



DEPARTMENT OF EDUCATION
PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE
GRADE THREE
ACADEMIC YEAR 2022-2023

NATIONAL PACING GUIDE – GRADE 3

THE ACADEMIC YEAR 2022-2023

INTRODUCTION: HOW TO USE THIS GUIDE

The National Pacing Guide promotes a standardized approach to the implementation of the curriculum. Its aim is to identify the topics to be taught at each grade level, show the order in which they are to be presented and provide a guide as to how much time should be spent on a particular topic. Students transferring from one public school to another should not be disadvantaged by the move as each school should be following the topics as laid out in the guide. Each year the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. As you work through this document, please be mindful of the following:

- This document is a guide. It was built to reflect what the average student should be able to complete in a given year. It is expected that some students may move ahead at a faster rate, while others may need to spend additional time on certain topics.
- There are times when schooling may be interrupted due to natural disasters, pandemics etc. To assist teachers with their planning, mandatory topics to be covered within the school year have been identified with an asterisk. Where possible, the other topics can be integrated into lessons.
- Time has generally been allocated particularly at the beginning of the year to allow for the administering of assessments, review and the establishment of those important classroom routines.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other areas of the curriculum. This strategy can be used as a form of review and also as a way of providing further support for students who may be struggling with a particular topic. The layout of the document allows for topics across all subject areas to be easily identified.
- The page numbers that follow the topics reflect where information can be found in the corresponding curriculum documents. If “TB” appears before the page number, then that information can be found in the national textbook for that subject area.
- The names of current curriculum officers and their email addresses have been included on the last page of this document. Your questions and feedback are welcomed. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will be placing updated information and activities in the **Professional Learning Community (PLC)** via the TEAMS group. This community was especially formed to engage primary teachers in public schools. Please ensure that you access it at least once or twice a week. Already, there are many activities and videos that teachers can utilize. Teachers are also invited to share activities and resources in this space that they have found worked well, students' responses to certain activities and any questions that they may have. If you are not already a member of the PLC, you may ask a school administrator how to join or contact any of the officers listed at the back.

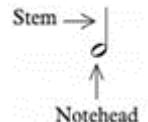
NATIONAL PACING GUIDE – GRADE 3

CHRISTMAS TERM

THE ACADEMIC YEAR 2022-2023

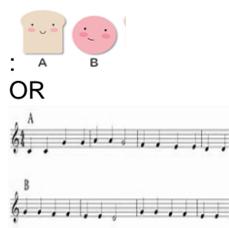
WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Grade Level Formative Assessment</p> <p>Introduce students to -Reading Block Routines (Drills etc.)</p> <p>-Classroom management routines</p> <p>Phonics / Spelling: Review Initial, Medial & Final Consonant Sounds p. 68</p> <p>*Short Vowel Sounds p.69</p> <p>Comprehension: *Text & Graphic Features p.85-86</p>	<ul style="list-style-type: none"> Revision of Grade Two TB. pp. 1-4 Reciting Sequences of Numbers to 999 TB. pp.16-17 Missing Numbers on the Number Line TB. p. 9 Counting to 100 by 2s, 3s, 4s, 5s, 10s, and 50s TB. p. 66-67 	<p>Assessment/ Observation of Handwriting</p> <p>When given a written task students will be observed to identify their ability to:</p> <ul style="list-style-type: none"> hold a pencil correctly form letters and numbers correctly write their own names correctly stay within two lines Write upper and lower- case manuscript/ D'Nealian letters in two (2) lines. Write numerals 0-1000 correctly 	<p>Assess oral communication skills:</p> <p>By way of a formative assessment students' ability to:</p> <ul style="list-style-type: none"> Differentiate and write types of sentences Identify parts of speech Speak in complete sentences. Distinguish between sentences and fragments p.129 	<p>Assess students' ability to:</p> <ul style="list-style-type: none"> develop a narrative or descriptive piece of writing about a selected topic. review the steps in the Writing Process p.163-164 	<p>Theme: All About Me Topic: Self Identity p. 2</p> <ul style="list-style-type: none"> Classify Organisms Identify specific characteristics of living organisms Discuss and identify personal qualities, physical traits and values Identify and explain personal traits that make them unique. (eg. socially, physically, spiritually) <p>(Religious Studies: p. 66 Health and Family Life Ed. pp. 54, Science: pp. 62-63)</p>	<p>Dynamics (Loud & Soft) Refer to MOE Performing Arts (PA) Lesson kits Dynamics lesson or other</p> <ul style="list-style-type: none"> Definition of Dynamics Loud and soft sounds of the environment Loud and soft sounding Instruments Perform Loud and soft sounds on percussions Spell loud/soft 	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> Horizontal Vertical Diagonal Zigzag curved 	<p>Topic: Locomotor Movement Skill: Walking</p> <p>At the end of this lesson students will be able to demonstrate walking in various directions and speed.</p>

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2	<p>Listening & Speaking: Displaying the characteristics of a good listener p. 47</p> <p>Phonemic Awareness: Common Words in the environment p.60</p> <p>Phonics / Spelling: *Short Vowel Sounds p.69</p> <p>Comprehension: *Text & Graphic Features p.90-92</p> <p>Sight Words: early, waves, reached, listen, wind, rock</p>	<ul style="list-style-type: none"> • *Even and Odd Numbers TB. pp. 64-65 • *Roman Numerals to XXV (25) TB. pp. 8-9 • Addition and Subtraction Facts to 20 TB. pp. 44-48 • Converting Combination of Roman Numerals TB. pp. 8-9 	<p>*Write upper / lower case manuscript /D'Nealian letters in two (2) lines.</p>	<p>*Ascertain the complete subject and predicate of a sentence</p> <p>Parts of a Sentence p.146</p>	<p>Discuss the qualities of a good piece of writing</p> <p>p.165</p>	<p>Theme: All About Me Topic: Self Identity p. 2</p> <ul style="list-style-type: none"> • Identify and distinguish their island from others in the archipelago. • Classify various groups of early settlers. • Deduce the traits that make them Bahamian. (language, food, culture, etc.) • Compare and contrast contributions made by early settlers. • Distinguish and identify personal qualities, physical traits and values. (Health and Family Life Education Pg. 54; Social Studies: pg.4-5 & 6-7) 	<p>Dynamics Cont'</p> <ul style="list-style-type: none"> • Listening, • Singing • Video Clips showing dynamics • Performing Dynamics • Complete worksheet exercises on dynamics • Symbols for loud & soft • Italian terms for Soft – <i>p</i> • Loud - <i>f</i> 	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> • Horizontal • Vertical • Diagonal • Zigzag • curved 	<p>Topic: Locomotor Movement Skill: Running</p> <p>At the end of this lesson students will be able to demonstrate running in various styles and directions.</p>
3	<p>Listening & Speaking: Displaying the characteristics of a good listener Cont'd. p.47</p> <p>Phonemic Awareness: *Phoneme Isolation & Identification</p>	<ul style="list-style-type: none"> • *Ordinal Numbers to 50th TB. pp. 6-7 • Addition Without Regrouping to 999 999 TB. pp. 74-78 	<p>*Write upper / lower case manuscript /D'Nealian letters in two (2) lines.</p>	<p>*Declarative and Interrogative</p> <p>p.130</p>	<p>Explain the four types of writing</p> <p>p.166</p>	<p>Theme: All About Me Topic: Self Identity p. 3</p> <ul style="list-style-type: none"> • Differentiate between various groups of organisms according to their characteristics. • Compare and contrast specific characteristics of 	<p>Duration</p> <p>Long & short sounds Long & short Notes Performing Long and Short notes</p> <p>The Whole Note 4 beats / Counts</p> <p>The Half Note 2 beats</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> • square • rectangle • circle • triangle • oval 	<p>Topic: Locomotor Movement Skill: Jumping</p> <p>At the end of this lesson students will be able to demonstrate jumping (directions, over objects, for distance, etc.)</p>

