

Ms. Harper - TERM 1 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...

- Check and sign student agenda each day
- Encourage reading on a daily basis (home reading)
 - Practice math facts to increase fluency
- Connect what your child learns to everyday life
 - Practice weekly spelling words

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"> - Language and story can be a source of creativity and joy. - Stories and other texts help us learn about ourselves, our families, and our communities. 	<ul style="list-style-type: none"> - Use sources of information and prior knowledge to make meaning - Make connections between ideas from a variety of sources and prior knowledge to build understanding - Use developmentally appropriate reading, listening, and viewing strategies to make meaning - Use personal experience and knowledge to connect to <i>text</i> and make meaning - Create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community - Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation 	<p>Stories: functions and genres of stories and other texts</p> <p>Strategies: reading strategies (predicting, rereading, retelling), oral language strategies (focusing on speaker, asking questions, expressing opinion), metacognitive strategies (reflecting, questioning, goal setting)</p> <p>Language, Structure, Conventions: word patterns, word families, legible handwriting, sentence structure, conventions</p>

<p>MATH</p>	<ul style="list-style-type: none"> - Development of computational fluency in addition, subtraction of whole numbers requires flexible decomposing and composing. - Regular increases and decreases in patterns can be identified and used to make generalizations. 	<ul style="list-style-type: none"> - Use reasoning to explore and make connections - Estimate reasonably - Use technology to explore mathematics - Develop mental math strategies and abilities to make sense of quantities - Communicate mathematical thinking in many ways - Explain & justify mathematical ideas & decisions - Represent mathematical ideas in concrete, pictorial, and symbolic forms - Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving - Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts 	<ul style="list-style-type: none"> - Number concepts to 1000 - one-to-one correspondence with bar graphs, pictographs, charts, and tables - increasing and decreasing patterns - pattern rules using words and numbers, based on concrete experiences
<p>SCIENCE</p>	<ul style="list-style-type: none"> - All matter is made of particles. 	<ul style="list-style-type: none"> - Demonstrate curiosity about the natural world - Observe objects and events in familiar contexts - Identify questions about familiar objects and events that can be investigated scientifically - Make predictions based on prior knowledge - Suggest ways to plan and conduct an inquiry to find answers to their questions - Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate 	<ul style="list-style-type: none"> - matter is anything that has mass and takes up space - atoms are building blocks of matter

		<ul style="list-style-type: none"> - Collect simple data - Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends - Compare results with predictions, suggesting possible reasons for findings - Make simple inferences based on their results and prior knowledge 	
<p>SOCIAL STUDIES</p>	<ul style="list-style-type: none"> - People from diverse cultures and societies share some common experiences and aspects of life. 	<ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Identify the significance of symbols on maps (eg. roads and railways, capital cities) - Interpret information on simple maps using cardinal directions, symbols, and legends - Create simple maps to represent the community and one or more other communities within BC and Canada - Use simple map grids (e.g., letter-number co-ordinates) to identify specific locations - Apply strategies for information gathering (e.g., using headings, indices, tables of contents) - Select information for a presentation on a topic (e.g., a specific province or territory) - Demonstrate willingness to consider diverse points of view 	<ul style="list-style-type: none"> -aspects of life shared by and common to peoples and cultures (family, work, education, spiritual, ethics) -cultural characteristics and ways of life of local First Peoples and global indigenous peoples (celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship)
	<ul style="list-style-type: none"> - Daily participation in physical activity at moderate to vigorous 	<ul style="list-style-type: none"> - Develop and apply a variety of fundamental movement skills in a variety of physical 	<ul style="list-style-type: none"> - proper technique for fundamental movement skills, including non-

<p>PHYSICAL AND HEALTH EDUCATION</p>	<p>intensity levels benefits all aspects of our well-being.</p> <ul style="list-style-type: none"> - Movement skills and strategies help us learn how to participate in different types of physical activity. 	<p>activities and environments</p> <ul style="list-style-type: none"> - Apply a variety of movement concepts and strategies in different physical activities - Apply methods of monitoring exertion levels in physical activity - Develop and demonstrate safety, fair play, and leadership in physical activities - Identify and explain factors that contribute to positive experiences in different physical activities 	<p>locomotor, locomotor, and manipulative skills</p> <ul style="list-style-type: none"> - movement concepts and strategies - ways to monitor physical exertion levels - different types of physical activities, including individual and dual activities, rhythmic activities, and games
<p>ARTS EDUCATION</p>	<ul style="list-style-type: none"> - The mind and body work together when creating works of art - Dance, drama, music, and visual arts are each unique languages for creating and communicating. 	<ul style="list-style-type: none"> - Explore identity, place, culture, and belonging through arts experiences - Explore relationships among cultures, communities, and the arts - Choose <i>elements</i>, processes, materials, movements, technologies, tools, techniques, and environments of the arts - Express feelings, ideas, and experiences in creative ways 	<ul style="list-style-type: none"> - elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis - development strategies - processes, materials, technologies, tools, and techniques to support arts activities - symbolism as ways of creating and representing meaning - traditional and contemporary Aboriginal arts and arts-making processes - a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places
<p>APPLIED DESIGN, SKILLS AND TECHNOLOGIES</p>	<ul style="list-style-type: none"> - Designs grow out of natural curiosity. 	<ul style="list-style-type: none"> - Identify needs and opportunities for designing, through exploration - Add to others' ideas - Use trial and error to make changes, solve problems, or incorporate new ideas from self or others 	<ul style="list-style-type: none"> -students will participate in cross-curricular activities to develop mindsets and skills in design thinking and making

		<ul style="list-style-type: none"> - Reflect on their ability to work effectively both as individuals and collaboratively in a group - Develop their skills and add new ones through play and collaborative work 	
CAREER EDUCATION	<ul style="list-style-type: none"> - Confidence develops through the process of self-discovery. - Strong communities are the result of being connected to family and community and working together toward common goals. - Communities include many different roles requiring many different skills. 	<ul style="list-style-type: none"> - Identify and appreciate their personal attributes, skills, interests, and accomplishments - Identify and appreciate the roles and responsibilities of people in their schools, families, and communities - Demonstrate effective work habits and organizational skills appropriate to their level of development 	<ul style="list-style-type: none"> - Goal setting strategies - Cultural & Social awareness - roles and responsibilities at home, at school, and in the local community

<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 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		❖ 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.

