C1.1 Food origins, nutritional value, and environmental impact [CT]	C2.1 Oral health, food choices [PS]	C3.1 Local and cultural foods, eating choices [CT]
Personal Safety and Injury Prevention		C2.2 Safety guidelines outside of class [CT]	C3.2 Real and fictional violence [IS]
Substance Use, Addictions, and Related Behaviours	C1.2 Impact of use of legal/illegal substances	C2.3 Decision making – substance use / behaviours [CT]	
Human Development and Sexual Health	C1.3 Healthy relationships [IS] C1.4 Physical and emotional development [PS]		C3.3 Visible, invisible differences, respect [PS, IS]

Grade 3 Native Languages

Oral Communication, Reading, and Writing

By the end of Grade 3, students will:

- communicate in simple contexts using basic vocabulary and phrases;
- demonstrate an understanding of spoken language in simple contexts, using both verbal and non-verbal cues;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- read phrases in the writing system used in the program; • write phrases in the writing system used in the program;
- demonstrate an appreciation and understanding of aspects of the Native culture under study.

Achievement Chart:

Ministry of Education Letter Grade	Ministry of Education 4-point scale	Ministry of Education Percent Range
A+	95-100%	4+
A	87-94%	4
A-	80-86%	4-
B+	77-79%	3+
B	73-76%	3
B-	70-72%	3-
C+	67-69%	2+
C	63-66%	2
C-	60-62%	2-
D+	57-59%	1+
D	53-56%	1
D-	50-52%	1-

We will be using the LETTER grades (A+ - D-) so as not to confuse students/parents.

The learning skills and work habits are evaluated and reported as follows:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Learning skills and work habits are not included in this document. You can find these in Ontario's *Growing Success* document.