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	<p>p.61</p> <p>Phonics / Spelling: *Long Vowel Sounds - CCVE, CVVE, and CV Patterns p.70</p> <p>Comprehension: *Story Elements (Characters, Setting) p.93-94</p> <p>Sight Words: space, covered, fast, several, himself, toward</p>					<p>living organisms.</p> <ul style="list-style-type: none"> Describe specific differences (physical, personal traits) of others and given biblical characters. Discuss personal strengths and weaknesses. <p>(Science pp. 63-66; Religious Studies: p. 67, H.F.L.E: p. 54)</p>	<p>/ counts</p> <p>The Quarter Note 1 beat / Count</p> <p>The Eighth note ¼ beat</p> <p>Show duration through movement</p>		
4	<p>Listening & Speaking: Displaying the characteristics of a good listener Cont'd. p.47</p> <p>Phonemic Awareness: *Phoneme Isolation & Identification p.61</p> <p>Phonics / Spelling: *Long Vowel Sounds - CCVE, CVVE, and CV Patterns p.70</p>	<ul style="list-style-type: none"> *Place and Values up to 999 999 TB. pp. 20-22 *Addition Without Regrouping to 999 999 TB. pp. 74-78 	<p>*Write upper / lower case manuscript /D'Nealian letters in two (2) lines.</p>	<p>*Imperative and Exclamatory p.130</p>	<p>Develop narrative pieces:</p> <p>*Narrow ideas and elaborate on them</p> <p>*Sequencing ideas appropriately using transitional word p.168</p> <p>*Develop narrative pieces that include character, setting and plot pp. 167, 168, 179</p>	<p>Theme: All About Me Topic: Self Identity p. 3</p> <ul style="list-style-type: none"> Identify various groups of early settlers. Compare and contrast contributions made by early settlers. Create a list of surnames of the English Settlers who came to The Bahamas. Discuss the various groups of persons living within their community. <p>(Social Studies pp.6-12)</p>	<p>Introduction of Notation (Review Long and short notes)</p> <p>Draw the whole note on the staff = 4 counts/beats</p> <p>The half note, Quarter Note and Eighth note and the value</p> <p>Draw the half note showing the head, the stem and the tail/flag</p> 	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> square rectangle circle triangle oval 	<p>Topic: Locomotor Movement Skill: Hopping</p> <p>At the end of this lesson students will be able to demonstrate hopping (directions, over objects, for distance, etc.)</p>

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	<p>Comprehension: *Story Elements (Plot, Theme) p.88</p>								
5	<p>Listening & Speaking: Articulating personal information, needs, experiences, understandings and opinions pp.48 -49</p> <p>Phonemic Awareness: Alphabetic Principle p.61</p> <p>Phonics / Spelling: *Syllabication p.73</p> <p>Comprehension: *Context Clues p.95</p> <p>Sight Words: against, pattern, numeral, table, north, slowly</p>	<ul style="list-style-type: none"> *Standard, Expanded and Word Form up to 9 999 TB. p. 22 *Subtract Without Renaming to 999 999 TB. pp. 81-85 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke p.116</p>	<p>*Identify nouns (common and proper) p.132</p>	<p>Develop narrative pieces:</p> <p>*Organizing ideas using topic sentence and supporting details.</p> <p>*Develop narrative pieces that include character, setting and plot pp.170,179</p>	<p>Theme: Self Identify Topic: I Am Special p. 4 Discuss the body parts of a fish and the functions of each part.</p> <p>Differentiate between the ways that the body parts of vertebrate help them to survive</p> <p>Compare biblical characters and everyday people who have overcome challenges.</p> <p>Provide a definition for the word obstacle.</p> <p>Identify ways in which life's challenges can be handled. (Science: pp. 66-71, Religious Studies: pp. 70-71)</p>	<p>Steady Beat / No Beat Steady Beat is the heart or pulse of the music. Music has a heartbeat The natural inclination to clap or tap during the playing of a song is usually the pulse or steady beat *Tempo is the speed of the music/beat Steady beat can be fast and or slow Presto – Fast / Largo – Slow Allegro-Fast / Adagio –Slow Vivace –Fast / Lento –Slow Ritardando –gradually getting slower Example of Instruments that can play steady beat tambourine, maracas or rhythm sticks, triangle, drum, xylophone No BEAT is any sound that does not have a steady beat: rain, thunder, school bell ringing, chicken clucking</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> square rectangle circle triangle oval 	<p>Topic: Locomotor Movement Skill: Leaping</p> <p>At the end of this lesson students will be able to demonstrate leaping (directions, over objects, for distance, etc.)</p>

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6	<p>Listening & Speaking: Articulating personal information, needs, experiences, understandings and opinions Cont'd. pp.48-49</p> <p>Phonemic Awareness: Alphabetic Principle p.61</p> <p>Phonics/ Spelling: *Syllabication p.73</p> <p>Comprehension: *Context Clues p.95</p> <p>Sight Words: money, map, farm, pulled, voice, seen</p>	<ul style="list-style-type: none"> *Comparing Numbers up to 9 999 ✓ Ascending and Descending Order TB. pp. 23-25 Subtracting Without Renaming to 999 999 TB. pp. 81-85 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke p.116</p>	<p>*Form plural nouns with and without spelling changes p.133</p>	<p>Develop narrative pieces:</p> <p>*Compose varied and interesting introductions to their writing pieces pp.171 -172</p> <p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>Theme: All About Me Topic: Self Identity p. 4</p> <p>Distinguish the National symbols from other symbols</p> <p>Interpret the meaning of symbols used on a map.</p> <p>Identify the names of at least four islands using a map of The Bahamas.</p> <p>State the cardinal position of four islands near their island.</p> <p>Differentiate their island from other islands based on size, position or shape.</p> <p>Locate settlement and main district of their island.</p> <p>(Social Studies: pp.32-36)</p>	<p>Rhythm – Meters</p> <p>Definition of Rhythm</p> <p>Perform Rhythms on Percussions</p> <p>Rhythm in 4/4 Time</p> <p>Strong Beat / Weak Beat For example</p>  <p>The first beat is known as the STRONG Beat</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Locomotor Movement Skill: Skipping</p> <p>At the end of this lesson students will be able to demonstrate skipping (directions, over objects, for distance, etc.)</p>
7	<p>Listening & Speaking: Perform multi-step oral instructions p.51</p> <p>Phonemic Awareness: *Rhyming Words p.66</p>	<ul style="list-style-type: none"> Ordering Number up to 9 999 ✓ Ascending and Descending Order TB. pp. 23-25 *Addition with 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke p.116-117</p>	<p>*Form irregular nouns p.134</p>	<p>Develop narrative pieces:</p> <p>*Utilize various methods of concluding pieces in narrative writing pieces. p. 173</p>	<p>Theme- Self Identity Topic: I am Special p. 5</p> <p>Describe the coral reef ecosystem and relate the organisms within the environment.</p> <p>Discover the ways in</p>	<p>Rhythm and Form</p> <p>Definition of Rhythm Rhythm is a steady beat or repeated pattern or form. Rhythm in 4 or 4/4 time</p> <p>Form is a pattern.</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Locomotor Movement Skill: Combined Skill Test</p> <p>Students will be able to demonstrate and execute all</p>

