THE ACADEMY FOR GIFTED CHILDREN – P.A.C.E
CURRICULUM OUTLINE
GRADE 3

EXPECTATIONS:

- Students will strive for excellence as they experience a challenging and exciting learning environment
- Students will uphold high expectations for quality in all facets of work
- Students will develop co-operative learning skills through integrated curriculum, thus developing life skills and conflict resolution skills
- Students will develop an appreciation for books through reading aloud, silent reading, and research
- Students will develop confidence, poise, and self-esteem by integrating drama and oral presentations into the curriculum
- Students will develop ownership and responsibility for their own learning through the use of an organizer and homework files

CURRICULUM OUTLINE

LANGUAGE ARTS -

Language Arts consists of four main components: Literature Appreciation, Spelling, Grammar, and Writing Process.

GENERAL OUTCOMES - The students will…

- be introduced to literary works of quality
- continue to develop literal, interpretive, and critical thinking skills
- recognize the elements of a short story and the relationship of these elements to the novel
- develop an awareness of literary terminology
- develop an understanding of good literature
- continue to develop and apply speaking, listening, and writing skills
- develop a sensitivity to words, their sounds and phonetic pronunciation and understand that words have the power to convey meaning

LITERATURE APPRECIATION:

SHORT STORIES

We will begin the academic year by reading short stories from the Junior Great Book Series 4. Students will participate in shared reading and independent reading. Learning to formulate their own questions and developing critical and higher level thinking skills increases students' appreciation for deeper analytical and interpretive meaning.

NOVEL STUDY

The novels that will be studied over the course of the academic year will be thematically based.

THEME: family conflicts, coping with unique gifts and talents, power of magic
Odd and the Frost Giants – Neil Gaiman

THEME: survival, search for identity, friendship
Mrs. Frisby and the Rats of NIMH – Robert C. O'Brien

THEME: loyalty, good versus evil, relationships with family, interaction with nature
The Lion, The Witch, and The Wardrobe - C. S. Lewis

SUPPLEMENTARY READING
Students will be expected to read supplementary novels and complete a book report for each novel. The appropriateness of the reading material will be determined by the core teacher according to initial assessment and the student's ongoing progress.

SPELLING:
Students will learn the basic spelling and phonetic rules. The weekly spelling list is partially derived from the theme work, as well as basic vocabulary that is used on a daily basis.

GRAMMAR:
The grammar program will review material learned in Grade One, reinforce material learned in Grade Two, and introduce the following concepts and skills…

PARTS OF SPEECH
- Compound subjects and compound predicates
- Abstract and concrete nouns
- Verb tenses (simple, past, present, future)
- Demonstrative adjectives
- Demonstrative and interrogative pronouns
- Proper pronoun case (subjective, objective, possessive), number (singular, plural), and person (first, second, third)
- Antecedents
- Prepositional phrases
- Interjections

PUNCTUATION
- Commas after interjections and introductory words
- Apostrophes to indicate possession, both singular and plural
- Italics or underlining to punctuate the title of books, newspapers, magazines, albums; quotation marks to punctuate the title of poems, articles, songs
- Indirect quotes (omit quotation marks)

APPLICATION
- Write with subject-verb agreement
- Write with pronoun-antecedent agreement (in terms of case, number, and person)
- Identify and avoid run-on sentences
- Use transitional devices (also, finally, after, therefore) to link ideas in a paragraph

WRITING PROCESS:
Students will…
- build their skills in the various stages of the writing process, including: generating and recording their ideas, making an outline, writing an initial draft, revising, and editing to create a polished final product
- create pieces of writing that show a growing ability to express their point of view and to reflect on their own experiences
- write in the following forms, adhering to conventions of structure and style: formal and personal letter writing, journal writing, story writing, poetry, research projects, and book reports
- write in varying narrative points of view (first, second, and third person)
- organize information into more sophisticated paragraphs, which include a topic sentence, main idea, and supporting details
- use transitional devices (first, also, finally) to link ideas within the paragraph
- include a properly formatted title page and table of contents with reports
- word-process their own stories and reports, integrating graphics from the computer
- participate in regularly scheduled writing conferences with the instructor to discuss, monitor, and facilitate the student's progress in the development of his/her writing skills

THEME
The students will explore the following themes:
ANCIENT EGYPT, GREEK MYTHOLOGY, SPACE, GEOGRAPHICAL STUDIES, GROWTH AND CHANGES IN PLANTS, OCEANOGRAPHY, PHYLOGENETIC TREE.

Within the theme there will be a solid integration of Bloom's Taxonomy of Cognitive Objectives which encourages the students to engage in higher levels of thinking, as well as challenging them to academic "risk taking" learning experiences. Theme work provides the students with opportunities to work within their preferred learning styles and encourages the students to explore and experience all the different learning styles.

LOGIC

The students will work individually and in groups on a series of Logic activities, which will stimulate and challenge their intellectual curiosity. These exercises are geared to sharpen students' cognitive and critical thinking skills, and to develop their problem-solving abilities.

THE ARTS

DRAMA:

Drama plays a significant role in helping students build their confidence and increase their self-esteem. Students will be encouraged to freely and creatively express themselves. Students will be exposed to a variety of techniques in drama, create their own drama skits, enact a scene from a novel, and participate in other role-playing exercises.

