



**BIBLE**

**RESOURCES:** Calling of God's Tribe - CSI,

**ASSESSMENT AND EVALUATION:**

- participation/class discussion
- observation
- daily work/assignments
- memory work
- projects

**SEPTEMBER**

**Unit 1 - In the Beginning**

In The Beginning God Created  
 God Made Men And Women  
 Adam And Eve Disobey God  
 Cain And Abel  
 The Second Beginning  
 The Flood And God's Promise  
 Noah's Sons  
 The Tower Of Babel

**OCTOBER-NOVEMBER**

**Unit 2 - Abraham and Isaac**

God Calls Abram  
 God's Promises To Abram  
 Nomad Project  
 Abram And Sarai In Egypt  
 Lot's Choice  
 God's Hears: The Story Of Hagar And Ishmael  
 God's Covenant With Abraham  
 The Visitors/Sodom And Gomorrah  
 Isaac, Child Of The Promise  
 Abraham's Testing  
 Isaac Marries Rebekah  
 Isaac And Abimalech

**DECEMBER-JANUARY**

**Unit 3 - Jacob and Joseph**

Jacob And Esau; The Birthright  
 Jacob And Esau: The Blessing  
 Jacob At Bethel  
 Jacob At The Well  
 Jacob Marries Leah And Rachel  
 Jacob's Sons  
 Jacob Flees Laban  
 God Wrestles With Jacob  
 Jacob Returns To Canaan  
 Joseph Sold Into Slavery  
 Egypt Project  
 Joseph In Potiphar's House  
 More Dreams  
 Joseph: Ruler Of Egypt  
 The Brothers' First Trip To Egypt  
 The Brothers' Second Trip To Egypt  
 Reunion  
 The Deaths Of Jacob And Joseph



**BIBLE - Continued**

<b>RESOURCES:</b> Calling of God's Tribe - CSI		
<b>FEBRUARY</b> <u><i>Unit 4 - The Exodus</i></u> Moses' Early Life God Calls Moses Let My People Go! The First Nine Plagues The Tenth Plague The Passover The Exodus Israel's Celebration	<b>MARCH</b> <u><i>Unit 5 - God's Law</i></u> Into The Wilderness Manna From Heaven The Amalekites Moses And Jethro The Giving Of The Law The Ten Commandments: Love God Above All The Ten Commandments: Love Your Neighbour Other Commandments The Covenant Confirmed The Golden Calf God Forgives	<b>APRIL-MAY</b> <u><i>Unit 6 - Forty Years In The Wilderness</i></u> The Tent Of God The Ark Of The Covenant Israelite Worship Israel's Feasts Israel Prepares To Journey On More Complaints Spies Search The Land Korah, Dathan, And Abiram Aaron And The Priests Meribah/Edom/Aaron's Death The Bronze Snake The Journey To Canaan Balak And Balaam God Defeats Balaam The Death Of Moses
<b>JUNE</b> <u><i>The Promised Land</i></u> Rahab And The Spies Crossing The Jordan At Gilgal War! Victory At Jericho Defeat At Ai Victory At Ai The Gibeonites The Five Amorite Kings Conquering The Land Of Canaan The Israelites Settle The Land		



<b>ART</b>		
<b>RESOURCES:</b> OCS Art Program by Mrs. Martha Muntz		
<b>ASSESSMENT AND EVALUATION:</b>		
<ul style="list-style-type: none"> <li>• participation</li> <li>• observation</li> <li>• daily work</li> <li>• sketches</li> <li>• finished products</li> </ul>		
<p><b>SEPTEMBER</b>  <u>Introductory Art Lesson</u>            Vocabulary:</p> <ul style="list-style-type: none"> <li>• elements of art, balance, formal and informal</li> </ul> <p>Technique:</p> <ul style="list-style-type: none"> <li>• Use of markers to create uninterrupted lines, critical thinking and talking about their own works</li> </ul> <p><u>Colour</u>            Vocabulary:</p> <ul style="list-style-type: none"> <li>• tertiary colours, warm and cool colours</li> </ul> <p>Technique:</p> <ul style="list-style-type: none"> <li>• cut and paste warm and cold coloured construction paper to form the words cool and warm</li> </ul>	<p><b>OCTOBER</b>  <u>Line and Texture</u>            Vocabulary:</p> <ul style="list-style-type: none"> <li>• space, balance, formal and informal, line</li> </ul> <p>Technique:</p> <ul style="list-style-type: none"> <li>• use of markers to create uninterrupted lines, cut and paste, use of oil pastels, drawing, critical thinking and talking about their own works</li> </ul>	<p><b>NOVEMBER</b>  <u>See October</u></p>