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	<p>Phonics / Spelling: Y as a Vowel p.71</p> <p>Comprehension: Classification p.96</p> <p>Sight Words: cried, plan, notice, south, war, ground</p>	<p>Regrouping to 9 999 TB. pp. 74-78</p>			<p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>which the grouper is protected.</p> <p>Defend the need for fishermen, locals and visitors to respect the needs of the grouper as that of people.</p> <p>Explain the types of fishing indigenous to Bimini, the types of fish and seasons for these events.</p> <p>Identify settlements on the island of Bimini using cardinal points</p> <p>(Science: pp. 81; Social Studies: pp.44-45)</p>	<p>Sometimes it is the same and sometimes it is different.</p> <p>For example A Form can be A B – Binary or it can be ABA – Ternary Form</p> <p>Example of AB Form</p> 		<p>locomotor movement skills at least the best out of three attempts based on a skill test rubric scale.</p>
8	<p>Listening & Speaking: Perform multi-step oral instructions p.51</p> <p>Phonemic Awareness: *Phoneme Segmentation p.62</p> <p>Phonics / Spelling: *Hard and Soft c and g p.74</p>	<ul style="list-style-type: none"> *Rounding to the nearest 10 (up to 3 Digit Numbers) TB. pp. 58-59 Addition with Regrouping to 9 999 TB. pp. 74-78 Missing Addends and Missing Symbols TB. pp. 44-48 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke pp.116-117</p>	<p>*Identify verbs (actions) pp.141-142</p>	<p>Develop narrative pieces:</p> <p>*Demonstrate voice in narrative writing pieces p.174</p> <p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>Theme- Self Identity Topic: I am Special p. 5</p> <p>Relate ways in which one can demonstrate respect to others, their opinions and beliefs.</p> <p>Explain the importance of respecting the differences between people and all living things. (Religious Studies: pp. 99-100; HFLE: 55)</p> <p>Theme: Self Identify Topic: My Culture and Me</p>	<p>Rhythm in 4/4 Time</p> <p>Explain 4/4 Time Clap Rhythm in 4 (reference notations – whole, half quarter and eighth notes)</p> <p>Create / compose simple rhythms in 4/4 using AB and ABA forms</p> <p>Group activity: Class performances composed rhythms</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> • cube • cylinder • pyramid • sphere • cone 	<p>Topic: Non- Locomotor Movement Skill: Galloping</p> <p>At the end of this lesson students will be able to demonstrate galloping (different directions, over objects, for distance, etc.).</p>

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	<p>Comprehension: *Making Predictions p.97</p> <p>Sight Words: king, town, unit, figure, certain, field</p>					<p>p. 6</p> <p>Identify and explain the role of the island Administrator on their own island (or a specific island).</p> <p>Relate the unique qualities and culture of the island of Abaco compared with other islands.</p> <p>Examine the impact of Christianity within the island community of Abaco. (churches, celebrations, traditions, etc.)</p> <p>(Social Stud. Theme 1; Religious Studies: pp. 41-43)</p>			
<p>9 MID TERM</p>	<p>Listening & Speaking: Using appropriate protocols, speech and body language when speaking to others Cont'd. p.52</p> <p>Phonemic Awareness: *Phoneme Segmentation p.62</p> <p>Phonics / Spelling: Review</p>	<ul style="list-style-type: none"> *Rounding to the nearest 100 (up to 4 Digit Numbers) TB. pp. 58-59 *Subtraction with Renaming to 9 999 TB. pp. 81-85 	<p>*Write personal information p.115</p>	<p>Review</p>	<p>Develop narrative pieces:</p> <p>*Use quotation marks effectively in their writing p.178</p> <p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>Theme- Self Identity Topic: My Culture and Me p. 6</p> <ul style="list-style-type: none"> Discover ways within own island community that God is recognized as holy and how He is revered. Described the ecosystems within their community and school community. Compare and 	<p>Form (AB Form and ABA Form, Repetition) Form is a pattern. Sometimes it is the same and sometimes it is different. Forms occur in songs. The verses of a song is A and the chorus is B A song or a pattern with an AB form is called Binary.</p> <p>An ABA form or pattern is called</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non- Locomotor Movement Skill: Swinging</p> <p>At the end of this lesson students will be able to demonstrate swinging (different directions, over objects, for distance, etc.).</p>

