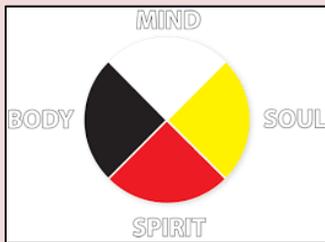


(Mathématiques)		<u>Communicating and Representing</u> *Represent mathematical ideas in concrete, pictorial, and symbolic forms <u>Connecting and Reflecting</u> *Reflect on mathematical thinking	<u>Bar graphs, pictographs, charts, and tables</u> -collecting data, creating a graph, and describing, comparing, and discussing the results <u>Patterns</u> -increasing and decreasing patterns -describing the pattern rule
SCIENCE (Sciences)	<ul style="list-style-type: none"> ❖ Wind, water and ice change the shape of the land ❖ Living things are diverse, can be grouped, and interact in their ecosystems 	* demonstrate curiosity about the natural world * observe and identify the landforms in nature * experience and interpret the local environment * make observations about living and non-living things in the local environment * collect simple data * identify some environmental implications of theirs and others actions * express and reflect on personal experiences of place	-major local landforms -local First Peoples knowledge of local landforms and ecosystems -biodiversity in the local environment (term 1 & term 3) -observe changes in the local environment caused by erosion and deposition by wind, water and ice
SOCIAL STUDIES (Sciences Humaines)	<ul style="list-style-type: none"> ❖ Indigenous societies throughout the world, value the well being of the self, the land, spirits and ancestors ❖ Indigenous knowledge is passed down through oral history, traditions and collective memory 	*use cardinal directions to identify locations on maps *create simple maps *interpret symbols and legends	-relationship between humans and their environment -oral history, traditional stories, and artifacts as evidence about past First Peoples cultures
SOCIAL STUDIES			
PHYSICAL AND HEALTH EDUCATION (Éducation Physique et Santé)	<ul style="list-style-type: none"> ❖ Learning how to participate and move our bodies in different physical activities helps us develop physical literacy. ❖ Adopting healthy personal practices and safety strategies protects others and ourselves. ❖ Having good communication skills and managing our emotions 	*develop and demonstrate a variety of fundamental movement skills in a variety of physical activities *develop and demonstrate safety, fair play, and leadership in physical activities *identify and describe opportunities to be physically active at school, at home, and in the community *explore and describe strategies for making healthy eating choices	-proper techniques for fundamental movement skills (non-locomotors, locomotors, and manipulative skills) -participate in games -nutrition and hydration choices to support different activities and overall health -managing and expressing emotions

	enables us to develop and maintain healthy relationships	in a variety of settings *describe and apply strategies for developing and maintaining positive relationships *identify and apply strategies that promote mental-well being	
ARTS EDUCATION (Éducation Artistique)	<ul style="list-style-type: none"> ❖ Dance, drama, music and visual arts are each unique languages for creating and communicating. ❖ Creative expression develops our unique identity and voice. 	<ul style="list-style-type: none"> *explore elements, process, materials, movements, technologies, tools, and techniques of the arts *observe and share how artists use processes, materials, technologies, tools and techniques *describe and respond to works of art 	<ul style="list-style-type: none"> -elements of design (line, shape, texture, colour, form, pattern, repetition, contrast) -technologies, tools and techniques to support art activities -a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places (contemporary Aboriginal arts)
APPLIED DESIGN, SKILLS AND TECHNOLOGIES (Conception Compétences Pratiques et Technologies)	<ul style="list-style-type: none"> ❖ Technologies are tools that extend human capabilities 	<ul style="list-style-type: none"> *explore the use simple, available tools and technologies to extend their capabilities 	<ul style="list-style-type: none"> -students will participate in cross-curricular activities to develop mindsets and skills in design thinking and making
CAREER EDUCATION	<ul style="list-style-type: none"> ❖ Everything we learn helps us to develop skills ❖ Confidence develops through the process of self-discovery ❖ Personal Development 	<ul style="list-style-type: none"> *appreciate their personal attributes, skills and accomplishments *recognize the importance of positive relationships *share ideas, information and personal feelings with others 	<ul style="list-style-type: none"> -set personal goals -identify steps and sources of support at home, at school, in the community -to be able to take risks (speaking in front of others, making a new friend, trying a new activity)

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"> 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 share my feelings, be responsible for my choices, and solve problems.
THINKER	PERSONAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> I can share my ideas and accomplishments. I can accept responsibility for my actions.
	SOCIAL AWARENESS AND RESPONSIBILITY		<ul style="list-style-type: none"> I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		<ul style="list-style-type: none"> I can use evidence to make simple judgements. I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		<ul style="list-style-type: none"> I can talk and listen to people I know, and respond in complete sentences.
COLLABORATOR	CREATIVE THINKING		<ul style="list-style-type: none"> I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		<ul style="list-style-type: none"> I can be proud of who I am. I can identify all the aspects of my "whole self" that contribute to making me an individual.

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