



Catholic Curriculum Corporation
Catholic Curriculum Maps – Revised 2011
Religion and Family Life Education Core Map: Grade Three
Unifying Catholic Theme: *Community and the Common Good*
Essential Question: *Who is the Holy Spirit?*

Essential Questions Provides a focus for study	Content Describes the subject matter	Skills As referenced in the grade three IN THE SPIRIT WE BELONG (ITSWB) and FULLY ALIVE Renewal Edition (FA) manuals. The precise outcomes students are expected to know	Assessment Examples of opportunities for students to demonstrate understanding of content skills	Ontario Catholic School Graduate Expectations
Religion – In the Spirit We Belong (ITSWB)				
<i>What does the Bible tell us about the Holy Spirit?</i> <i>What is Pentecost?</i>	Scripture	<ul style="list-style-type: none"> Recognize the role of the Holy Spirit in the stories of the life and activities of Jesus (5.14, 5.15 ITSWB) Explore the Easter stories (UNIT 9 ITSWB) Explore the story of Pentecost (10.28 ITSWB) 	<ul style="list-style-type: none"> Communicate an understanding of the Bible stories read to them (respond, reflect, retell) 	CGE 1c CGE 2a
<i>What is the role of the Holy Spirit?</i>	Prayer and Sacramental Life	<ul style="list-style-type: none"> Recognize Advent and Lent as seasons of the Church (UNIT 4, 8.24 ITSWB) Identify the ritual elements of the Liturgy of the Word and Eucharist and the gathering and dismissal rites (2.4, 2.5, 2.6 ITSWB) Recite the Gospel Acclamation (2.5 ITSWB) Explain the word “Amen” (2.5 ITSWB) Appreciate the activity and presence of the Holy Spirit in the Church (UNIT 3 ITSWB) 	<ul style="list-style-type: none"> Participate in the celebration of Advent and Lent Participate in prayer and Mass using prayers taught Prepare for and participate in the celebration of the Eucharist Describe how the Holy Spirit gathers us to be the people of God using art, role play and story 	CGE 1b CGE 1a CGE 1f
<i>How does the Holy Spirit work in my life?</i>	Profession of Faith	<ul style="list-style-type: none"> Understand that the Holy Spirit inspires us to share in the mission of Jesus (UNIT 3 ITSWB) 	<ul style="list-style-type: none"> Share special gifts and talents to show how we can reach out with care to others 	CGE 1g CGE 6e CGE 7c CGE 7j



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		<ul style="list-style-type: none"> Immerse ourselves into the symbols of Baptism and Confirmation (3.7, 3.8 ITSWB) Recognize that Baptism and Confirmation call and empower us to “Go and serve the Lord” (3.9 ITSWB) Celebrate the power of the Holy Spirit to forgive (8.23 ITSWB) Discover our responsibility to care for the earth and one another (UNIT 7 ITSWB) 	<ul style="list-style-type: none"> Participate in the ritual anointing Share a story of how they love and care for someone or something Share experiences of the need to forgive and be forgiven Identify the missionary work and workers of the Church 	
<p style="text-align: center;">Family Life – Fully Alive Renewal Edition</p> <p>Teacher’s Note: Each topic in the revised Fully Alive program includes a cognitive and affective expectation. The expectations captured in the revised Catholic Curriculum Maps, under Christian Moral Development, are sometimes a synthesis of the two, with an emphasis on the cognitive expectation. Each expectation has been selected from Appendix A in the Teacher’s Manual. The assessment column contains only some suggestions to support the expectations. Most assessment ideas were derived from the Sample Demonstrations/Activities suggested in Appendix A for the Theme and Topic and drawn from various aspects of the three part lesson (We Experience, We Discover, We Respond).</p>				
<p><i>Who am I?</i></p> <p><i>What type of relationships do I have?</i></p> <p><i>How does a family begin?</i></p>	Christian Moral Development	<ul style="list-style-type: none"> Recognize and appreciate that God knows them and loves them (1.1 FA) Identify personal characteristics of themselves and their classmates (1.2 FA) Describe some differences in the way people express feelings and explain why it is important to be in charge of our feelings (1.3 FA) Identify talents and gifts and recognize that they are meant to be shared with others (1.4 FA) Identify unique characteristics of their families (family name and customs) and recognize and appreciate special occasions when families share their love with others (2.1, 2.2 FA) 	<ul style="list-style-type: none"> Discuss and celebrate our uniqueness of being known by God by name (BLM #1,2,3) Discover the personal characteristics and the differences and similarities of people (BLM #4) Choose the best choice for expressing feelings based on scenarios provided (BLM #6) Create a cinquain about the gifts and talents of a classmate Design a flag with signs and symbols that reflect their special family background (BLM #10) Participate in a prayer service to commemorate those who have died and to remember all family and friends who miss them (BLM #11) 	<p>CGE 4a</p> <p>CGE 6a</p> <p>CGE 5a</p> <p>CGE 6b</p> <p>CGE 7d</p> <p>CGE 3d</p> <p>CGE 4e</p> <p>CGE 5b</p> <p>CGE 5d</p> <p>CGE 5e</p>