**ART - Continued**

**RESOURCES:** OCS Art Program by Mrs. Martha Muntz

<p><b>DECEMBER</b>  <u>Monochromatic Colours</u>          Vocabulary:  <ul style="list-style-type: none"> <li>monochromatic</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>watercolour tints, use of coloured pencils, determining which colours are form the same shade and are monochromatic</li> </ul> <u>Shape and Repetition</u>          Vocabulary:  <ul style="list-style-type: none"> <li>repetition</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>Use of a variety of colours and shapes to create cup paper snowflake</li> </ul> </p>	<p><b>JANUARY</b>  <u>Form</u>          Vocabulary:  <ul style="list-style-type: none"> <li>form, 3-dimensional</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>pencil/marker lines, chalk pastel shading, paste &amp; cut</li> </ul> </p>	<p><b>FEBRUARY</b>  <u>Value, Texture, Repetition, and Variety</u>          Vocabulary:  <ul style="list-style-type: none"> <li>value, intensity, tint, tone</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>pencil/marker lines, chalk pastel shading, cut &amp; paste</li> </ul> <u>Space</u>          Vocabulary:  <ul style="list-style-type: none"> <li>space, perspective, enlargements, silhouette</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>pencil/marker lines, using a ruler to create perspective, paste &amp; cut enlargements, watercolour wash</li> </ul> </p>
<p><b>MARCH</b>  <u>Human Figures</u>          Vocabulary:  <ul style="list-style-type: none"> <li>self-portrait</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>Drawing, making choices to create a unified work, solve a creative problem</li> </ul> </p>	<p><b>APRIL</b>  <u>Impressionism</u>          Vocabulary:  <ul style="list-style-type: none"> <li>impressionism, realism, Mary Cassatt, Claude Monet, etc.</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>Masking, watercolour washes, sketching</li> </ul> </p>	<p><b>MAY</b>  <u>Plasticene Insects</u>          Vocabulary:  <ul style="list-style-type: none"> <li>Review</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>Molding plasticene to create a textured sculpture</li> </ul> </p>
<p><b>JUNE</b>  <u>Hands with a Repetitive Pattern</u>          Vocabulary:  <ul style="list-style-type: none"> <li>review</li> </ul>         Technique:  <ul style="list-style-type: none"> <li>Oil pastel resist with watercolour wash</li> </ul> <u>Shadow Box - Little House on the Prairie</u>  <u>First Nations Colouring Pages</u> </p>		



**MUSIC**

**RESOURCES:**

**ASSESSMENT AND EVALUATION:**

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<p><b>SEPTEMBER</b>          -Basic Notation: treble and bass clefs          -Terminology: style, volume and speeds          -Vocal exercises, Tonic Solfeggio with hand signs          -Rhythm games and motion</p>	<p><b>OCTOBER</b>          -Written notation          -Rhythmic dictation          -Sight clapping          -Aural recall          -Music History: J.S Bach          -Songs to practice vocal skills          -Singing 2-3 part harmony in rounds</p>	<p><b>NOVEMBER</b>          -Music in ministry, vocal and instrumental          -Italian terms and dynamic symbols          -Rhythmic improvisation          -Canadian folk songs</p>
<p><b>DECEMBER</b>          -Christmas program preparation if applicable          -Introduction to recorder</p>	<p><b>JANUARY</b>          -Review of Notation, rhythm, key signatures          -Tones and Semitones          -Intervals          -Ear training and sight reading          -Recorder repertoire and technique</p>	<p><b>FEBRUARY</b>          -Recorder repertoire          -Major scales          -Melody improvisation and contour</p>
<p><b>MARCH</b>          -Recorder Repertoire          -Major Scales          -Minor Scales          -Easter Program if applicable          -Music appreciation: importance of discernment in secular music</p>	<p><b>APRIL</b>          -Recorder Repertoire          -Intervals unison to Perfect 5th          -festival/concert preparation          -Melodic improvisation</p>	<p><b>MAY</b>          -Year end concert prep          -Triads          -Introduction to improvisation and chord structure</p>
<p><b>JUNE</b>          -Year end concert prep          -Topic Review          -Recorder Repertoire</p>		



## LANGUAGE STUDIES

### SELF-SELECTED READING - GRADE 3

Students are given time every day to read self-selected novels. On the majority of days, this means reading fiction. Many titles have quizzes that students can take on the Accelerated Reader program. Students will be given goals and expectations that need to be met. Once a week, children engage in reading with a younger child during Reading Buddies. Also once a week, students visit the library to borrow literature of their choice.

#### ASSESSMENT AND EVALUATION:

- observation
- AR tests
- book reports

### GUIDED READING - GRADE 3

A variety of teaching methods will be employed. The following are some examples: teacher-led whole class activities, small group activities, literature circles, and individual activities. A good resource for guided reading is “The Teacher’s Guide to the Four Blocks”. For individual lesson plan ideas and activities, the CSI teacher’s manual for the World of Literature Anthology can be used.

#### ASSESSMENT AND EVALUATION:

- read aloud
- comprehension questions
- response activities
- reading records
- participation
- observation

#### RESOURCES: A WORLD OF LITERATURE 3 - C.S.I. ANTHOLOGY

Themes: Family Pictures, What’s the Message?, Lord God made them all, That’s Me, Listen! I’ll tell you a story, I Know a Place, A Light Shining Brightly

#### RESOURCES: Novel Studies

- Owls in the Family - Farley Mowatt
- Little House on the Prairie - Laura Ingalls Wilder



<b>LANGUAGE STUDIES</b>	
<b>SELF-SELECTED READING - GRADE 3 - Continued</b>	
<b>SKILLS TAUGHT AND REVIEWED AT THE GRADE THREE LEVEL</b>	
<ul style="list-style-type: none"> <li>• reads a variety of literary, graphic, and informational texts</li> <li>• recalls what has been read silently and aloud</li> <li>• recognizes and identifies that different reading materials have different purposes</li> <li>• uses a variety of reading comprehension strategies before, during, and after reading to understand texts</li> <li>• understands sequence of events</li> <li>• follows printed directions</li> <li>• identifies the important ideas and themes of the reading</li> <li>• identifies the main point, theme, moral, or idea of the reading</li> <li>• finds literal information in context</li> <li>• extends understanding of texts to own knowledge and experiences within the world around them, their Christian worldview, and environment</li> <li>• distinguishes between fact, theory/opinion and fantasy</li> <li>• identifies elements of text and explains how they contribute to the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain a variety of text features (table of contents, charts, headings, etc.)</li> <li>• understands cause and effect</li> <li>• skims for details</li> <li>• makes inferences or predictions about texts by interpreting ideas and information from the text and drawing upon experiences and knowledge</li> <li>• expresses personal opinions/judgments about ideas presented in text</li> <li>• interprets prose</li> <li>• draws logical conclusions</li> <li>• can read and understand most high frequency words, many regularly used words, and words of personal significance</li> <li>• can predict the meaning of and rapidly solve unfamiliar word using different types of cues</li> <li>• reads text with sufficient rate and expression</li> <li>• metacognition: begin to understand what strategies can be used before, during, and after reading to help improve reading</li> </ul>