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	<p>Comprehension: *Making Predictions p.97</p> <p>Sight Words: travel, wood, fire, done, road, half</p>					<p>contrast the ecosystems found on the island of Abaco with those found other islands. (Science: pp, 79-81; Religious Studies 58-59; Social Stud. pp.41-43)</p>	<p>ternary. *(Sing cultural song or seasonal song to show form)</p>		
10 MID TERM	<p>Listening & Speaking: Using appropriate protocols, speech and body language when speaking to others pp.52-53</p> <p>Phonemic Awareness: *Phoneme Segmentation p.62</p> <p>Phonics / Spelling: *Blends (Initial, Medial and Final) p.75</p> <p>Comprehension: *Main Idea & Supporting Details p.98</p> <p>Sight Words: box, finally, wait, correct, oh, quickly</p>	<ul style="list-style-type: none"> • *Plane and Solid Shapes TB. pp. 51-54 • Subtraction with Renaming to 9 999 TB. p. 81-85 • *Points and Types of Lines TB. p. 55 	<p>*Write personal information p.115</p>	<p>*Apply the correct tenses to verbs (action) p.143-145</p>	<p>Develop narrative pieces:</p> <p>Review *Develop narrative pieces that include characters, setting and plot. p.179</p> <p>Applying/demonstrating: -Narrow Ideas -Sequence Ideas appropriately using transitional words -Organize ideas using a topic sentence -Demonstrate voice -Use quotation marks effectively -Compose varied and interesting introductions -Utilize varied conclusions</p>	<p>Theme: Needs Topic: Needs of Living Things p. 7</p> <p>Define and describe the basic needs of all living things.</p> <p>Illustrate the ways in which natural resources are used and their sources in the environment.</p> <p>Examine and relate the crops, historical places, industry etc. Indigenous to the island of Eleuthera.</p> <p>Identify ways in which the crops grown in Eleuthera fulfill the basic needs of living things.</p> <p>Compare and contrast the crops harvested by Eleutheran farmers with those during the</p>	<p>Performance Sub-Topic: Introduction of Cultural & Seasonal Songs (Teacher's Choice)</p> <p>Highlight: Dynamics Tempo of the song Singing fast and or slow Rhythm Form</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non- Locomotor Movement Skill: Bending</p> <p>At the end of this lesson students will be able to demonstrate bending (different directions, over objects, for flexibility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						time of the Arawaks. (Science pg. 83-84; Social Studies: Theme 2 & 3)			
11	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. pp.54-56</p> <p>Phonemic Awareness: *Phoneme Blending p.63</p> <p>Phonics / Spelling: *Blends (Initial, Medial and Final) p.75</p> <p>Comprehension: *Main Idea & Supporting Details p.98</p> <p>Sight Words: person, became, shown, minutes, strong, verb</p>	<ul style="list-style-type: none"> • Symbols and Numerical Patterns TB. pp. 7-8 • Multiplication as Repeated Addition TB. pp. 105-107 • *Recording Temperature TB. pp. 28-31 • *The Calendar TB. pp. 40-41 	*Write personal information p.115	*Produce the correct pronouns for the nouns they replace p.139	<p>Develop narrative pieces:</p> <p>Review *Develop narrative pieces that include characters, setting and plot. p.179</p> <p>Applying/demonstrating: -Narrow Ideas -Sequence Ideas appropriately using transitional words -Demonstrate voice - Organize ideas using a topic sentence -Use quotation marks effectively -Compose varied and interesting introductions -Utilize varied conclusions</p>	<p>Theme: Needs Topic: Environmental Needs p. 8</p> <p>Identify the natural resources that can be found on the island of Grand Bahama. (fresh water, farms, etc.)</p> <p>Interpret to what extent the oil refinery and other industry affect the environment of Grand Bahama.</p> <p>Explain at least three ways in which natural resources can enhance the community and meet its needs.</p> <p>Discover sources through which the air, water and land can become polluted within the community.</p> <p>(Science: p. 84; HFLE:56; Social Studies: pp. 37-40)</p>	<p>Pitch</p> <p>High & Low Voices</p> <p>Identify the high & low voice – Soprano Voice, Bass Voice</p> <p>Demonstrate singing High and low</p> <p>Examples of Soprano and bass vocalist</p> <p>High and low sounds in the environment (Class discussions)</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non- Locomotor Movement Skill: Twisting/turning</p> <p>At the end of this lesson students will be able to demonstrate twisting and turning (different directions, over objects, for flexibility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
12	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. pp.54-56</p> <p>Comprehension: *Phoneme Blending p.63</p> <p>Phonics / Spelling: *Digraphs (Initial, Medial and Final) p.76</p> <p>Comprehension: *Sequencing p.99</p> <p>Sight Words: stars, front, feel, fact, inches, street</p>	<ul style="list-style-type: none"> • *Telling Time (5-minute intervals) TB. pp. 128-130 • *Multiplication without Regrouping (up to 4 by 1 Digit Numbers) TB. pp. 114-115 • Recording Temperature TB. pp. 28-31 	Copy and write sentences and paragraphs with appropriate structure. pp.121-122	*Use adjectives to describe nouns and pronouns p.149	Compose different types of poetry: * Rhyming & Limerick p.176	<p>Theme: Needs Topic: Environmental Needs p. 8</p> <ul style="list-style-type: none"> • Define and explain the term service. • Explain the importance of Health Resources in the community. • Relate ways in which biblical characters served each other and those in the community. • Relate the importance of attitudes in relation to service. • Discuss ways in which the community influences the individual lives of each student. <p>(Science: p. 74; HFLE: p. 56; Social Studies pp.37-40; Religious Studies: pp. 68 &69)</p>	<p>Instrumental Pitch</p> <p>*High & low Instruments (Recorders, Flute-high pitch, Tuba Low pitch)</p> <p>Identify high and low sound patterns of instruments as played on a recording</p> <p>Demonstrate singing high and low pitches</p>	<p>Value Recognize light and dark;</p>	<p>Topic: Non- Locomotor Movement Skill: Pushing/pulling</p> <p>At the end of this lesson students will be able to demonstrate pushing and pulling (different directions, over objects, for flexibility, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
13	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.54-56</p> <p>Phonemic Awareness: *Phoneme Blending p.63</p> <p>Phonics / Spelling: *Digraphs (Initial, Medial and Final) p.76</p> <p>Comprehension: *Sequencing p.99</p> <p>Sight Words: decided, contain, course, surface, produce, building</p>	<ul style="list-style-type: none"> Addition and Subtraction Fact Family TB. p. 44 *Multiplication with Regrouping (up to 2 by 1 Digit Numbers) TB. p. 114-118 The Calendar TB. pp. 40-41 	Copy and write sentences and paragraphs with appropriate structure. pp.121-122	*Use adjectives to describe nouns and pronouns. p.149	Compose different types of poetry: * Cinquain p.176	<p>Theme- Needs Topic: Needs of Living Things p. 7</p> <ul style="list-style-type: none"> Determine reasons for thanksgiving to God. Interpret the messages within scriptures that relate to giving thanks to God. Give examples of ways that we can give thanks to God for providing our basic needs. <p>(Social Studies: Theme 2 & 3; Religious Studies 72-73)</p> <p>Religious Studies: Explain the significance of Jesus' birth</p> <p>Explain how Jesus was honoured as a king in the Christmas Story</p> <p>Explore ways in which they could honour Jesus pg.74-75</p>	Review of all Topics Dynamics Duration Notation Steady Beat / No Beat Rhythm Form Pitch (Sop & Bass Voice) Pitch Recorders/ Flute / Tuba Cultural Songs	Value Recognize light and dark;	<p>Topic: Non- Locomotor Movement Skill: Dodging</p> <p>At the end of this lesson students will be able to demonstrate dodging (different directions, over objects, for agility, etc.).</p>
14									
15	END OF TERM EXAMINATIONS								

