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 Plan  God is Faithful  The Ten Commandments | **Trinity**  In God’s Image  Created for One Another  Making Good Choices | | Advent/Christmas  **Jesus Christ**  You are Blessed  The Great Commandment  Honoring God | | **Church**  Called to Love  Models of Faith  The Church Teaches  **Lent/Easter** | | **Morality**  Family Love  Choosing Life  Live in Truth | **Sacraments**  The Church Year  The Seven Sacraments  Live 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 Earth  Field trip to Pacific Science Center  program 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 Value  Addition  Mastery of Basic Facts | Subtraction  Understand Multiplication  Mastery of Basic Facts | Understand division  Multiplication and Division Patterns  Mastery of Basic Facts | Multiplication and Division  Mastery of Basic Facts | Apply Multiplication and Division  Mastery of Basic Facts | Properties and Equations  Mastery of Basic Facts | Fractions  Mastery of Basic Facts | Measurement  Represent and Interpret Data  Mastery of Basic Facts | Perimeter and Area  Geometry  Mastery of Basic Facts | Geometry  Mastery 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 Learn  Begin: **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 | | |