<b>LANGUAGE STUDIES</b>		
<b>GUIDED READING - GRADE 3</b>		
<b>RESOURCES: CSI - A World of Literature 3</b>		
<b>SEPTEMBER</b> <u><i>Theme 2 - Lord God Made Them All</i></u> Tone/mood Word pictures Rhymes, repetitions Theme Comparing literature selections Setting Fact vs. Opinion Activating prior knowledge	<b>OCTOBER</b> <u><i>Theme 1 - Family Pictures</i></u> Realistic fiction Steps/order Categories Tone/mood Compare and contrasting Point of view Setting Poetic form	<b>NOVEMBER</b> <u><i>Small Group Novel Study - Owls in the Family</i></u> Improve oral fluency Word Recognition Using context clues to find word meaning improve vocabulary Comprehension Improve in ability to cooperate with others and focus while in a peer group
<b>DECEMBER</b> <u><i>Theme 7 - A Light Brightly Shining</i></u> Character descriptions Problem/solution Summarizing Point of view Non-entry words in the dictionary	<b>JANUARY</b> <u><i>Theme 3 - Listen! I'll Tell you a Story</i></u> Folktales Prediction Problem/solution Fables Character descriptions Beginning, middle, and end of a story Sequence of events Story structure	<b>FEBRUARY</b> <u><i>Theme 4 - What's the Message</i></u> Character comparisons and contrast visualizing words Expressive Language Story Structure Senses in poetry
<b>MARCH</b> <u><i>Theme 5 - That's Me</i></u> Theme Realistic fiction Making inferences Finding information in the library Story progression Plot diagram Predicting Rhyme Scheme Compare and contrast Problems and solutions	<b>APRIL</b> <u><i>Small Group Novel Study - Little House on the Prairie</i></u> Improve oral fluency Word Recognition Using context clues to find word meaning improve vocabulary Comprehension Improve in ability to cooperate with others and focus while in a peer group	<b>MAY</b> <u><i>Theme 6 - I Know a Place</i></u> Reflecting on the theme Non-fiction Compare and contrast Repetition, alliteration, and assonance Guide words Setting
<b>June</b> Poetry Unit if Time Exists		





<b>LANGUAGE STUDIES</b>	
<b>SELF-SELECTED READING - Grade 4</b>	
<b>ASSESSMENT AND EVALUATION:</b>	
<ul style="list-style-type: none"><li>• observation</li><li>• AR tests</li><li>• book reports</li></ul>	
<b>GUIDED READING - GRADE 4</b>	
A variety of teaching methods will be employed. The following are some examples: teacher-led whole class activities, small group activities, literature circles, and individual activities. A good resource for guided reading is “The Teacher’s Guide to the Four Blocks”. For individual lesson plan ideas and activities, the CSI teacher’s manual for the World of Literature Anthology can be used.	
<b>ASSESSMENT AND EVALUATION:</b>	
<ul style="list-style-type: none"><li>• observation</li><li>• AR tests</li><li>• book reports</li></ul>	
<b>RESOURCES: A WORLD OF LITERATURE 4 - C.S.I. ANTHOLOGY</b>	
Themes: Family and Friends, The Other Side of the Door, Secrets and Surprises of Creation, I Wish, I Hope, I Pray, Once Upon a Wolf. Words at Work, New Beginnings (If time permits)	
<b>RESOURCES: Novel Studies</b>	
<ul style="list-style-type: none"><li>• Owls in the Family - Farley Mowatt</li><li>• Little House on the Prairie - Laura Ingalls Wilder</li></ul>	