NATIONAL PACING GUIDE – GRADE 3

EASTER TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Listening & Speaking: Use appropriate protocols, speech and body language when speaking to others p.52</p> <p>Phonemic Awareness: *Phoneme Substitution p.64</p> <p>Phonics / Spelling: *R- controlled vowels p.77</p> <p>Comprehension: *Fiction / Non-Fiction p.100</p> <p>Sight Words: ocean, class, note, nothing, rest, carefully</p>	<ul style="list-style-type: none"> *Coins and their Values TB p. 70-71 Adding Coins 	Copy and write sentences and paragraphs with appropriate structure. p.128	*Identify run on sentences p.131	<p>Develop descriptive pieces:</p> <p>*Narrow ideas and elaborate on them p.167</p> <p>*Write from different points of view p.175</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Theme: Needs Topic: Environmental Needs p.10</p> <p>Identify ways in which pollution can be prevented within the community.</p> <p>Explain the role of an environmental steward.</p> <p>Formulate ways in which to encourage fellow students to take care of the earth's resources.</p> <p>Discuss the settlements on the island of Exuma and some special areas within the community.</p> <p>Explain the natural resources present on the island of Exuma as well as those found in the protected area. (Science: pg.85-86; Social Studies: pp. 54-57; HFLE: pp.56)</p>	<p>Introduction to the Treble Clef / G Clef</p> <p>Showing the Treble Clef on the staff</p> <p>Trace the Treble Clef</p> <p>Sing the Treble Clef Song (see YouTube) Gina and the Treble Clef - YouTube</p> <p>Refer to lesson kits</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Throwing</p> <p>At the end of this lesson students will be able to demonstrate throwing (different directions, over objects, for height, distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
2	<p>Listening & Speaking: Use appropriate protocols, speech and body language when speaking to others p.52</p> <p>Phonemic Awareness: *Phoneme Substitution p.64</p> <p>Phonics / Spelling: *R controlled vowels p.77</p> <p>Comprehension: *Fact and Opinion p. 101</p> <p>Sight Words: scientist, inside, wheels, stay, known, island</p>	<ul style="list-style-type: none"> Coins and Bills TB pp. 70-71 Rounding Purchases for Cash Exchange Estimate Sums and Differences *Adding Money 	Form punctuation marks correctly pp.126-127	*Identify compound nouns p.135	<p>Develop descriptive pieces:</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details p.170</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Theme: Needs Topic: Environmental Needs Page 10</p> <ul style="list-style-type: none"> Justify the need for a National Park on the island of Exuma. Describe how clothes can be created and acquired in a community Assess homes within the community to identify the material from which the homes were built. Justify the decision that homes should be built from cement blocks rather than wood. <p>(Social Studies: pp. 76,78; Science: pp. 86-87)</p>	<p>The Treble Clef is also known as the 'G' Clef. The Treble Clef is placed at the beginning of the staff the Treble Clef begins on the 'G' line which is the 2nd line of the treble staff. Music is written on staff lines. There are five lines and four spaces on the staff. There are line notes and space notes</p> <p>Line notes are drawn around the line</p> <p>Space notes fill the spaces</p>  <p>Line and space notes are numbered from bottom to top Line notes of the Treble clef are E, G, B, D, F Insert single staff with line notes</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Catching</p> <p>At the end of this lesson students will be able to demonstrate catching (different size objects, from various height or distance, etc.)</p>
3	<p>Listening & Speaking: Use appropriate protocols, speech and body language when speaking to others p.52</p>	<ul style="list-style-type: none"> Comparing Amounts TB pp. 64-65 *Making Change TB pp. 70-71 Estimate Sums and Difference 	Form punctuation marks correctly pp.126-127	*Form singular and plural possessive nouns p.138	<p>Develop descriptive pieces:</p> <p>*Demonstrate voice in their writing by exploring tone and mood. p.174</p>	<p>Theme: Needs Topic: Needs of living things p. 11</p> <ul style="list-style-type: none"> Justify the importance of water with the use of examples it uses. 	<p>The BASS clef is also known as the F clef. The BASS clef sign begins with a dot on the 4th line of the bottom staff. The 4th line is the 'F' line.</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Striking with hands</p> <p>At the end of this lesson students will be able to improve</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonemic Awareness: *Phoneme Substitution p.64</p> <p>Phonics /Spelling: *Consonant + le p.78</p> <p>Comprehension: *Fact and Opinion p. 101</p> <p>Sight Words: week, less, machine, base, ago, stood</p>				*Write descriptive essays that utilize interesting words and literary devices. p.180	<ul style="list-style-type: none"> Conclude the stages of the water cycle. Explain conditions of weather that are natural components of the water cycle using pictorial representations. Examine the industry, crops and resources of Andros and how they supply the needs of other islands. <p>(Social Studies: pp.50-53 & 80-82; Science: p.87)</p>	<p>Bass Clef</p>  F (f)		hand-eye coordination by using their hands to make contact and hit an object
4	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (teams, zoom, etc.) p.54-56</p> <p>Phonemic Awareness: * Phoneme Deletion p.65</p>	<ul style="list-style-type: none"> Equivalent Amounts Multiplication with Regrouping (up to 4 by 1 Digit Numbers) TB pp. 114-115 	Write Roman Numerals p.125	*Produce the correct possessive pronouns for the nouns they replace. p.140	<p>Develop descriptive pieces:</p> <p>*Compose varied and interesting introductions. pp.171-172</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Theme: Change Topic: Change: It's All Around Us p. 13</p> <ul style="list-style-type: none"> Define the word "change", providing examples and evidence of the concept. Analyze pictures of various communities to identify the changes that took place over time. 	<p>BASS Clef Cont.'</p> <p>Trace and Color the Bass Clef</p> <p>Sing the Bass Clef Song using dynamics</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Striking with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to make contact and hit an object.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonics / Spelling: Words with -dge Spelling p.79</p> <p>Comprehension: Figure of Speech: Similes p.112-114</p> <p>Sight Words: plane, system, behind, boat, game, force</p>					<ul style="list-style-type: none"> Classify the various types of change that one can experience (social, emotional, physical, spiritual, etc.) Discuss the significance of the gifts given to baby Jesus. Explain the process through which giving to others can bring about change in their lives. <p>(Social Studies: pp.2 - 3& 23-24; ; Religious Studies p. 76)</p>			
5	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (teams, zoom, etc.) p.54-56</p> <p>Phonemic Awareness: * Phoneme Deletion p.65</p> <p>Phonics / Spelling: *Diphthongs /oi/ / oy /ow/ /ou/ p.80</p>	<ul style="list-style-type: none"> Relationship between Multiplication & Division TB pp. 105-110 Multiplication and Division Facts TB pp. 111-113 *Multiplication and Division Fact Family TB pp. 111-113 *Bar Graphs TB pp. 88-91 	Write Roman Numerals p.125	* Apply the rules of Subject-Agreement p.148	<p>Develop descriptive pieces:</p> <p>*Utilize various methods of concluding pieces. p.173</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Theme: Changes Topic: Change: It's All Around Us p. 13</p> <ul style="list-style-type: none"> Examine various plants to identify the parts of the plant. Experiment with the parts of a plant to identify the function of each part. Summarize the various uses of plants on the island of Long Island, specify the parts of the plant used in each. Compare the 	<p>Tone Color Sub Topic: The Voice</p> <ul style="list-style-type: none"> Sing Cultural Songs using the soprano (sop.) voice Identify the soprano voice as played on a recording 	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Dribbling with hands</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their hands to transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Comprehension: Figure of Speech: Metaphors pp.112-114</p> <p>Sight Words: brought, understand, common, explain, dry, though</p>					<p>present-day island communities with those of the past. (traditions, occupations, homes, etc.)</p> <ul style="list-style-type: none"> Discuss the communities on the island of Long Island (traditions, occupations, homes, etc.) <p>(Science: p.75; Social Studies: pp. 23 & 58-62)</p>			
6	<p>Listening & Speaking: Use Standard English and dialect expressions appropriately p.57</p> <p>Phonemic Awareness: *Phoneme Addition p. 65</p> <p>Phonics /Spelling: *Diphthong /ew/ p.80</p> <p>Comprehension: *Compare and Contrast p.103</p> <p>Sight Words: language, shape, deep,</p>	<ul style="list-style-type: none"> *Telling Time to the Minute TB pp. 128-130 Division as Repeated Subtraction TB pp. 108-110 *Division of 2 by 1 Digit Numbers with and without Remainders TB pp. 116-117 Bar Graph TB pp. 88-91 	Copy and write dates in the appropriate full and abbreviated format pp.121-122	*Identify verbs (Helping Verbs) pp.141-142	<p>Develop descriptive pieces:</p> <p>*Use quotation marks effectively in writing. p.178</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Theme: Changes Topic: Importance of Change p.14</p> <ul style="list-style-type: none"> Evaluate various modes of change as positive or negative Predict the changes negative interactions in the community, school and family can have on ones personality and view of self. Compare and contrast the changes in transportation over time in order to identify the most 	<p>Singing and Performing Cultural Song(s) using the soprano voice.</p> <p>Focus: *Commonwealth Day Song(s) *Other Bahamian Song(s)</p> <p>*Draw and Color the Bahamian Flag (Recap of previous lesson)</p> <p>*Dance the heel and Toe to a cultural Song (Dance integration)</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Dribbling with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to transition around the playing area.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	thousands, yes, clear					<p>efficient forms.</p> <ul style="list-style-type: none"> Exploring life on the island of New Providence Explain the levels of change observed on the island in terms of transportation, plants & trees, communities etc. <p>(Social Studies: pp.63-65; HFLE: pp 56& 41-43)</p>			
7	<p>Listening & Speaking: Use standard English and dialect expressions appropriately p.57</p> <p>Phonemic Awareness: * Phoneme Addition p.65</p> <p>Phonics / Spelling: *Vowel Digraphs /ew/, /au/, /aw/ p.80</p> <p>Comprehension: * Compare and Contrast p.103</p>	<ul style="list-style-type: none"> Time using A.M. and P.M. TB pp. 6-37 *Division of 3 by 1 Digit Numbers with and without Remainders TB pp. 116-117 	Copy and write dates in the appropriate full and abbreviated format pp.121-122	Simple Sentences and Complex Sentences p. 154	<p>Develop descriptive pieces:</p> <p>Review *Write descriptive essays that utilize interesting words and literary devices. p.180</p> <p>Applying/ demonstrating: -Narrow Ideas -Organize ideas into a paragraph with a topic sentence -Demonstrate voice -Use quotation marks effectively -Write from a different point of view -Compose varied</p>	<p>Theme: Changes Topic: The importance of change p. 14</p> <ul style="list-style-type: none"> Identify the parts of the seed and explain the role of each. Explain the changes observed in seed to plant Relate the conditions necessary for plant growth Identify substances referred to as drugs. Classify drugs as 	<p>Bahamian Composers/Songs</p> <p>*Timothy Gibson *Phil Stubbs *Perseverance *Church Out Crab Walking' *Hurricane is Coming</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Batting</p> <p>At the end of this lesson students will be able to improve hand-eye coordination to hit objects successfully for distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Sight Words: equati on, yet, government, filled, heat, full				and interesting introductions -Utilize varied conclusions	harmful and helpful drugs. • Compare and contrast the effects of harmful and helpful drugs on the body. (Science: p: 76; HFLE: p. 59)			
8 MID TERM	Listening & Speaking: Use Standard English and dialect expressions appropriately. p.57 Phonemic Awareness: *Phoneme Deletion & Substitution p.64-65 Phonics / Spelling: *Vowel Digraph /oo/ p.80 Comprehension: Summarizing Text p.102 Sight Words: check, object, rule, among, noun, power	<ul style="list-style-type: none"> • *Elapsed Time (to the hour and 15 minute intervals) TB pp. 131-133 • *Division of 4 by 1 Digit Numbers with & without Remainder TB pp. 116-117 • The Schedule (Elapsed Time) TB p. 131-133 	Copy and write dates in the appropriate full and abbreviated format pp.121-122	Use conjunctions to join words or phrases p.152	Develop descriptive pieces: Review *Write descriptive essays that utilize interesting words and literary devices. p.180 Applying/ demonstrating: -Narrow Ideas -Organize ideas into a paragraph with a topic sentence -Demonstrate voice -Use quotation marks effectively -Write from a different point of view -Compose varied and interesting introductions -Utilize varied conclusions	Topic: The Effects of Change p.15 • Identify the parts of the digestive system and the function of each. • Explain the changes experienced by food in the body • Sequence the steps of digestion. • Compare the digestion of food with digestion of drugs (medicine). (Science: pp.72; HFLE: pp.57-58)	Bahamian Composers / Songs Cont'd. Rev. Dr. Phillip Rahming Clement Bethel Cleophas Adderley Others (Teacher's Choice) Review of completed term's lessons	Space • Positive • Negative	Topic: Manipulatives Skill: Ball Rolling At the end of this lesson students will be able to control body movements by rolling the ball for a distance or to knock over objects.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
9 MID TERM	<p>Speaking: Employ key vocabulary that good communicators use p.58</p> <p>Phonemic Awareness: * Phoneme Blending & Segmenting p.62-63</p> <p>Phonics / Spelling: *Silent Consonants /kn/ /wr/ /gh/ p.81</p> <p>Comprehension: Summarizing Text p.102</p> <p>Sight Words: cannot, able, size, dark, ball, material</p>	<ul style="list-style-type: none"> Elapsed Time (to the Minute) TB pp. 131-133 *Arrays: Addition, Multiplication, and Division Number Sentences TB pp. 131-133 *Converting Units of Time TB pp. 134-135 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> All Upper Case All Lower Case pp.116-119 	*Simple Subject and Simple Predicate p.147	*Writing friendly letters p.184	<p>Theme: Changes Topic: The Effects of Change p. 15</p> <ul style="list-style-type: none"> Discuss how changes and other factors can lead to conflicts. Model the appropriate way to resolve a conflict (various scenarios) using the steps to conflict resolution. Use examples biblical examples of the way in which conflicts can be solved. Identify conflict resolution plan for everyday problems and or specific conflicts Discuss various forms of conflicts and possible ways to resolve and prevent them. (Religious Studies: 78-79; HFLE: pp. 57-58) 	<p>Caribbean Cultural Music</p> <ul style="list-style-type: none"> Bob Marley Machal Montano Other (Teacher's Choice) Age appropriate 	<p>Space</p> <ul style="list-style-type: none"> Positive Negative 	<p>Topic: Manipulatives Skill: Bouncing</p> <p>At the end of this lesson students will be able to transition with a ball from one point to another.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
10	<p>Listening & Speaking: Employ key vocabulary or phrases that good communicators use. p.58</p> <p>Phonemic Awareness: *Phoneme Blending & Segmenting pp.62-63</p> <p>Phonics / Spelling: *Silent Consonants /gn/ /mb/ p.81</p> <p>Comprehension: *Make Inferences p.104</p> <p>Sight Words: special, heavy, fine, pair, circle, include</p>	<ul style="list-style-type: none"> *Fractions (Part of a whole and Group) TB pp. 120-121 Arrays: Addition, Multiplication and Division Number Sentences 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> All Upper Case All Lower Case pp.116-119 	<p>*Provide synonyms for given words p.156</p>	<p>*Writing friendly letters p.184</p>	<p>Theme: Changes Topic: The Benefits of Change p. 16</p> <ul style="list-style-type: none"> Classify objects as solid, liquid or gas Examine the changes of water under various conditions. Differentiate assorted forms of matter based on physical properties. Compare the creation of salt to the changes experienced by water Summarize the making of salt in their own word. <p>(Social Studies: pp.66-67; Science: pp.92-94)</p>	<p>International Composers</p> <ul style="list-style-type: none"> Allan Menken Disney Songs (Dynamics, tempo, instruments, voices) Bare Necessities Hakuna Matata Let it go Colors of the wind How Far I'll go 	<p>Texture</p> <ul style="list-style-type: none"> Natural textures Manmade textures 	<p>Topic: Manipulatives Skill: Volleying</p> <p>At the end of this lesson students will be able to control balls over and across objects.</p>
11	<p>Listening & Speaking: Employ key vocabulary or phrases that good communicators use. p.58</p> <p>Phonemic Awareness: * Phoneme</p>	<ul style="list-style-type: none"> *Comparing and Ordering Fractions with Like Denominators TB p. 121 *Adding Fractions with Like Denominators 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> All Upper Case All Lower Case pp.116-119 	<p>*Provide antonyms for given words p.157</p>	<p>Compose an invitation. p.183</p>	<p>Theme: Changes Topic: The Benefits of Change p.16</p> <ul style="list-style-type: none"> Outline the main components of the island of Inagua using pictorial representation. Suggest ways that 	<p>Listening Musicianship</p> <p>Listening Exercises include: - *Listening for dynamic changes in a song Tempo Tone color /voices or instruments</p>	<p>Texture</p> <ul style="list-style-type: none"> Natural textures Manmade textures 	<p>Topic: Manipulatives Skill: Jump Rope</p> <p>At the end of this lesson students will be able to control a jump rope and successfully turn and jump over the rope consecutively</p>

