



MEADOWRIDGE
SCHOOL

Grade 3

Term 1 Curricular Highlights

Throughout 2017-18, we will focus on developing the IB Learner Profiles and Approaches to Learning outcomes at developmentally appropriate levels.

Learner Profiles	Knowledgeable Communicator Thinker Risk-taker Caring Open-minded Balanced Principled Reflective Inquirer
Approaches to Learning (Social Skills, Self- Management Skills)	<p>Social Skills:</p> <ul style="list-style-type: none"> • Accepting Responsibility: Contributes positively as a community member. • Respecting Others: Treats others with respect and values diversity. • Cooperating: Demonstrates (caring and) thoughtful behaviours in collaborative situations. • Resolving Conflict: Solves problems in peaceful ways. <p>Self-Management Skills:</p> <ul style="list-style-type: none"> • Organization -Organizes self effectively in a variety of situations. • Time Management Uses time efficiently and appropriately. • Safety - Self-regulates and makes responsible choices to keep everyone safe. • Codes of Behaviour: Respects Essential Agreements and routines.

Unit of Inquiry

Transdisciplinary Theme	<p style="text-align: center;">Who we are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it is to be human.</p>
Central Idea:	Understanding how our brain works helps us to learn.
Learning Outcomes:	<ul style="list-style-type: none"> • Demonstrates an understanding of mindfulness. • Demonstrates an understanding of metacognition and making

	<p>connections.</p> <ul style="list-style-type: none"> • Demonstrates an understanding of growth mindset.
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Transdisciplinary Theme	<p style="text-align: center;">How we organize ourselves</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
Central Idea:	The environment and human-made systems where people live influence how they lived.
Learning Outcomes:	<ul style="list-style-type: none"> • Different indigenous groups around the world. • How indigenous groups used their environment to meet their needs. • Governments and social organization in global and local indigenous groups.

Curricular Areas

Language Arts	<p>Comprehend and Connect</p> <ul style="list-style-type: none"> • Uses a variety of reading strategies. • Reads independently for a sustained period of time. • Demonstrates comprehension of grade appropriate texts. • Identifies specific story elements: protagonist, antagonist and dynamic characters. • Listens to others respectfully. • Follows multi-step oral instructions to complete task. <p>Create and Communicate</p> <ul style="list-style-type: none"> • Uses prewriting strategies. • Personal writing supports ideas with details. • Personal writing is organized in a logical and meaningful way. • Uses grade appropriate writing conventions. • Contributes to partner, small group and class discussions.
Mathematics	<ul style="list-style-type: none"> • Identifies various patterns. • Uses pattern rules to describe various patterns. • Can collect and represent data in various ways. • Understands likelihood of possible outcomes.
French	<ul style="list-style-type: none"> • Listens and participates actively during whole class oral language activities. • Asked and responded to simple questions. • Described themselves and their interest.
Physical Education	<ul style="list-style-type: none"> • Develops and applies fundamental movement skills in a variety of physical activities and environments. • Applies a variety of movement concepts and strategies in different physical activities.

	<ul style="list-style-type: none"> • Describes and applies strategies for developing and maintaining positive relationships. • Identifies and explains factors that contribute to positive experiences in different physical activities.
Art	<ul style="list-style-type: none"> • Plans and produces images influenced by feelings, past experiences, identity, culture and imagination that show creative and combined use of: colour, line, texture, pattern, space and shape. • Demonstrates independence, open-mindedness, engagement in creative process and increasingly sophisticated application of curricular content. • Reflects thoughtfully and thoroughly on creative processes and makes solid personal connections to artwork. • Uses class time, tools and materials safely and effectively, while demonstrating personal and collective responsibility associated with creating, experiencing and sharing art. • Describes, responds and makes connections to art pieces and creative development through the use of self-evaluation and reflection practices.
Music	<ul style="list-style-type: none"> • Demonstrates the core competency of communication (student derived assessment), through playing marimba by knowing how to play with two mallets and accepting the challenge of harder music. • Demonstrates the core competency of thinking (student derived assessment), through playing marimba by demonstrating knowledge of rhythm, tempo, beat and note duration. • Demonstrates the personal and social competency (student derived assessment), by having a positive attitude, respecting people and things.

For further information about this *Grade*, contact your child's teachers.