**LANGUAGE STUDIES**

**SELF-SELECTED READING - GRADE 4 - Continued**

**SKILLS TAUGHT AND REVIEWED AT THE GRADE FOUR LEVEL**

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|--|---|
| <ul style="list-style-type: none"> <li>• reads a variety of literary, graphic, and informational texts</li> <li>• recognizes and identifies that different reading materials have different purposes</li> <li>• uses a variety of reading comprehension strategies before, during, and after reading to understand texts</li> <li>• follows printed directions</li> <li>• identifies the important ideas and themes of the reading</li> <li>• identifies the main point, theme, moral, or idea of the reading</li> <li>• finds literal information in context</li> <li>• extends understanding of texts to own knowledge and experiences within the world around them, their Christian worldview, and environment</li> <li>• distinguishes between fact, theory/opinion and fantasy</li> <li>• identifies elements of text and explains how they contribute to the meaning of the text</li> <li>• identify and explain a variety of text features (table of contents, charts, headings, etc.)</li> <li>• understands cause and effect</li> </ul> | <ul style="list-style-type: none"> <li>• skims for details</li> <li>• makes inferences or predictions about texts by interpreting ideas and information from the text and drawing upon experiences and knowledge</li> <li>• organizes and summarizes</li> <li>• expresses personal opinions/judgments about ideas presented in text</li> <li>• interprets prose</li> <li>• draws logical conclusions</li> <li>• can read and understand most high frequency words, many regularly used words, and words of personal significance</li> <li>• can predict the meaning of and rapidly solve unfamiliar word using different types of cues</li> <li>• reads text with sufficient rate and expression</li> <li>• metacognition: begin to understand what strategies can be used before, during, and after reading to help improve reading</li> </ul> |
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<b>LANGUAGE STUDIES</b>		
<b>GUIDED READING - GRADE 4</b>		
<b>RESOURCES: CSI - A World of Literature 4</b>		
<b>SEPTEMBER</b> <u>Theme Two: Secrets and Surprises of Creation</u> Similes, metaphors Skimming for purpose Drawing conclusions Topic sentence Onomatopoeia, alliteration, rhyme Comprehension Prediction Mood Main Idea	<b>OCTOBER</b> <u>Theme One: Together is Better</u> Types of sentences Sequence Cause and Effect Comprehension Prediction Details	<b>NOVEMBER</b> <u>Group Novel Study - Owls in the Family</u> Improve oral fluency Word Recognition Using context clues to find word meaning improve vocabulary Comprehension Improve in ability to cooperate with others and focus while in a peer group
<b>DECEMBER</b> <u>Theme Three: Words at Work</u> Rhyming, onomatopoeia, alliteration Mood Sequencing Details Comprehension Prediction Order of Events Problem Solving	<b>JANUARY</b> <u>Theme Four: The Other Side of the Door</u> Main Idea Prediction Plot Parts Cause and Effect Summaries Vocabulary	<b>FEBRUARY</b> <u>Theme Six: Once Upon a Wolf</u> Finding details Comprehension Research Skills Language and Usage Metaphors, alliteration, rhyme
<b>MARCH</b> <u>Theme Five: I Wish, I Hope, I Pray</u> Comprehension Details Prediction Sequence Conflict Classifying ideas	<b>APRIL</b> <u>Group Novel Study - Little House on the Prairie</u> Improve oral fluency Word Recognition Using context clues to find word meaning improve vocabulary Comprehension Improve in ability to cooperate with others and focus while in a peer group	<b>MAY</b> <u>Theme Seven: New Beginnings</u> Character Sketches Details Prediction Cause and Effect Vocabulary
<b>June</b> If Time Exists, a short unit on poetry		



**LANGUAGE STUDIES**  
**THE WRITING BLOCK**

Students will have models of good writing and good writing techniques. They will receive explicit, direct instruction in context of real writing. The models come from teacher's own writing, other authors, or the students' writing. There is always a pre-writing activity: a mental exercise, a jot-list or brainstorming, clustering of ideas, graphic organizers. An editor's checklist will be available in the classroom for students to use. In some writing blocks, there will be a mini-lesson. These include the procedures for writing, the grammar and usage, the types of writing. The model lesson is 10 to 15 minutes (maximum). The more technical aspects of writing, beyond the defined curriculum and beyond what most students are ready for, are the lessons taught individually to students during their conference times. The students will do lots of writing. No one is ever finished. As soon as one piece is completed, the task is to begin another or to return to an earlier piece to refine it. The writing will be kept in a writing folder. Students will also frequently use self-select topics. There are days that student do focused writing (teacher-directed). The **Stages of the Writing Process** are stressed throughout the year.

**ASSESSMENT AND EVALUATION:**

- observation
- drafts
- published work

**THE STAGES IN THE WRITING PROCESS**

**Prewriting**

- Reading
- Discussing
- Planning
- Brainstorming
- Select
- purpose
- audience
- format

**Composing**

**Revising, Editing, Proofreading**

**Conferencing**

**Writing The Final Draft**

**Sharing**



<b>LANGUAGE STUDIES</b>		
<b>GRAMMAR AND WRITING SKILLS</b>		
<b>ASSESSMENT AND EVALUATION:</b>		
<ul style="list-style-type: none"> <li>• observation</li> <li>• drafts</li> <li>• published work</li> </ul>		
<b>SEPTEMBER</b> Capitalization and Punctuation Synonyms Paragraph Writing - Topic, Middle and Ending Sentences Alphabetical Order (Authors and Words) Creative Writing - Stories Transition Words - Then, first, next, etc. The Writing Process Proper word usage (could have vs. could of)	<b>OCTOBER</b> See September Fiction and Non-Fiction	<b>NOVEMBER</b> Using a Thesaurus Writing Better Sentences
<b>DECEMBER</b> Nouns Pronouns Biography	<b>JANUARY</b> Mapping Stories - Beginning, Middle, End Verbs Fables and Folktales	<b>FEBRUARY</b> Speeches Descriptive Words Setting Character Plot Quotations
<b>MARCH</b> Commas Run-on Sentences Initials and Abbreviations Adjectives Adverbs Friendly Letters	<b>APRIL</b> Review concepts from September Punctuation and Capitalization Word Usage recipes, newspaper articles	<b>MAY</b> Researching a topic Writing a research report
<b>JUNE</b> Poetry - haiku, limerick, etc.		



**LANGUAGE STUDIES**  
**ORAL EXPRESSION**

**ASSESSMENT AND EVALUATION:**

- observation

***Speaking Expression***

**Is able to participate in informal talk:**

- to clarify own thoughts
- to communicate thought to others (share, contribute)
- to build social relationships

**Is able to develop ideas in discussions:**

- pair talk
- small groups
- whole class

**Is able to express ideas in a variety of forms:**

- oral reports
- speeches
- announcements

**Is able to present orally selections for enjoyment:**

- dramatic readings
- stories
- choral speaking

***Listening***

**Is able to listen:**

***purposively***

- has purpose for listening
- determines speaker’s purpose

***selectively***

- to gain information, knowledge

***critically***

- to question
- to analyze, organize, summarize information
- to distinguish important from the less important