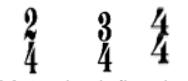
WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Substitution p.64 Phonics / Spelling: *Alphabetical Order p.82 Comprehension: *Make Inferences p.104 Sight Words: built, matter, square, syllables, perhaps, bill					people on Inagua communicate with people on other islands differently from in the past. <ul style="list-style-type: none"> Relate the Beatitudes in sequence and the importance of obeying them. Demonstrate the ways in which Beatitudes can be applied to daily life. Explain the changes that can occur in relationships (family/group) as a result of their behaviour/attitude. (Social Studies: pp. 66-68; 90-91 Religious Studies: pp. 90-91)	Description of the music		
12	Listening & Speaking: Employ key vocabulary or phrases that good communicators use. p.58 Phonemic Awareness: *Phoneme Deletion p.65	<ul style="list-style-type: none"> Comparing and Ordering Fractions with Unlike Denominators TB pp. 122-123 *Subtracting Fractions with Like Denominators *Tally Chart 	*Join letters at appropriate points p. 120	*Use prepositions to link words and sentences p.151	Develop expository pieces: <ul style="list-style-type: none"> *Narrow ideas and elaborate on them Write expository essays (biographies, how- to paragraphs, 	Theme: Values Topic: Identifying Values p. 17 <ul style="list-style-type: none"> Explain the term self-esteem Discover the factors that influence ones self-esteem positive or negative. Summarize a 	Introduction to Tempo Tempo is the speed of the music/beat Slow / Adagio Presto – Fast / Largo – Slow Allegro-Fast / Adagio –Slow Vivace –Fast / Lento –Slow Ritardando –gradually	Patterns <ul style="list-style-type: none"> Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric 	Topic: Manipulatives Skill: Tossing At the end of this lesson students will be able to aim for control and distance by throwing objects.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonics / Spelling: *Alphabetical Order p.82</p> <p>Comprehension: *Cause & Effect pp.105-106</p> <p>Sight Words: felt, suddenly, test, direction, center, farmers</p>	TB pp. 88-91			etc.) pp. 181-182, 167	<p>scripture verse about self- esteem.</p> <ul style="list-style-type: none"> Give examples of ways that ones sexuality can affect their self esteem Justify their value of self- providing examples of a person, beliefs and behaviours. <p>(HFLE: p. 60; Religious Studies: pp. 84-85)</p>	<p>getting slower Example of Instruments that can play steady beat tambourine, maracas or rhythm sticks, triangle, drum, xylophone No BEAT is any sound that does not have a steady beat: rain,</p>		
13	<p>Listening & Speaking: Employ key vocabulary or phrases that good communicators use p.58</p> <p>Phonemic Awareness: *Phoneme addition and substitution p.64-65</p> <p>Phonics / Spelling: Use the Dictionary and Thesaurus effectively p.83</p> <p>Comprehension: *Cause & Effect pp.105-106</p> <p>Sight Words: ready, anything, divided, general, energy, subject</p>	<ul style="list-style-type: none"> *Equivalent Fractions TB pp. 122-123 Simplifying Fractions TB pp. 124-126 Tally Chart TB pp. 88-91 *Finding the Fractional Part (e.g. ½ of 36, 1/3 of \$12.00) 	*Join letters at appropriate points p. 120	Apply capitalization rules properly p.159	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> *Sequence ideas appropriately using transitional words *Organize ideas into a paragraph using topic sentence and details Write expository essays (biographies, how- to paragraphs, etc.) <p>pp. 168, 170, 181-182</p>	<p>Religious Studies: Easter Story (pp. 94-98)</p> <p>Science: Understand the metric table and the metric units used to identify length, mass and volume (pp. 95-96)</p>	<p>Tempo Changes using Cultural Songs or Other</p> <p>*Identify and Describe changes *Compare changes in songs</p>	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric 	<p>Topic: Manipulatives Skill: Combined Skills (Mini Games)</p> <p>At the end of this lesson students will be able to control body movements and manipulate objects through play.</p>