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		<ul style="list-style-type: none"> • Identify feelings in response to a death in a family and recognize the need for family members to help one another in times of change and sadness (2.3 FA) • Identify the advantages and disadvantages of birth order in the family and recognize the value of friendship among brothers and sisters (2.4 FA) • Identify some qualities of friendship and explain the importance of learning to compromise and of being friendly and open to others (2.5, 2.6 FA) • Recognize the marriage and the birth of children are special events in the lives of families (3.1 FA) • Describe and explain some basic information about the beginning of new life, pre-natal life, birth and the needs of new babies (3.2, 3.3, 3.4 FA) • Describe some basic features of growth and development of early years of life (3.5 FA) • Identify some family commitments and explain the meaning of commitment (4.1 FA) • Recognize the need for careful thought when making decisions (4.2 FA) • Analyze a situation involving a decision and recognize that other people can be helpful when trying to make a decision (4.3 FA) • Describe some differences and similarities of people from all over the world (5.1 FA) 	<ul style="list-style-type: none"> • Conduct an interview about one's position in the family, activities with brothers and sisters and settling disagreements (BLM #12) • Conduct an oral interview about friendship (BLM #13) • Written summaries of discussion with parents about special events with families, about the event of their birth and their first year of life (BLM # 16, 19, 20) • Brainstorm about their commitments at school, at home and those of their family members • Compose a letter to a character in a story about a decision (BLM #24) • Analyze a situation involving a decision through a class discussion • Create a short, illustrated pamphlet about a region of the world and the way people live • Write a summary of an interview with a family member about work (BLM #26) • Participate in an oral presentation to the class about a completed piece of work, their sense of achievement, and the work they did to create it 	
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		<ul style="list-style-type: none">• Identify and recognize the contributions of human work to the world (5.2 FA)• Identify some of the demands of work and recognize the value of care and effort (5.3 FA) <p><i>AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus)</i></p> <p>1. Christian Response:</p> <ul style="list-style-type: none">• Develop a sense of moral responsibility for their own actions <p>2. Basic Information</p> <ul style="list-style-type: none">• Clarify that the AIDS virus – though communicable – is not caught through students’ everyday activities or casual contact• Replace myths about AIDS with facts <p>3. Transmission & Prevention</p> <ul style="list-style-type: none">• Perceive themselves as children of God who are capable of making choices• List and explain specific rules and laws that promote health, safety and wellness• Give examples of refusal skills that can be used to say “no” to any risk behaviours• Explain basic safety precautions relation to emergency procedures		
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Curriculum Integration – Grade Three

Catholic Theme: *Community and the Common Good*

Essential Question: *Who is the Holy Spirit?*

The Catholic theme and essential question emerges out of the Religious Education and Family Life Education programs.

Catholic educators must ask: How do I make this concept and essential question visible in the Grade Three curriculum? Some examples are:

Language	September “ME” booklet; Building classroom and school rules/expectations Read alouds – self-esteem, loving and caring books (e.g. First Day Jitters, The Hug, Miss Rumphius, Amazing Grace, Good Grief, Third Grade, Stone Fox, Petranella, Love you Forever) Writing – prayers, daily agendas, thank you letters to parents, community partners Oral Communication – prayers, Mass, calendar, current events – In & Around the World, weather, In the News., Brain Quest Literacy Centres – building community and working together
Mathematics	“Math makes Sense”: hands-on, cooperative problem solving (e.g. number of days in school, using money; etc.) Work in groups and build a community of learners
Social Studies	First Nations, Metis and Inuit, pioneers, farming, fishing, mining, and industrial communities Out of school experiences to local communities being studied e.g. First Nation and Pioneer Museums Guest speakers such as Milk Marketing Board (compares modern dairy farms with pioneer farms)
Science & Technology	Celebrate science everywhere, just as God is everywhere, through experiments, exploring and discovery of God’s creation Practice Reduce, Reuse, Recycle to care for the earth e.g. save pop tabs, collect ink cartridges, Think Green
Health & Physical Education	Daily Physical Activity, warm up and games to promote fitness awareness Cooperative games to build trust and community e.g. Touch the back Skating trips into the community and as a school community Canada’s Food Guide games and menus (regional public health nurse provides); rotation of game captains; anaphylaxis presentation with video (Alexander the Elephant who Couldn’t Eat Peanuts); support community sports teams
The Arts	Visual – create art using various media, year round Faith Through Art – rosary, liturgical calendar, holidays and seasons, the Holy Spirit in our lives; visit community art centre or gallery Drama and Dance – role play “In Flanders’s Field” or “Why Wear a Poppy”; pioneer days or trips; decision-making skits Music – sing grace before meals; learn “This Little Light of Mine” or “Children of the Light”; awesome air band performances (share talents and take risks with peers); explore, create, discover the joy of singing and performing as a group; attend community musical performances

Pacing Chart

September to Advent	Advent	Epiphany to Lent	Easter / Pentecost	Pentecost to June
<i>Community and the Common Good</i>	<i>Hope</i>	<i>Community and the Common Good</i>	<i>Faith</i>	<i>Community and the Common Good</i>