***attentively***

- to follow instructions
- to follow arguments

***reflectively***

- to understand how ideas can be altered in a speech

***creatively***

- to enjoy the beauty of the spoken word
- to imagine

***courteously***

- to show respect for persons speaking



<b>LANGUAGE STUDIES</b>		
<b>WORKING WITH WORDS</b>		
<b>PHONICS - GRADE 3</b>		
<b>RESOURCES:</b> Modern Curriculum Press - Phonics Workbook Level C		
<b>ASSESSMENT AND EVALUATION:</b>		
<ul style="list-style-type: none"> <li>• workbook work</li> <li>• daily work</li> <li>• observation</li> </ul>		
<b>SEPTEMBER</b> <u>Unit 1</u> Consonants Hard and Soft C and G	<b>OCTOBER</b> <u>Unit 2</u> Short and Long Vowels	<b>OCTOBER</b> <u>Unit 2</u> Short and Long Vowels <b>NOVEMBER</b> <u>Unit 3</u> Compounds Blends Digraphs 'Y' as a consonant and a vowel
<b>DECEMBER</b> <u>Unit 3 Continued</u> R-controlled vowels  <u>Unit 4</u> Contractions	<b>JANUARY</b> <u>Unit 4</u> Plurals Suffixes	<b>FEBRUARY</b> <u>Unit 5</u> Vowel Pairs Digraphs Diphthongs
<b>MARCH</b> <u>Unit 6</u> Prefixes Base Words Suffixes Syllables	<b>APRIL</b> <u>Unit 6 Continued</u> Syllables	<b>MAY</b> <u>Unit 7</u> Synonyms Antonyms Homonyms Homographs Dictionary Skills
<b>JUNE</b> <u>Review</u>		



<b>LANGUAGE STUDIES</b>
<b>WORKING WITH WORDS</b>
<b>SPELLING - GRADE 3</b>
<b>RESOURCES:</b> <i>Modern Curriculum Press - Spelling Workout Grade 3 Level</i>
<b>ASSESSMENT AND EVALUATION:</b> <ul style="list-style-type: none"> <li>• lesson tests</li> <li>• workbook lessons</li> <li>• daily work</li> </ul>
Each week, students complete unit activities from Spelling Workout Grade 3 Level. As practice for handwriting and to memorize the spelling list words, students copy out their weekly spelling list words 3 times into a notebook. Students then take weekly spelling dictation tests.
<b>HANDWRITING - GRADE 3</b>
<b>ASSESSMENT AND EVALUATION:</b> <ul style="list-style-type: none"> <li>• daily work</li> <li>• observation</li> </ul>
Orangeville Christian School has adopted the program “ <i>Handwriting without Tears</i> ”. In grade 3 students will begin to learn cursive from September to February. Students will complete the grade 3 <i>Handwriting without Tears</i> student activity practice book. In February, grade 3 students will be expected to begin writing cursively in some Spelling activities.
<b>SPEAKING SKILLS - GRADE 3</b>
Students are encouraged throughout the curriculum, to participate in group discussions and planning, reading aloud, dramatization, choral poetry reading, and French pronunciation practice. Prayer is an important part of our classroom day. Students are encouraged throughout the year either as one of the classroom jobs or otherwise, to pray in front of the class. Oration skills are taught (making eye contact with audience, posture, loudness, clarity, speed, expression) during our Speech writing time in the winter.





**LANGUAGE STUDIES**  
**WORKING WITH WORDS**  
**PHONICS - GRADE 4**

**RESOURCES:** Modern Curriculum Press - Phonics Workbook Level D

**ASSESSMENT AND EVALUATION:**

- workbook work
- daily work
- observation

<b>SEPTEMBER</b> <u><i>Unit 1</i></u> Short and Long Vowels Hard and soft G and C Blends Consonant Diagraphs	<b>OCTOBER</b> <u><i>Unit 2</i></u> R-controlled vowels Sounds of K, F, S Silent Letters Syllables	<b>NOVEMBER</b> <u><i>Unit 2 Continued</i></u> <u><i>Unit 3</i></u> Suffixes Syllables
<b>DECEMBER</b> <u><i>Unit 3 Continued</i></u>	<b>Unit 4</b> Vowel pairs digraphs diphthongs <u><i>Syllables</i></u>	<b>FEBRUARY</b> <u><i>Unit 4 Continued</i></u> <u><i>Unit 5</i></u> Plurals Possessives Contractions Syllables
<b>MARCH</b> <u><i>Unit 5 Continued</i></u> Syllables	<b>APRIL</b> <u><i>Unit 6</i></u> Prefixes Roots Syllables	<b>MAY</b> <u><i>Unit 7</i></u> Synonyms Antonyms Homonyms Dictionary Skills
<b>JUNE</b> <u><i>Review</i></u>		



<b>LANGUAGE STUDIES</b>
<b>WORKING WITH WORDS</b>
<b>SPELLING - GRADE 4</b>
<b>RESOURCES:</b> <i>Modern Curriculum Press - Spelling Workout Grade 4 Level</i>
<b>ASSESSMENT AND EVALUATION:</b> <ul style="list-style-type: none"> <li>• lesson tests</li> <li>• workbook lessons</li> <li>• daily work</li> </ul>
Each week, students complete unit activities from Spelling Workout Grade 3 Level. As practice for handwriting and to memorize the spelling list words, students copy out their weekly spelling list words 3 times into a notebook. Students then take weekly spelling dictation tests.
<b>HANDWRITING - GRADE 4</b>
<b>ASSESSMENT AND EVALUATION:</b> <ul style="list-style-type: none"> <li>• daily work</li> <li>• observation</li> </ul>
Orangeville Christian School has adopted the program “ <i>Handwriting without Tears</i> ”. In grade 3 students will begin to learn cursive from September to February. Students will complete the grade 3 <i>Handwriting without Tears</i> student activity practice book. In February, grade 3 students will be expected to begin writing cursively in some Spelling activities.
<b>SPEAKING SKILLS - GRADE 4</b>
Students are encouraged throughout the curriculum, to participate in group discussions and planning, reading aloud, dramatization, choral poetry reading, and French pronunciation practice. Prayer is an important part of our classroom day. Students are encouraged throughout the year either as one of the classroom jobs or otherwise, to pray in front of the class. Oration skills are taught (making eye contact with audience, posture, loudness, clarity, speed, expression) during our Speech writing time in the winter.