DEPARTMENT OF EDUCATION ○ PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE – GRADE 3
SUMMER TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.59</p> <p>Phonemic Awareness: Alphabetic Principle p.61</p> <p>Phonics / Spelling: *Contractions p.84</p> <p>Comprehension: *Author's Purpose p.107</p> <p>Sight Words: moon, region, return, believe, dance, members</p>	<ul style="list-style-type: none"> Decimal: Tenth and Hundredths TB pp. 138-139 Multiplying and Dividing by 10s, 100s, 1000s TB pp. 114-115 	Copy and write invitations with appropriate structure. pp.121 -122	*Differentiate among homonyms, homophones and homographs p.158	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> *Demonstrate voice in writing Write expository essays (biographies, how-to paragraphs, etc.) pp. 181-182, 174 	<p>Theme: Values Topic: Identifying Values p. 17</p> <ul style="list-style-type: none"> Compare and contrast the definitions of value and self-esteem. Identify ways in which one can demonstrate value for themselves and others Discuss the value of money for everyday living. Prepare a budget of a set amount for a week on typical expenditures. Classify denominations of money based on their value. <p>(Social Studies: pp. 83-85; Religious Studies: pp. 84-85; HFLE: pp. 60)</p>	<p>Time Signature Introduction</p>  <p>Meter is defined as the structure of beats. There are strong beats and weak beats. Beat 1 is the strongest beat in bar the bar.</p> <p>Time signature, also known as the meter signature, tells us how many beats will be in a measure and which note gets one beat.</p> <p>The top number tells us how many beats are in a measure. The bottom number tells what type of note gets one beat. The bottom number of the Time Signature is sometimes replaced with the note that gets one beat. For Example: -</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Pablo Picasso Salvador Dali 	<p>Topic: Track and Field Skill: Sprints 60m –100m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
									
