

Mrs. Konte/Mrs. Hinterleitner  
 TERM 2 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.



<b>HOME SUPPORT:</b> Please continue to...	<ul style="list-style-type: none"> <li>• Check and sign student agenda each day           <ul style="list-style-type: none"> <li>• Read with child on a daily basis               <ul style="list-style-type: none"> <li>• Practice math facts</li> </ul> </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>❖ Writers use text to express and communicate their opinions and ideas.</li> <li>❖ Demonstrating a curiosity about the world around us leads to new discoveries.</li> <li>❖ Making connections between personal experiences and text helps us find deeper meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Read fluently at grade level (progressing to more difficult text)</li> <li>• Exchange ideas, ask questions and share perspectives to build understanding</li> <li>• Create and present a variety of personal writing pieces (stories, Poems, letters etc) using correct spelling, grammar and punctuation</li> <li>• Expand and apply word knowledge</li> <li>• Expand our skills to work through the writing process (planning, drafting, editing, publishing etc.)</li> </ul>	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"> <li>❖ Developing computational fluency in multiplication and division.</li> <li>❖ Developing skills to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Mental math strategies</li> <li>• Understand and solve</li> <li>• Communicate, draw and represent</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division are related</li> <li>• Understand concepts of</li> </ul>

	<p>mathematical thinking in many ways</p> <ul style="list-style-type: none"> <li>❖ Fractions are a type of number that can represent quantities.</li> <li>❖ Learning to tell time.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect, analyze and reflect</li> <li>• Use games to develop opportunities for authentic practice</li> </ul>	<p>multiplication &amp; division (groups of, arrays, repeated addition, sharing, repeated subtraction)</p> <ul style="list-style-type: none"> <li>• Fractions represent equal portions of a whole</li> <li>• Understanding concepts of time including second, minute, hour, day, week, month, year.</li> </ul>
SCIENCE	<ul style="list-style-type: none"> <li>❖ Wind, water and ice change the shape of the land.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding cause and effect</li> <li>• Demonstrate curiosity about the natural world.</li> <li>• Sort and classify data</li> <li>• Identify some simple environmental implications of their and others' actions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize major landforms (mountains, hills, plateaus, valleys, river beds, glaciers etc.)</li> <li>• Observe changes in the environment caused by erosion, wind, water and ice.</li> </ul>
SOCIAL STUDIES	<ul style="list-style-type: none"> <li>❖ Learning about Indigenous Peoples nurtures multicultural awareness and respect for diversity.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Aspects of life are shared by and common to peoples and cultures</li> <li>❖ Cultural characteristics and ways of life of local First Peoples and global Indigenous Peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast cultures and ways of life of two or more Indigenous communities.</li> </ul>
PHYSICAL AND HEALTH EDUCATION	<ul style="list-style-type: none"> <li>❖ Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships</li> <li>❖ Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being</li> <li>❖ Adopting healthy practices and safety strategies protects ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and apply strategies for developing and maintaining positive relationships</li> <li>• Apply a variety of movement concepts and strategies in various physical activities</li> </ul>	<ul style="list-style-type: none"> <li>-able to maintain positive relationships with peers</li> <li>-use strategies to manage emotions appropriately</li> <li>-demonstrate respect, safety, fair play and leadership in physical activities</li> <li>-put forth "best effort" during physical education</li> </ul>
ARTS EDUCATION	<p>Visual Arts:</p> <ul style="list-style-type: none"> <li>❖ Creative expression develops our unique identity and voice</li> <li>❖ The arts connect our experiences to the experiences of others</li> </ul>	<ul style="list-style-type: none"> <li>• Explore elements, processes, materials, movements, technologies, tools and techniques of the arts</li> <li>• Express feelings, ideas and experiences in creative ways</li> </ul>	<ul style="list-style-type: none"> <li>-elements of design (line, shape, texture, colour, etc)</li> <li>-creating original artworks</li> <li>-put forth "best effort" during art classes</li> <li>-experiment safely with a variety of art material</li> </ul>

		<ul style="list-style-type: none"> <li>Describe and respond to works of art</li> </ul>	
APPLIED DESIGN, SKILLS AND TECHNOLOGIES	<ul style="list-style-type: none"> <li>Technologies are tools that extend human capabilities</li> <li>Skills can be developed through play.</li> <li>Designs grow out of natural curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the use of simple, available tools and technologies to extend their capabilities</li> <li>Work collaboratively to accomplish tasks in STEM and STEAM challenges.</li> </ul>	<ul style="list-style-type: none"> <li>-add to others ideas</li> <li>-reflect on their ability to work effectively as individuals and in a group</li> </ul>
CAREER EDUCATION	<ul style="list-style-type: none"> <li>Learning is a life-long enterprise</li> <li>Everything we learn helps us to develop skills</li> <li>Confidence develops through the process of self-discovery</li> </ul> <p>Effective collaboration relies on clear, respectful communication.</p>	<ul style="list-style-type: none"> <li>Demonstrate effective work habits and organizational skills appropriate to their level of development</li> <li>Appreciate own personal attributes, skills and accomplishments</li> <li>Share ideas, information, personal feeling and knowledge with others</li> <li>Recognize the importance of learning in their lives and future careers</li> </ul>	<ul style="list-style-type: none"> <li>- working independently</li> <li>- completing assignments</li> <li>- set personal and academic goals</li> <li>-risk taking: try a new activity, make a new friend, speak aloud</li> <li>-identify steps required to help achieve short term goals</li> </ul>

<p><b>FIRST PEOPLES LEARNING PRINCIPLES</b></p> 	<p><b>Aboriginal culture and perspectives have been integrated throughout all areas of learning this term. The principles focused on this TERM are:</b></p> <ul style="list-style-type: none"> <li>Learning involves recognizing the consequences of one's actions</li> <li>Learning recognizes the role of indigenous knowledge</li> <li>Learning involves patience and time</li> </ul>
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<b>CORE COMPETENCIES</b>		<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> </ul>	
<b>The attribute of being...</b>	<b>The act of "doing" in any area of learning</b>	<ul style="list-style-type: none"> <li><b>This term</b> the students will focus on the "I can" statements as follows:</li> </ul>	
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		❖ I can work with others to achieve a short-term concrete goal.
INNOVATOR	CRITICAL THINKING		❖ I can use evidence to make simple judgements. ❖ I can explore with a purpose in mind and explain my thinking.
	COMMUNICATION		❖ I can talk and listen to people I know, and respond in complete sentences.
COLLABORATOR	CREATIVE THINKING		❖ I can get new ideas, build on or combine other people's ideas to create new things.
CONTRIBUTOR	POSITIVE PERSONAL AND CULTURAL IDENTITY		❖ 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.