## FOREIGN LANGUAGE STUDIES

### FRENCH LANGUAGE STUDY SKILLS TAUGHT, REVIEWED AND/OR EXPOSED AT THE GRADE 3/4 LEVEL

**Language**

- simple conversation
- poss.adj.: mon, ma, mes - ‘my’
- pronouns
- verbs être and avoir
- adjectives: like, as well, good, big, different, favourite, alone, all, lots...
- feminine ‘e’
- questions: how many, how, where, who
- ER verbs
- plurals with s, x, aux...
- prepositions: in, on, under, in front and behind
- verb aller
- adjectives
- verb faire
- c’est / ce sont
- prepositions à and de
- conjunctions et, ou, puis, mais
- verbs vouloir and pouvoir
- negative ne...pas...
- possessive adjective
- quel and quelle

**Vocabulary**

- date
- family
- school vocabulary
- days of the week
- nationalities
- phone numbers
- continents
- colours
- animals and their habitat
- food
- review -ER verbs
- classroom vocabulary
- European money
- clothing
- house
- days of the week
- Sports
- seasons
- months
- more conversation
- weather
- body parts
- numbers 30-60
- telling time



**FOREIGN LANGUAGE STUDIES**

**FRENCH**

**RESOURCES:** MFB Publications - Mission Monde 1, Addison Wesley - Images 3 - student magazines, flashcards, workbooks, CD

**ASSESSMENT AND EVALUATION:**

- participation
- observation
- end of term assessment

<p><b>SEPTEMBER-OCTOBER</b>  <b>Unit 1</b>  <b>Language</b>          -simple conversation          -poss.adj.: mon, ma, mes - ‘my’          -pronouns          -verbs être and avoir  <b>Vocabulary</b>          -date          -numbers 1-12          -family</p>	<p><b>NOVEMBER-DECEMBER</b>  <b>Unit 2</b>  <b>Language</b>          -plurals with ‘s’  <b>Vocabulary</b>          -school vocabulary          -days of the week</p>	<p><b>JANUARY-FEBRUARY</b>  <b>Unit 3</b>  <b>Language</b>          -adjectives: like, as well, good, big, different, favorite, alone, all, lots...          -feminine ‘e’  <b>Vocabulary</b>          -nationalities (AB)          -phone numbers</p>
<p><b>MARCH-APRIL</b>  <b>Unit 4</b>  <b>Language</b>          -questions: how many, how, where, who  <b>Vocabulary</b>          -continents          -colours</p>	<p><b>MAY-JUNE</b>  <b>Unit 5</b>  <b>Language</b>          -ER verbs          -plurals with s, x, aux...  <b>Vocabulary</b>          -animals and their habitat</p>	



**MATHEMATICS - GRADE 3**

RESOURCES: Addison Wesley - Math Makes Sense 3, Math Quest 3, Combined grade resource

**ASSESSMENT AND EVALUATION:**

- observation
- daily work
- quizzes
- tests
- computation drills
- oral participation

<p><b>SEPTEMBER</b>  <u>Unit 2 - Patterns in Addition and Subtraction</u>          Patterns in an addition chart          Addition strategies          Subtraction strategies          Related facts          Find the missing number          Adding and subtracting 2-digit numbers          Using mental math to add          Using mental math to subtract          Estimating sums and differences          Adding 3-digit numbers          Subtracting 3-digit numbers          A standard method for addition          A standard method for subtraction</p>	<p><b>OCTOBER</b>  <u>Unit 3 - Geometry</u>          Describing figures          Describing angles          Naming figures          Sorting figures          Congruent figures          Making pictures with figures          Identifying prisms and pyramids          Sorting solids          Making models from figures          Making a structure from solids</p>	<p><b>NOVEMBER-DECEMBER</b>  <u>Unit 4 - Multiplication and Division</u>          Relating multiplication and addition          Using arrays to multiply          Multiplying by 2 and by 5          Multiplying by 10          Multiplying by 1 and 0          Using a multiplication chart          Modelling division          Using arrays to divide          Dividing by 2, by 5, and by 10          Relating multiplication and division          Number patterns on a calculator</p>
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### MATHEMATICS - GRADE 3 - Continued