2	<p>Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing. p.59</p> <p>Phonemic Awareness: * Phoneme Deletion and addition p.65</p> <p>Phonics / Spelling: *Abbreviations p.85</p> <p>Comprehension: *Author's Purpose p.107</p> <p>Sight Words: picked, simple, cells, paint, mind, love</p>	<ul style="list-style-type: none"> *Measuring Lengths TB p. 98-102 *Perimeter of Polygons using Standard and Non-Standard Measurement TB p. 154-155 *Picture Graph TB p. 88-91 	Copy and write letters with appropriate structure p.122	Use interjections in sentences p.155	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> *Compose varied and interesting introductions to their writing pieces *Utilize various methods of concluding pieces Write expository essays (biographies, how- to paragraphs, etc.) pp. 181, 171-172, 173 	<p>Theme: Values Topic: Identifying Values p.17</p> <ul style="list-style-type: none"> Discuss the various sources of energy and their uses. Explain fossil fuels and how they are formed. (Science: pp.97) Theme: Values Topic: Identifying Values p. 18 Compare the energy obtained from food with that found in the atmosphere Discover characteristics of different forms of energy. Give examples of transferable energy. (Science: pg. 97; Religious Studies: 84-85; HFLE: pg.68) 	<p>Time Signature Cont.' Performing SIMPLE Rhythms in:-</p> <p></p> <p>Using Percussion Instruments and Hand Claps</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Pablo Picasso Salvador Dali 	<p>Topic: Track and Field Skill: Middle Distance 200m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
3	<p>Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing. p.59</p> <p>Phonemic Awareness: * Phoneme deletion p.65</p> <p>Phonics / Spelling: *Prefixes p.86</p> <p>Comprehension: *Draw Conclusions p.108</p> <p>Sight Words: cause, rain, exercise, eggs, train, wish</p>	<ul style="list-style-type: none"> *Measuring Capacity TB pp. 142-143 *Area of Shapes using Standard and Non-Standard Measurement TB pp. 128-130 Picture Graph TB pp. 88-91 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> Varied word lists Sight words joining letters pp.117-119 <p>Copy and write dates in the appropriate full and abbreviated format p.128</p>	<p>Use adverbs to modify verbs, adjectives and other adverbs p.150</p>	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> Write expository essays (biographies, how- to paragraphs, etc.) pp. 181-182 <p>Applying/ demonstrating:</p> <ul style="list-style-type: none"> -Narrow Ideas -Organize ideas into a paragraph with a topic sentence Sequence ideas using transitional words -Demonstrate voice -Compose varied and interesting introductions -Utilize varied conclusions 	<p>Theme: Values Topic: The affects of our values on others p.18</p> <ul style="list-style-type: none"> Deduce the importance of having self- control after listening to a bible story. Relate the need of exhibiting self- control in all aspects of ones life including what is eaten. Evaluate food items as healthy or unhealthy choices. Propose healthy food alternatives highlighting the importance of food on the body. <p>(Science: p. 97; Religious Studies: pp. 84-85; HFLE: p.64, 67)</p>	<p>Percussion Instruments (RECAP)</p> <ul style="list-style-type: none"> *Review Definition *Listen to Percussion Instruments played on recordings (YouTube or other) *Make, draw or cut out instruments *Play percussion instruments *Draw and color Percussion instruments 	<p>Art Appreciation</p> <ul style="list-style-type: none"> Pablo Picasso Salvador Dali 	<p>Topic: Track and Field Skill: Middle Distance 400m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>
4	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. p.48</p> <p>Phonemic</p>	<ul style="list-style-type: none"> *Estimating and Measuring Mass TB pp. 144-145 Compound Units of Measurement TB pp. 164-165 	<p>Write Roman Numeral p.125</p>	<p>Punctuate sentences using commas, colons and quotation marks p.160</p>	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Narrow ideas and elaborate on them *Sequence ideas appropriately using transitional 	<p>Theme: Values Topic: The affects of our values on others. p.18</p> <ul style="list-style-type: none"> Identify rules in school and laws of the country. Discuss the importance of laws and rules. 	<p>Percussion Instruments (Cont'.)</p> <ul style="list-style-type: none"> *Play percussion instruments as an accompaniment to cultural song(s) *Draw and color Percussion instruments 	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Long Distance 800m</p> <p>At the end of this lesson students will be able to demonstrate running speed,</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Awareness: *Phoneme Substitution and addition p.64</p> <p>Phonics / Spelling: *Prefixes p.86</p> <p>Comprehension: *Draw Conclusions p.108</p> <p>Sight Words: drop, developed, window, difference, distance, heart</p>	<ul style="list-style-type: none"> Converting Units of Measurements TB pp. 164-165 			<p>words</p> <ul style="list-style-type: none"> Write an essay utilizing persuasive techniques. <p>pp. 185, 167, 168</p>	<ul style="list-style-type: none"> Explore the relation of exhibiting self-control with obeying the rules of the country/school/home. Explain the meaning of the term self-control with examples to justify the definition. <p>(Social Studies: pg.93-95; Religious Studies: 84-85)</p>			endurance, and control over a long distance.
5	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. pp. 48-49</p> <p>Phonemic Awareness: * Phoneme Substitution and addition p. 64</p> <p>Phonics / Spelling: *Suffixes p.86</p> <p>Comprehension:</p>	<ul style="list-style-type: none"> *Lines of Symmetry TB p. 148-149 Comparing Expressions using >, <, = *Converting Units of Measurements TB pp. 164-165 	<p>Write lower case cursive /D'Nealian letters in two (2) lines. pp.117-119</p> <p>Join letters appropriately p.120</p>	Review	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Demonstrate voice in their writing pieces by exploring tone and mood. *Organize ideas into a paragraph using a topic sentence and supporting details. Write an essay utilizing persuasive techniques. pp. 170, 174, 	<p>Theme: Values Topic: Sharing Values p. 19</p> <ul style="list-style-type: none"> Investigate the use of dietary guidelines for healthy eating. Deduce through a series of experiments which food or exercises develop healthy lifestyles. Create food group drum indicating the nutrients attained from each of the seven main groups. 	<p>String Instruments (RECAP) Recap Definition Listen to String Instrument Ensemble (YouTube recordings or other) Identify / name string instruments on flash cards or worksheets Draw and or cut out string instruments Construct instruments using card board, fishing line, floss rubber band etc.</p>	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Long Jump</p> <p>At the end of this lesson students will be able to demonstrate a horizontal jump for the best distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Make Judgements p.109 Sight Words: site, sum, summer, wall, forest, probably				185	<ul style="list-style-type: none"> Explain the need for people to remain committed to exercise and healthy eating. (Science: pp.73; HFLE: pp. 65-66)			
6	Listening & Speaking: Articulate personal information, needs, experiences and understanding and opinions pp.48-49 Phonemic Awareness: * Phoneme blending p. 63 Phonics / Spelling: *Suffixes p.86 Comprehension: Make Judgments p.109 Sight Words: main winter, written, length, reason, kept	<ul style="list-style-type: none"> Slide, Flip, Turn TB pp. 150-151 Addition Review TB pp. 74-78 Finding the Range and Mode TB p. 91 	Write lower case cursive /D'Nealian letters in two (2) lines. pp.117-119 Join letters appropriately p.120	Use the correct gender for a noun. p.136	Develop persuasive pieces: <ul style="list-style-type: none"> *Compose varied and interesting introductions to their writing pieces. *Utilize various methods of concluding pieces. Write an essay utilizing persuasive techniques. pp.184, 171-172, 173 	Theme: Values Topic: Sharing Values p. 19 <ul style="list-style-type: none"> Give examples of ways that Acklins Islanders remained faithful to their traditions and beliefs. Define the definition of the word 'faithful' Identify practical ways to demonstrate faithfulness. Summarize the stories of biblical characters who demonstrated faithfulness to God. Compare and contrast faithfulness to God and faithfulness to traditions. (Social Studies: pp.69-	String Instruments (Cont'.) Construct instruments using card board, fishing line, floss rubber band etc.	Contrast <ul style="list-style-type: none"> Light versus dark Rough versus smooth Large versus small 	Topic: Track and Field Skill: Softball Throw At the end of this lesson students will be able to demonstrate throwing a softball for the best distance.

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						70; Religious Studies: pp. 86-87)			
7	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. p.48-50</p> <p>Phonemic Awareness: * Phoneme blending and segmenting p.62-63</p> <p>Phonics / Spelling: *Inflectional Endings p.87</p> <p>Comprehension: Colloquial Expressions p.111</p> <p>Sight Words: interest, brother, present, beautiful, store, edge</p>	<ul style="list-style-type: none"> *Points on a Grid Subtraction Review TB pp. 81-85 	Use appropriate computer fonts/styles for writing reports, letters, invitations etc. pp.123-124	Use the correct name of a collection of people, animals or things. p.137	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Write from different points of view. *Utilize quotation marks effectively. Write an essay utilizing persuasive techniques. p. 184, 175, 178 	<p>Theme: Values Topic: The affects of culture on our values p. 20</p> <ul style="list-style-type: none"> State the definition of the word conserve. Importance of Water Give examples of conservation with support of its value to human survival Discuss and differentiate the value of people and resources Differentiate ways to conserve energy. <p>(Social Studies: pg. 81-82; Science: pp.101-102)</p> <p>Religious Studies Pentecost (pp. 103-104)</p>	<p>Recap of Topics:</p> <p>Dynamics Duration Notation Steady Beat/ No Beat Rhythm Form Treble Clef</p>	<p>Contrast</p> <ul style="list-style-type: none"> Light versus dark Rough versus smooth Large versus small 	<p>Topic: Track and Field Skill: Relay 4x100m sprints</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance using a team of four.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	INTERDISCIPLINARY UNIT	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
8	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. p.48-50</p> <p>Phonemic Awareness: *Phoneme segmenting and blending p.62-63</p> <p>Phonics / Spelling: *Inflectional endings p.87</p> <p>Comprehension: Explain Proverbs p.110</p> <p>Sight Words: beside, clothes, describe, gone, record, soft</p>	<ul style="list-style-type: none"> • *Finding the Probability TB pp. 160-161 • *Likely, Unlikely, Certain, Possible, Impossible TB pp. 160-161 • Multiplication review TB pp. 114-115 • Division Review TB pp. 105-110 	Use appropriate computer fonts/styles for writing reports, letters, invitations etc. pp.123-124	Use acronyms correctly p.162	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> • Write an essay utilizing persuasive techniques. p.185 <p>Applying/ demonstrating:</p> <ul style="list-style-type: none"> -Narrow Ideas -Organize ideas into a paragraph with a topic sentence Sequence ideas using transitional words -Demonstrate voice -Use quotations effectively -Write from different view points -Compose varied and interesting introductions -Utilize varied conclusions 	<p>Theme: Values Topic: The affects of culture on our values p. 20</p> <ul style="list-style-type: none"> • Examine the role of friendship in various scenarios • Evaluate the impact of friendship based on biblical examples <p>(Religious Studies: pp. 101-102)</p> <p>Science: Magnets (pp. 100-101)</p>	<p>Recap of Topics:</p> <p>Treble Clef Bass Clef Tone Colour</p> <p>Bahamian and International composers Percussion & String instruments</p>	<p>Dominance Identify dominance or point of interest in a work of art and say what makes it so.</p>	<p>Topic: Track and Field Skill: Relay 4x400m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a middle distance using a team of four.</p>
9	END OF YEAR EXAMINATIONS								

DEPARTMENT OF EDUCATION ○ PRIMARY CURRICULUM SECTION

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