

GRADE 3 CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking be enhanced to improve oral communication?	
Learning Outcome	Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.	
	Skills & Procedures	
	Investigate oral traditions that have been shared over time.	1,2,3,4,5,6,7,8,9
	Discuss how oral stories show respect for traditional shared knowledge.	1
	Share information of personal or cultural significance passed between generations of people.	1,2,3,4,5,6,7,8,9
	Develop communication skills through individual or group presentations.	8
	Participate in presentations as a respectful audience member.	8
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How can the development of skills and strategies support comprehension of text?	
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.	
	Skills & Procedures	
	Make connections between a text and personal feelings, experiences, or background knowledge.	1,2,3,4,5,6,7,8
	Make connections between various aspects within or between texts.	3,6,8
	Make predictions using background knowledge and information within a text.	2,3,4,5,6,7,8
	Determine the most important information in a text.	3,6
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?	
Learning Outcome	Students investigate writing and research processes that support informed written expression.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	2,8
	Use organizational processes, methods, or tools to support the creation of written texts.	5
	Edit writing for spelling, punctuation, and grammar.	2,8
	Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.	2
	Access information from a variety of sources to answer questions or expand knowledge.	6
	Organize, categorize, or sequence information using a variety of methods or tools.	6
	Use research to create written text that is appropriate for an audience.	6
	List sources of information used to inform research.	6

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Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How are roles connected to character development?	
Learning Outcome	Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.	
	Skills & Procedures	
	Examine how roles can provide individuals with opportunities to develop.	7
	Identify emotions in a variety of situations.	2,3,4,5,7
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can problem solving support healthy relationships?	
Learning Outcome	Students investigate and describe how problem solving can affect healthy relationships.	
	Skills & Procedures	
	Generate solutions to problems in a variety of relationship contexts.	3,4
	Identify respectful and positive interactions with others.	2,3,4,5,6,7,8

Social Studies		
General Outcome	Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.	
3.1.1	appreciate similarities and differences among people and communities: demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)	1,2,3,4,5,6,7,8,9
3.1.2	examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	
	What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)	1,2,3,4,5,6,7,8,9

Science		
General Learner Expectations	2-4 Demonstrate positive ways for the study of science and for the application of science in responsible ways.	
Specific Learner Expectations	<i>Students will show growth in acquiring and applying the following traits:</i>	
	respect for living things and environments, and commitment for their care.	2,3,5,7

Art (Level 2 Grade 3/4)		
PURPOSE 4: Students will express a feeling or a message.		
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized	8