



Mme Desjardins - TERM 2 OVERVIEW  
 GRADE 3 FI  
 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.

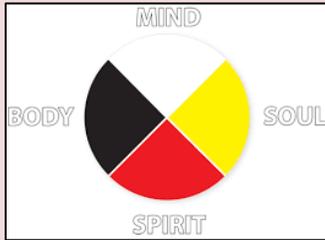
<b>HOME SUPPORT:</b> Please continue to...	<ul style="list-style-type: none"> <li>• Check and sign student agenda each day</li> <li>• Read with child on a daily basis &amp; complete the reading log</li> <li>• Practice "Dictée quiz &amp; Spelling quiz" on a daily basis             <ul style="list-style-type: none"> <li>• Practice math facts</li> </ul> </li> <li>• Connect what your child learns to everyday life.</li> </ul>
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SUBJECT AREA	BIG IDEA: What will students <b>UNDERSTAND</b> long after this unit is over?	CURRICULAR COMPETENCIES: What will the students <b>DO</b> and how will they <b>APPLY</b> their learning?	CONTENT: What will the students <b>KNOW</b> , learn and be assessed on?
LANGUAGE ARTS	<ul style="list-style-type: none"> <li>❖ Everyone can be a reader and a writer.</li> <li>❖ Listening and speaking helps us to explore, share and develop our ideas</li> <li>❖ Readers use strategies to make sense of what they read, hear, and view.</li> <li>❖ Language and story can be a source of creativity</li> <li>❖ Stories can be understood from different perspectives</li> <li>❖ Every language has a system of rules that distinguishes it from other language</li> </ul>	<ul style="list-style-type: none"> <li>*read a text with fluency and intonation</li> <li>* use personal experiences and stories to make meaning and express ideas</li> <li>*exchange ideas and perspectives</li> <li>*-offer ideas, ask questions, share opinions</li> <li>* recognize the structure and elements of story</li> <li>*create a variety of personal writings using correct spelling, grammar and punctuation</li> </ul>	<u>Reading Strategies</u> -visualizing -questioning -predicting -connecting - identifying the elements of stories (who, what, when, where, how) <u>Oral language</u> -focussing on speaker -good listening posture -taking turns -staying on topic <u>Story/Text</u> -using the elements of story (character, plot, setting, conflict, and theme) -using proper capitalization and period
MATH	<ul style="list-style-type: none"> <li>❖ Number represents and describes quantity</li> <li>❖ Fractions are a type of number that can represent quantities.</li> <li>❖ Developing computational fluency comes from a strong sense of number</li> </ul>	<u>Reasoning and Analyzing</u> *Use reasoning to explore and make connections * <u>Developing</u> mental math strategies and abilities to make sense of quantities <u>Understanding and Solving</u> *Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	<u>Addition &amp; subtraction to 1000</u> -Addition with numbers up to 1000 <b>with</b> and without <b>regrouping</b> -Subtractions with numbers up to 100 with and <b>without regrouping</b> <u>Fraction concepts</u> - Fractions are numbers that represent an amount or quantity. - Fraction parts are equal shares or equal-sized portions of a whole or unit.

<p>MATH</p>	<ul style="list-style-type: none"> <li>❖ Analysing, comparing and interpreting data</li> <li>❖ Standard units are used to describe, measure, and compare attributes of objects' shapes.</li> </ul>	<p><u>Communicating and Representing</u> *Represent mathematical ideas in concrete, pictorial, and symbolic forms</p> <p><u>Connecting and Reflecting</u> *Reflect on mathematical thinking</p>	<p><u>Bar graphs, pictographs, charts, and tables</u> -collecting data, creating a graph, and describing, comparing, and discussing the results</p> <p><u>construction of 3D objects</u> - identifying 3D objects according to the 2D shapes of the faces and the number of edges and vertices (e.g., construction of nets, skeletons) -describing the attributes of 3D objects (e.g., faces, edges, vertices) -identifying 3D objects by their mathematical terms (e.g., sphere, cube, prism, cone, cylinder) -comparing 3D objects (e.g., How are rectangular prisms and cubes the same or different?)</p>
<p>SCIENCE</p>	<ul style="list-style-type: none"> <li>❖ All matter is made of particles</li> <li>❖ Thermal energy can be produced and transferred</li> </ul>	<ul style="list-style-type: none"> <li>*demonstrate curiosity about the natural world</li> <li>*Suggest ways to plan and conduct an inquiry to find answers to their questions</li> <li>*collect simple data</li> <li>*identify some environmental implications of theirs and others actions</li> <li>*Identify First Peoples perspectives and knowledge as sources of information</li> <li>*Make simple inferences based on their results and prior knowledge</li> <li>*Transfer and apply learning to new situations</li> <li>*Co-operatively design projects</li> <li>*express and reflect on personal experiences of place</li> </ul>	<ul style="list-style-type: none"> <li>-matter is anything that has mass and takes up space</li> <li>-atoms are building blocks of matter</li> <li>-sources of thermal energy (the energy that comes from the movement of particles within matter)</li> <li>-transfer of thermal energy (conduction; convection; radiation)</li> </ul>
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> <li>❖ People from diverse cultures and societies share some common experiences and aspects of life.</li> <li>❖ Indigenous knowledge is passed down through oral history, traditions and collective memory</li> <li>❖ Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognize the causes and consequences of events, decisions, or developments</li> <li>*Ask questions, make inferences, and draw conclusions</li> <li>*Explain why people's beliefs, values, world views, experiences, and roles give them different perspectives on people, places, or events</li> <li>*Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> </ul>	<ul style="list-style-type: none"> <li>-cultural characteristics and ways of life of local First Peoples and global indigenous peoples</li> <li>-aspects of life shared by and common to peoples and cultures</li> <li>-interconnections of cultural and technological innovations of global and local indigenous peoples</li> </ul>

