

COMMUNICATION/CURRICULUM PLAN

Grade 3 MacKenzie

2026 - 2027

CONTACT INFORMATION	SPECIALIST CLASSES
Email: katherine.mackenzie@hrce.ca Address: 10583 Nova Scotia Trunk 7 Lake Charlotte, NS B0J 1Y0 Phone: (902) 889-4300 ext. 170-2313	Week One Physical Education- Monday, Wednesday & Friday Music- Tuesday & Friday Library- Thursday Week Two Physical Education- Monday,Tuesday & Thursday Music- Wednesday & Friday Library- Thursday
MATHEMATICS	
The Math outcomes for Grade Three are organized into five strands. They are: • Numbers to 1000 • Patterns and relations • Measurement • Geometry • Statistics and Probability The goal of the mathematics curriculum is to help students develop logical & creative thinking, as well as problem-solving skills in real-life situations. Students will build understanding through manipulatives, concrete examples & math games. Math skills and concepts are also integrated into other subjects, helping students see how math applies beyond the classroom. It is important for students to recognize that math is part of everyday life, not just something they do at school.	
LANGUAGE ARTS	
Speaking & Listening	
In and through all of our language work, the children will have daily experiences in oral language--listening to one another's ideas, asking questions, and discussing their thinking with partners, in small groups and in whole-class discussions.	
Reader's Workshop	Writer's Workshop
The Grade Two year is about consolidating and building upon the language foundation built over the previous years. In reading this year, the children will continue to practice various strategies for solving unknown words, and will build their reading fluency as they read texts of increasing difficulty. Students will be challenged to think more deeply about the books they read, strengthening their comprehension. Each week students will be learning new strategies to help them become stronger readers.	In writing, they will be challenged to expand upon their ideas, to give more attention to the perspective of the audience they are writing for, and to realize the need for their work to be clear and well organized (beginning, middle and end), showing greater attention to writing conventions. Same as last year, students will continue to become comfortable with writing as a process--- generating ideas, organizing ideas into narratives, revising, editing and finally publishing work, and to extend writing across several days to allow them to create more in-depth pieces. Handwriting, spelling, grammar and vocabulary are all important aspects of the Language Arts that will be taught explicitly, but also integrated into everyday reading and writing experiences.
INTEGRATED SUBJECTS	

Science
• Soils • Plant growth and change • Invisible forces • Materials and structures
Social Studies
• Locating their province in the Atlantic region • Origins of diverse peoples in their province and their expressions of culture, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups . • Promoting positive interactions among people • Rights and responsibilities of citizens
Health
• Healthy Self- basic first aid skills, decision making, personal responsibility, benefits of physical activity, the impact screen devices can have on leisure and recreational time • Healthy Relationships- qualities of a friend, empathy, awareness of family values, role of drinking water in maintaining health, healthy eating • Healthy Community- protecting personal information, awareness of community rules, practicing injury prevention during play
Visual Arts
Students will explore and manipulate a range of materials and processes to express themselves through art making this year. They will learn about and apply the principles of design in art making, and spend time observing, analyzing and discussing the work of professional artists. Students will also explore artworks from diverse cultures, including Mi'kmaq, Acadian, African Nova Scotian, and Gaelic communities. They will create their own art to express feelings and ideas and share personal responses to what they see. When possible, art is integrated with the work we are doing in other subject areas.

ASSESSMENT
<u>Why do we Assess?</u> The primary purpose of all assessment information is to plan for improvement in teaching and learning. <u>What are three types of assessment?</u> 1- Assessment of Learning – determining what the students have learned. 2- Assessment for Learning – determining what to teach next. 3- Assessment as Learning – involve students in the assessment. As stated in the Department of Education’s Principles of Learning, “Learners have different ways of knowing and representing knowledge”. Balanced assessment means that students are given different opportunities to show what they know and can do when trying to achieve the learning outcomes. Here are some of the tools I will be using this year to monitor and assess your child’s learning: • Work Samples- collected daily • Journals/writing folders - ideas shared among students and teachers • Observations/Anecdotal Records - continuous gathering of information on student learning • Rubrics - these identify and describe the criteria used to assess student performance on a task, and may be created together with students • Conferring - discussions between student and teacher regarding student learning • Exit Tickets - short written responses at the end of a lesson to assess understanding • Written evaluations - sometimes in the form of a short quiz or test, but not something that requires at-home studying

