

Mrs. Konte/Mrs. Hinterleitner
 TERM ONE OVERVIEW
 GRADE 3
 2018-2019



British Columbia's curriculum has been redesigned to respond to the demanding world our students are entering. This transformation in curriculum will help support engaging learning environments and personalized learning. At the heart of the redesigned curriculum are core competencies, essential learning and literacy and numeracy foundations.

HOME SUPPORT: Please continue to...	<ul style="list-style-type: none"> • Check and sign student agenda each day <ul style="list-style-type: none"> • Read with child on a daily basis <ul style="list-style-type: none"> • Practice math facts • Connect what your child learns to everyday life.
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SUBJECT AREA	BIG IDEA: What will students UNDERSTAND long after this unit is over?	CURRICULAR COMPETENCIES: What will the students DO and how will they APPLY their learning?	CONTENT: What will the students KNOW , learn and be assessed on?
LANGUAGE ARTS	<ul style="list-style-type: none"> ❖ Everyone can be a reader and a writer. ❖ Listening and speaking helps us to explore, share, and develop our ideas. ❖ Readers use strategies to make sense of what they read, hear and view. ❖ Writers use text to express and communicate their opinions and ideas. 	<ul style="list-style-type: none"> • Read fluently • Exchange ideas, ask questions and share perspectives to build understanding • Create a variety of personal writing pieces (stories, Poems, letters etc) using correct spelling, grammar and punctuation • Expand and apply word knowledge 	Reading: -fluency -comprehension -accuracy -predictions -connections Writing: -meaning/ideas -word choice -voice -conventions Oral Language: -focussing on the speaker -whole body listening -taking turns in conversation
MATH	<ul style="list-style-type: none"> ❖ Developing computational fluency comes from a strong sense of number ❖ Developing skills to communicate mathematical thinking in many ways 	<ul style="list-style-type: none"> • Understand and solve • communicate and represent • connect, analyze and reflect 	-collect data, create graphs and compare results -choose a suitable representation (ex. Bar graph) -number concepts to 1000

			-addition/subtraction (2 & 3 digits)with and without regrouping -add/subtract with an unknown ($12+n=20$)
SCIENCE	<ul style="list-style-type: none"> ❖ All matter is made of particles. ❖ Thermal energy can be produced and transferred. 	<ul style="list-style-type: none"> • Collect simple data • Demonstrate curiosity about the natural world. • Make predictions based on prior knowledge 	-matter is anything that has mass and takes up space -atoms are building blocks of matter -sources of thermal energy -transfer of thermal energy
SOCIAL STUDIES	<ul style="list-style-type: none"> ❖ Understanding where we live and where we have come from (Canada & the world) ❖ Learning about Indigenous Peoples nurtures multicultural awareness and respect for diversity 	<ul style="list-style-type: none"> • Recognize and identify Canadian geography • Apply strategies for information gathering (ex. Headings, legends) • Aspects of life are shared by and common to peoples and cultures • Cultural characteristics and ways of life of local First Peoples and global Indigenous Peoples 	-use cardinal directions -use simple map grids -interpret symbols & legends -identify Canadian provinces & territories -compare & contrast cultures and ways of life of two or more Indigenous communities
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> ❖ Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships ❖ Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being ❖ Adopting healthy practices and safety strategies protects ourselves and others 	<ul style="list-style-type: none"> • Describe and apply strategies for developing and maintaining positive relationships • Apply a variety of movement concepts and strategies in various physical activities 	-able to maintain positive relationships with peers -use strategies to manage emotions appropriately -demonstrate respect, safety, fair play and leadership in physical activities -put forth "best effort" during physical education
ARTS EDUCATION	<p>Visual Arts:</p> <ul style="list-style-type: none"> ❖ Creative expression develops our unique identity and voice ❖ The arts connect our experiences to the experiences of others 	<ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools and techniques of the arts • Express feelings, ideas and experiences in creative ways • Describe and respond to works of art 	-elements of design (line, shape, texture, colour, etc) -creating original artworks -put forth "best effort" during art classes -experiment safely with a variety of art material
APPLIED DESIGN, SKILLS AND TECHNOLOGIES	<ul style="list-style-type: none"> ❖ Technologies are tools that extend human capabilities 	<ul style="list-style-type: none"> • Explore the use of simple, available tools and technologies to extend their capabilities 	-add to others ideas -reflect on their ability to work effectively as individuals and in a group
CAREER EDUCATION	<ul style="list-style-type: none"> ❖ Learning is a life-long enterprise 	<ul style="list-style-type: none"> • Demonstrate effective work habits and 	- working independently - completing assignments

	<ul style="list-style-type: none"> ❖ Everything we learn helps us to develop skills ❖ Confidence develops through the process of self-discovery 	<p>organizational skills appropriate to their level of development</p> <ul style="list-style-type: none"> • Appreciate own personal attributes, skills and accomplishments • Share ideas, information, personal feeling and knowledge with others • Recognize the importance of learning in their lives and future careers 	<p>- set personal and academic goals</p> <p>-risk taking: try a new activity, make a new friend, speak aloud</p>
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<p>FIRST PEOPLES LEARNING PRINCIPLES</p> 	<p>Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:</p> <ul style="list-style-type: none"> ❖ Learning involves recognizing the consequences of one's actions ❖ Learning recognizes the role of indigenous knowledge ❖ Learning involves patience and time
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CORE COMPETENCIES		<ul style="list-style-type: none"> • These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning • This term the students will focus on the "I can" statements as follows: 	
The attribute of being...	The act of "doing" in any area of learning		
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can be respectful to myself, and to others. ❖ I can participate in classroom and group activities.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can keep trying when something is hard. ❖ I can set goals for my learning and behaviour.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> ❖ I can show respect and kindness to others even if they are different.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> ❖ I can ask questions to learn more. ❖ I can try to understand someone else's views.
	COMMUNICATION		<ul style="list-style-type: none"> ❖ I can be an active listener. ❖ I can tell someone what I think (give feedback).

COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> ❖ I can learn new things. ❖ I can be interested and keep an open mind.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> ❖ I can be proud of who I am. ❖ I can tell what I am good at. ❖ I can tell what I want to get better at.

