The following curriculum chart was created by the St. Luke teaching staff. It was developed for two, main reasons. **First**, it is an internal document for curriculum planners and teachers to use as a means to verify that we are offering a variety of high quality learning experiences for all of our students and that the curriculum addresses all the state standards. **Second**, this curriculum map was designed with our students and families in mind. We believe the information presented on the following page(s) will be appreciated at home because it provides an “at-a-glance” reference regarding the subjects taught at St. Luke’s School.

Please know that the information presented below is intended as an approximate plan and that it is subject to change. Exact due dates and assignments will be given at the classroom level.

Social Studies and Science units will be taught through an IB (International Baccalaureate) PYP (Primary Years Programme) unit planner during the 2018-2019 school year.



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** |
| [Religion](http://www.seattlearchdiocese.org/Assets/CFF/5252_Grade3Nov2015.pdf) |  **Revelation**God’s PlanGod is FaithfulThe Ten Commandments |  **Trinity**In God’s ImageCreated for One AnotherMaking Good Choices  | Advent/Christmas **Jesus Christ**You are BlessedThe Great CommandmentHonoring God |  **Church**Called to LoveModels of FaithThe Church Teaches**Lent/Easter** |  **Morality**Family Love Choosing LifeLive in Truth |  **Sacraments**The Church YearThe Seven SacramentsLive in Truth |
| [Social Studies](http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx) | Government systems and decisions can promote or deny equal opportunities and social justice. |  | Natural resources, landforms, and weather influence the local economy. |  | People migrate based on need |  |  |
| [Science](https://www.nextgenscience.org) |  | Humans are impacted by the continual changing nature of EarthField trip to Pacific Science Centerprogram Science on a Sphere |  |  | Energy may be converted from one form to another.  |  | Wave properties |
| [**Math**](http://www.corestandards.org/Math/Content/3/introduction/) | Place ValueAdditionMastery of Basic Facts | SubtractionUnderstand MultiplicationMastery of Basic Facts  | Understand divisionMultiplication and Division PatternsMastery of Basic Facts | Multiplication and DivisionMastery of Basic Facts | Apply Multiplication and DivisionMastery of Basic Facts | Properties and Equations Mastery of Basic Facts | FractionsMastery of Basic Facts | MeasurementRepresent and Interpret DataMastery of Basic Facts | Perimeter and AreaGeometryMastery of Basic Facts | GeometryMastery of Basic Facts  |
| Phonics/Spelling | [Words Their Way](https://www.pearson.com/us/higher-education/series/Words-Their-Way-Series/2281883.html) |
| [**ELA**](http://www.corestandards.org/ELA-Literacy/)**ReadyGen Curr.**  | Nonfiction/What Is a Government?Mystery Gasping Garbage  | Mystery Gasping Garbage/ Nonfiction: Earthquakes and Anatomy of a Volcanic | Nonfiction: Earthquakes and Anatomy of a Volcanic  | Fiction/ Christmas books | Fiction: Realistic Balto/Stone Fox | Figurative Language | Historical Fiction“Ranger in Time: Rescue on the Oregon Trail | Historical Fiction“Ranger in Time: Rescue on the Oregon Trail | Biographies | Biographies |
| [**Second Step**](http://www.secondstep.org/Portals/0/store-assets/documents/EL-G8_Scope_Sequence_SS.pdf) |  **SKILLS FOR LEARNING**Being Respectful Learners, Using Self-Talk, Being Assertive, Planning to LearnBegin: **Recognizing, Reporting, and Refusing Bullying** | Continue: **How to Recognizing, Reporting, and Refusing Bullying**  | **Empathy**Identifying Others’ Feelings, Understanding Perspectives, Conflicting Feelings,Accepting Differences, Showing compassion, Making Friends | **Emotion Management**Introducing Emotion Management, Managing Test Anxiety, Handling Accusations, Managing Disappointment, Managing Anger, Managing Hurt Feelings | **PROBLEM SOLVING**Solving Problems, Part 1, Solving Problems 2, Solving Classroom Problems, Solving Peer-Exclusion Problems, Dealing with Negative Peer Pressure, Reviewing Second Step Skills |