**RESOURCES:** Addison Wesley - Math Makes Sense 3, Math Quest 3, Combined grade resource

<p><b>JANUARY</b>  <u><b>Unit 5 - Sorting and Data Management</b></u>          Sorting by two attributes          Sorting by three attributes          Interpreting graphs          Interpreting circle graphs          Drawing pictographs          Drawing bar graphs          Collecting data          Conducting a survey</p> <p><u><b>Unit 6 - Measurement - begin</b></u></p>	<p><b>FEBRUARY</b>  <u><b>Unit 6 - Measurement - Continued</b></u>          Exploring the calendar          Telling time          Elapsed time          Measuring temperature          Exploring money          Estimating and counting money          Making change          Adding and subtracting money          Exploring capacity: the litre          Exploring capacity: the millilitre          Exploring mass: the kilogram          Exploring mass: the gram</p>	<p><b>MARCH</b>  <u><b>Unit 7 - Motion Geometry</b></u>          Grids and maps          Looking at slides          What is a turn?          Exploring reflections          Lines of symmetry  <u><b>Unit 11 - Probability</b></u>          Exploring possible and impossible          Conducting experiments          Exploring probability          Fair and unfair games</p>
<p><b>APRIL</b>  <u><b>Unit 8 - Fractions</b></u>          Exploring equal parts          Exploring fractions of a length          Exploring fractions of a set          Finding a fraction of a set          Naming and writing fractions  <b>Mixed numbers</b></p>	<p><b>MAY</b>  <u><b>Unit 9 - Length, Area, and Perimeter</b></u>          Measuring length in centimetres          Measuring length in metres          The kilometre          Measuring perimeter in centimetres          Measuring perimeter in metres          Covering figures          Measuring area in square units          Using grids to find area  <b>Comparing area and perimeter</b></p>	<p><b>JUNE</b>  <u><b>Unit 10 - Patterns in Numbers and Geometry</b></u>          Exploring number patterns          Number patterns in tables          Exploring growing patterns          Patterns with two attributes changing          Patterns with three attributes changing          Patterns on a grid  <u><b>Unit 1 - Patterning and Place Value</b></u>          Patterns in a hundred chart          Counting on a hundred chart          Counting on a number line          Comparing numbers on a number line          Grouping and counting to 100          Modelling 2-digit numbers          Ordinal numbers          Modelling 3-digit numbers          Extending hundred chart patterns          Comparing and ordering numbers          Showing numbers in many ways          How much in 1000?          Rounding numbers</p>



**MATHEMATICS - GRADE 4**

RESOURCES: Addison Wesley - Math Makes Sense 4, Math Quest 4, Combined grade resource

**ASSESSMENT AND EVALUATION:**

- observation
- daily work
- quizzes
- tests
- computation drills
- oral participation

**SEPTEMBER**

**Unit 2 - Whole Numbers**

Whole numbers to 10 000  
 Rounding numbers  
 Comparing and ordering numbers  
 Estimating sums  
 Using mental math to add  
 Adding 3-digit numbers  
 Adding 4-digit numbers  
 Estimating differences  
 Using mental math to subtract  
 Subtracting 3-digit numbers  
 Subtracting from a 4-digit number

**OCTOBER**

**Unit 3 - Geometry**

Congruent figures  
 Exploring angles  
 Measuring angles  
 Exploring sides in quadrilaterals  
 Exploring angles in quadrilaterals  
 Attributes of quadrilaterals  
 Similar figures  
 Faces of solids  
 Solids in our world  
 Designing skeletons

**NOVEMBER-DECEMBER**

**Unit 4 - Multiplication and Division**

Skip counting  
 Multiplying by numbers to 9  
 Other strategies for multiplying  
 Exploring multiplication patterns  
 Estimating products  
 Strategies for multiplication  
 Dividing by numbers from 1-7  
 Dividing by numbers from 1-9  
 Division with remainders  
 Using base ten block to divide  
 Another strategy for division

**Unit 4.5 - Long Division - Teacher unit**  
**(Math Quest Unit 4)**



**MATHEMATICS - GRADE 4 - Continued**

RESOURCES: Addison Wesley - Math Makes Sense 4, Math Quest 4, Combined grade resource

<p><b>JANUARY</b>  <u><b>Unit 5 - Data Management</b></u>          Reading data in tables          Reading pictographs and bar graphs          Reading circle graphs          Drawing pictographs          Drawing bar graphs          Conducting a survey</p>	<p><b>FEBRUARY</b>  <u><b>Unit 6 - Measurement</b></u>          Exploring units of time          Telling time          Estimating time          Exploring elapsed time          Estimating and counting money          Making change          Measuring capacity          Measuring mass</p>	<p><b>MARCH</b>  <u><b>Unit 7 - Transformational Geometry</b></u>          Grids and coordinates          Translations          Reflections          Lines of symmetry          Rotations          Patterns with transformations  <u><b>Unit 11 - Probability</b></u>          The language of probability          Identifying outcomes and predicting results          Exploring predictions          Predicted and actual results</p>
<p><b>APRIL</b>  <u><b>Unit 8 - Fractions and Decimals</b></u>          Fractions of a whole          Fraction benchmarks          Fractions of a set          Different names for fractions          More than one          Comparing and ordering fractions          Exploring tenths          Exploring hundredths          Comparing and ordering decimals          Adding decimals          Subtracting decimals          Adding and subtracting money</p>	<p><b>MAY</b>  <u><b>Unit 9 - Length, Area, and Perimeter</b></u>          Measuring linear dimensions          Measuring in millimetres          Measuring in decimetres          Relating units of measure          Measuring perimeter          Finding the perimeter of a large region          Exploring area          Measuring area in square centimetres          Estimating and measuring area          Finding area in square metres          Exploring figures with equal perimeters          Exploring figures with equal areas</p>	<p><b>JUNE</b>  <u><b>Unit 10 - Patterns in Numbers and Geometry</b></u>          Repeating patterns          Patterns in multiplication          Multiplying a 3-digit number by a 1-digit number          Growing patterns          Changing-step growing patterns          Patterns in division with remainders          Dividing a 3-digit number by a 1-digit number          Area patterns  <u><b>Unit 1 - Number Patterns</b></u>          Patterns in charts          Exploring number patterns          Number patterns with a calculator          Equations involving addition          Equations involving subtraction</p>