<p>PHYSICAL AND HEALTH EDUCATION</p>	<ul style="list-style-type: none"> <li>❖ Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being</li> <li>❖ Movement skills and strategies help us learn how to participate in different types of physical activity.</li> <li>❖ Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>*develop and demonstrate a variety of fundamental movement skills in a variety of physical activities</li> <li>*develop and demonstrate safety, fair play, and leadership in physical activities</li> <li>*identify and describe opportunities to be physically active at school, at home, and in the community</li> <li>*Explore and describe strategies for pursuing personal healthy-living goals</li> <li>*describe and apply strategies for developing and maintaining positive relationships</li> <li>*identify and apply strategies that promote mental-well being</li> </ul>	<ul style="list-style-type: none"> <li>-proper techniques for fundamental movement skills (non-locomotors, locomotors, and manipulative skills)</li> <li>-participate in games</li> <li>-practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention</li> <li>-managing and expressing emotions</li> </ul>
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> <li>❖ <b>Dance, drama</b>, music and visual arts are each unique languages for creating and communicating.</li> <li>❖ Creative expression develops our unique identity and voice.</li> </ul>	<ul style="list-style-type: none"> <li>explore elements, process, materials, movements, technologies, tools, and techniques of the arts</li> <li>*observe and share how artists use processes, materials, technologies, tools and techniques</li> <li>*describe and respond to works of art</li> </ul>	<ul style="list-style-type: none"> <li>-a variety of dramatic forms &amp; dance: body, space, dynamics, time, relationships, form</li> <li>-technologies, tools and techniques to support art activities</li> <li>-a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places (contemporary Aboriginal arts)</li> </ul>
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<ul style="list-style-type: none"> <li>❖ Technologies are tools that extend human capabilities</li> <li>❖ Effective collaboration relies on clear, respectful communication.</li> </ul>	<ul style="list-style-type: none"> <li>*explore the use simple, available tools and technologies to extend their capabilities</li> </ul>	<ul style="list-style-type: none"> <li>-students will participate in cross-curricular activities to develop mindsets and skills in design thinking and making</li> </ul>
<p>CAREER EDUCATION</p>	<ul style="list-style-type: none"> <li>❖ Strong communities are the result of being connected to family and community and working together toward common goals</li> <li>❖ Confidence develops through the process of self-discovery</li> <li>❖ Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>*appreciate their personal attributes, skills and accomplishments</li> <li>*recognize the importance of positive relationships</li> <li>*share ideas, information and personal feelings with others</li> </ul>	<ul style="list-style-type: none"> <li>-set personal goals</li> <li>-identify steps and sources of support at home, at school, in the community</li> <li>-to be able to take risks (speaking in front of others, making a new friend, trying a new activity)</li> </ul>

## FIRST PEOPLES LEARNING PRINCIPLES



Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:

- ❖ Learning involves recognizing the consequences of one's actions
- ❖ Learning recognizes the role of indigenous knowledge
- ❖ Learning involves patience and time

CORE COMPETENCIES		<ul style="list-style-type: none"> <li>• These are sets of intellectual, personal and social and emotional proficiencies that all students need to develop in order to engage in deeper learning</li> <li>• <b>This term</b> the students will focus on the "I can" statements as follows:</li> </ul>	
The attribute of being...	The act of "doing" in any area of learning		
LEARNER	SOCIAL RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can be respectful to myself, and to others.</li> <li>❖ I can share my feelings, be responsible for my choices, and solve problems.</li> </ul>
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can share my ideas and accomplishments.</li> <li>❖ I can accept responsibility for my actions.</li> </ul>
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> <li>❖ I can work with others to achieve a short-term concrete goal.</li> </ul>
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> <li>❖ I can use evidence to make simple judgements.</li> <li>❖ I can explore with a purpose in mind and explain my thinking.</li> </ul>
	COMMUNICATION		<ul style="list-style-type: none"> <li>❖ I can talk and listen to people I know, and respond in complete sentences.</li> </ul>
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> <li>❖ I can get new ideas, build on or combine other people's ideas to create new things.</li> </ul>
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> <li>❖ I can be proud of who I am.</li> <li>❖ I can identify all the aspects of my "whole self" that contribute to making me an individual.</li> </ul>