VISUAL ARTS:

Art will be integrated into each theme and will incorporate many opportunities to work with different media and techniques (e.g. posters, collages, models, and painting).

MUSIC:

Students will continue the study of the recorder. They will also undergo choral training with an emphasis on proper breathing technique and expression.

MATHEMATICS

The following are the strands:

- Social-Emotional Learning (application of social-emotional learning skills to mathematical processes i.e. problem solving, reasoning, reflection, communicating, critical thinking) *ongoing throughout the year
- Number (Compare and order whole numbers, decimals and fractions, Operations (+, -, X, ÷, fractions), Problem Solving)
- Algebra (Repeating, growing, and shrinking patterns, Variables, Solving Equations, Computational representations of mathematical situations, specialized Coding class)
- Data (Collection and Organization of Data, Data Relationships, Probability)
- Spatial Sense (Draw and Construct 3-dimensionsl figures, Location and Movement, Measurement involving metric conversions in length, mass and capacity of regular and irregular polygons)
- Financial Literacy (Cash transactions up to $1000) *ongoing throughout the year

SCIENCE

The following strands are included in P.A.C.E.'s Science and Technology Curriculum:

- Stem Skills and Connections - STEM skills and emerging technologies, practical applications of science and technology and contributions that people with diverse lived experiences have made to science and technology in the context of the other strands
- Life Systems – Growth and changes in Plants - * Theme Unit; Habitats and Communities
- Matter And Energy – Forces and Motion
- Structures And Mechanisms – Strong and Stable Structures
- Earth And Space Systems – Soils in the Environment; Space – *Theme Unit

Emphasis is placed on scientific investigation, innovation and creativity, collaboration, critical thinking and problem solving, hands-on discovery and experimentation.

TECHNOLOGY AND CODING

The Surface Go will be used as a tool to facilitate enhanced learning experiences in the classroom, to further hone executive functioning skills, to introduce web-based research skills, and to improve keyboarding skills. The Mathematics and Science and Technology curriculum expectations will be integrated into the coding curriculum including writing and executing code in investigations , with a focus on testing, debugging and refining programs.

FRENCH
The objective of the French programme is to develop communication skills in both the receptive and expressive aspects of the language. In order to achieve this, the activities will include skits, songs and rhythms, mimicry of live or recorded models, educational games, role-playing activities, descriptions of a picture, questioning and response. The new vocabulary and structures will be connected as much as possible to the themes.

PHYSICAL EDUCATION
Students continue to develop their gross motor skills through warm up exercises, ball activities, balance, movement, rhythm, and team activities. In addition, they are encouraged to make healthy choices with regards to their lifestyles, and are made aware that their behaviours can impact upon their own health and that of others. Breathing techniques as well as movement exercises will be introduced to hone independent relaxation and overall wellness.

ENVIRONMENTAL STUDIES -
Throughout the year, we will focus on protecting the environment through **litterless lunches**, conserving our resources, and the four 'R's. In addition, an Environmental Issues class will highlight current environmental concerns and developments.

CLASS TRIPS -
A variety of trips will be planned throughout the year to support the specific themes studied.

SOCIAL & EMOTIONAL DEVELOPMENT -
Understanding, nurturing, concern, and support is the key to developing and encouraging independent problem-solving skills and risk-taking in order to develop a strong self-concept and feeling of self-worth. This is promoted through regular small or large group meetings with the children.

EVALUATION
This is an ongoing process, including both formative assessment (observation of daily work, notes and homework, student-teacher conferences, process work, class participation, attitude towards learning) and summative evaluation (activities, projects, tests and quizzes, presentations, reports, speeches). A variety of methods will be used for assessing and evaluating knowledge and comprehension, application, thinking and inquiry, and communication. Most importantly, it is critical for the child to be happy and feel that he/she is progressing and feeling successful, confident, and self-assured.

ORGANIZATIONAL SKILLS
Students are encouraged to keep their desks neat and binders well organized, as this will prevent things from getting lost and actively teach the children to become organized and responsible for their belongings.

IN-CLASS WORK AND HOMEWORK
- Students record their homework in their agendas before starting any work. Initially, homework will be monitored by the parent as well as the teacher with a request for a daily signature to ensure that work has been completed.
- Students are encouraged to use the 45 minutes of homework time effectively to finish their work. It will often include unfinished class work in Theme, Math, Reading, Writing, and Spelling.
- An additional 30 minutes of work to be completed at home will be given on a regular basis in order to establish good work habits.

HELPFUL HINTS
Please check your child's school bag each night. You may find notices from school, left over lunches, or incomplete work or projects. Please help to encourage responsibility in remembering and completing homework.

LUNCH & RECESS
Students are strongly encouraged to bring a variety of healthy foods and snacks. Two healthy snacks are encouraged for recess time (first and last). These healthy snacks give the children an extra boost of energy.

CALENDAR
A calendar will be sent home at the beginning of each month. Please post the monthly calendar on the fridge, or where it is visible. Label things like evaluations, field trips, or other important events on the calendar.