**PHYSICAL EDUCATION**

RESOURCES: CSI - Physical Education 3-5

**ASSESSMENT AND EVALUATION:**

- observation
- participation
- end of term assessment

<p><b>SEPTEMBER</b>  <u>Soccer</u>  <b>Skills Taught</b>          Kicking, Shooting, Passing, Dribbling, Throw-ins, Head Balls, Positioning, Positions  <b>Activities</b>          Various skills drills, games</p>	<p><b>OCTOBER</b>  <u>Fitness</u>  <b>Skills Taught</b>          Stretching, Running  <b>Activities</b>          Practicing proper warm-ups - running, then stretching</p>	<p><b>NOVEMBER</b>  <u>Co-operative and Low Organized Games</u>  <b>Skills Taught</b>          Throwing, game strategies, agility, running and sprinting  <b>Activities</b>          Various dodgeball games, parachute games, tag games, octopus games</p>
<p><b>DECEMBER</b>  <u>Floor Hockey</u>  <b>Skills Taught</b>          shooting, stick-handling  <b>Activities</b>          various skills drills and games</p>	<p><b>JANUARY</b>  <u>Basketball</u>  <b>Skills Taught</b>          shooting, dribbling, passing  <b>Activities</b>          passing drills, various skills drills, real games are not attempted</p>	<p><b>FEBRUARY</b>  <u>Indoor Gymnasium Games</u>  <b>Skills Taught</b>          Throwing, game strategies, agility, running and sprinting  <b>Activities</b>          Various dodgeball games, parachute games, tag games, octopus games</p>
<p><b>MARCH</b>  <u>Badminton</u>  <b>Skills Taught</b>          Serving, drop shot, deep shot, rallying  <b>Activities</b>          Skill drills and games</p>	<p><b>APRIL</b>  <u>Track and Field</u>  <b>Skills Taught</b>          Fosberry flop in highjump, running long jump, standing long jump, ball throw, sprinting, running  <b>Activities</b>          Practicing the skills taught</p>	<p><b>MAY</b>  <u>Track and Field</u>  <b>Skills Taught</b>          Fosberry flop in highjump, running long jump, standing long jump, ball throw, sprinting, running  <b>Activities</b>          Practicing the skills taught</p>
<p><b>JUNE</b>  <u>Soccer Baseball</u>  <b>Skills Taught</b>          kicking, catching, throwing, game strategies  <b>Activities</b>          games</p>		



**CREATION STUDIES (SCIENCE, SOCIAL STUDIES) AND HEALTH**

**RESOURCES:** Various resources

**ASSESSMENT AND EVALUATION:**

- observation
- daily work
- assignments
- journals
- participation
- quizzes
- tests
- projects

**SEPTEMBER-OCTOBER**

**God Made us to be Engineers (OACS)**

Amazing Structures  
 We are God's Engineers  
 Shaped For Stability I  
 Shaped For Stability II  
 Choosing Our Materials Wisely  
 From The Bottom To The Top  
 Putting It all Together  
 Look What People Can Do!  
 Amazing Tools For Building - Levers  
 Designing With Levers  
 Amazing Tools For Building - Pulleys  
 Amazing Tools For Building - Inclined Planes  
 Amazing Tools For Building - Wheel And Axle I  
 Amazing Tools For Building - Wheel And Axle II  
 Mighty Mechanized Machines  
 I Am God's Engineer

**NOVEMBER-DECEMBER**

**Expedition Canada (OACS)**

Expedition Canada  
 Canada's Size  
 Holy Ground  
 Local Expedition  
 Where am I in God's World?  
 God's Handiwork  
 God's Handiwork - Seeing the Regions on a Map  
 God's Handiwork - Getting to Know Canada's Regions  
 Finding my way in God's World  
 Landforms and Elevations  
 Canada's Resources  
 Water Wonders  
 Canada's Parks  
 Unpacking our Backpacks

**JANUARY**

**The Heavens Declare (OACS)**

Preparing To Take Off  
 Home Sweet Home  
 Our ever Changing Home  
 Taking A Moon Walk  
 The Sun, Our Nearest Star  
 Visiting Our Solar System Neighbours  
 Zooming Into One Planet  
 Exploring Our Galaxy And Beyond  
 Jesus Loves Me  
 The Heavens Declare



<b>CREATION STUDIES (SCIENCE, SOCIAL STUDIES) AND HEALTH - CONTINUED</b>		
<p><b>FEBRUARY</b>  <u><i>Science Fair Projects</i></u></p> <ul style="list-style-type: none"> <li>• Students are taught the scientific method</li> <li>• Students are divided into groups and given a topic and experiment</li> <li>• Students complete the experiments at home and then come together as a group to discuss their findings, work on a display, and prepare for their group presentation</li> <li>• Following the completion of the project, the students set their projects up in the gym with the rest of the school for the Science Fair.</li> </ul>	<p><b>MARCH-APRIL</b>  <u><i>Exploring Ontario (OACS)</i></u>          Discover Ontario          Ontario's Symbols          Mapping Ontario          Ontario's Natural Resources - God's Creation Gifts          Using Ontario's Natural Resources          Focus on People in Ontario          Ontario's Faith Communities          Ontario's Cities and Towns          Ontario's Provincial Government          Ontario's Municipal Government          Celebrating Ontario</p>	<p><b>APRIL-MAY</b>  <u><i>Early Settlers (Duvall House Publishing)</i></u>          The Wendat          The Anishinabe          The First Europeans          The Loyalists          New Arrivals          Making a New Home          Starting to Farm          Family Life          Early Villages          Village Trades          Village Life          Changing Times</p>
<p><b>MAY-JUNE</b>  <u><i>First Nations of this Land (OACS)</i></u>          Image Bearers          His-story, Her-story, My-story          Storytelling and First Nations Worldviews          Location, Location, Location          First Nations Homes: Past and Present          First Nations Societies: Past and Present          First Nations Food: Past and Present          First Nations Tools and Transportation: Past and Present          First Nations Clothing: Past and Present          First Nations Peoples Today          The Circle of Celebrations</p>		