



International School of Nanshan Shenzhen  
 Homeroom: Unit of Inquiry Summary 2019-2020  
 Grade 3



Grade Level: 3	Dates: Aug. 26 <sup>th</sup> – Oct. 11 <sup>th</sup>	Dates: Oct. 14 <sup>th</sup> – Nov. 22 <sup>nd</sup>	Dates: Nov. 25 <sup>th</sup> – Jan. 17 <sup>th</sup>	Dates: Jan. 20 <sup>st</sup> – March 13 <sup>th</sup>	Dates: March 16 <sup>th</sup> – May 1 <sup>st</sup>	Dates: May 4 <sup>th</sup> – June 12 <sup>th</sup>
Transdisciplinary Theme	Who We Are	How the World Works	How We Express Ourselves	Where We Are In Place and Time	How We Organize Ourselves	Sharing the Planet
Unit Title	Active Citizen	Structures	Media	Migration	Products	Ecosystems
Central Idea	Active citizens advocate for the rights of others.	The design of structures depends on the location and purpose.	Media can be used to persuade people.	Human migration involves challenges and opportunities.	Production, distribution and consumption of products impacts the environment.	Ecosystems have important relationships that sustain life.
Lines of Inquiry (3-4)	<ul style="list-style-type: none"> <li>• Children’s rights around the world.               <ul style="list-style-type: none"> <li>• The impact when childrens’ rights aren’t respected</li> </ul> </li> <li>• Actions that you can take to promote change</li> </ul>	<ul style="list-style-type: none"> <li>• Designing structures</li> <li>• Building strong and stable structures</li> <li>• Sustainable Cities</li> </ul>	<ul style="list-style-type: none"> <li>• Messages in media               <ul style="list-style-type: none"> <li>• Tactics used to persuade</li> </ul> </li> <li>• How we can think critically about media</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons people migrate               <ul style="list-style-type: none"> <li>• The effects of migration</li> </ul> </li> <li>• People’s perspectives on migration</li> </ul>	<ul style="list-style-type: none"> <li>• The process of production, distribution and consumption               <ul style="list-style-type: none"> <li>• The environmental impact of consumer choices</li> </ul> </li> <li>• Actions we can take as consumers</li> </ul>	<ul style="list-style-type: none"> <li>• The components of a healthy ecosystem</li> <li>• The interdependence of living things (Order LOI 1 + 2 switched)</li> <li>• Human impact on ecosystems</li> </ul>
Key Concepts (2-3)	Reflection Causation Responsibility	Function Form	Form Perspective Responsibility	Causation Connection Perspective	Change Connection Reflection	Connection Causation Responsibility
Related Concepts (3-4)	Advocacy Rights Choice Consequences	Design Properties Location Shape	Media Manipulation Motivation Visual Text	Diversity Personal History Migration Conflict	Resources Supply & Demand Choice Process Sustainability	Systems Habitat Biomes Balance
Transdisciplinary Skills (1-2)	Social Skills Self-Management Skills	Research Skills Thinking Skills	Communication Skills Self-management Skills	Thinking Skills	Communication Skills	Research Skills Social Skills
Attitudes (2)	Respect Appreciation	Cooperation Enthusiasm	Confidence Creativity	Tolerance Empathy	Integrity Commitment	Independence Curiosity
Learner Profile Attributes (2)	Caring Risk Takers	Inquirers Knowledgeable	Knowledgeable Thinkers	Reflective Open Minded	Balanced Principled	Caring Communicators

Subject Integration	Art Mandarin Math (tuning in – data)			PE Mandarin Math (Measurement + Shape & Space)	Music (collaborate with the summative assessment) Mandarin	Math (Data)	Mandarin	Music (interconnectedness of orchestra) Connect on concept. Mandarin
Math Stand-alone	Number (place value)	Numbers (+ & -)	Number (multiplication)	-	Number (x & ÷)	-	Number (fractions & decimals)	Patterns
	Measurement (time)							
Writing	Personal Narrative		Structures of writing	Persuasive	Informational (news article)	Author's choice	Fictional Narrative	
Reading	Realistic Fiction		Informational/non-fiction	Mysteries	Biography	Author's choice	Teacher's Choice	

### Grade 3 Learning Outcomes

Subject integration in the unit of inquiry	Who We Are	How the World Works	How We Express Ourselves	Where We Are In Place and Time	How We Organize Ourselves	Sharing the Planet
Language	<p><b><u>READING</u></b>  <b>PYP Outcomes:</b>            - realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance (R3.6)            - discuss their own experiences and relate them to fiction and non-fiction texts (R3.11)</p> <p><b>NB Outcomes:</b>            - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information (RV 4.3)</p>	<p><b><u>READING</u></b>  <b>PYP Outcomes:</b>            - realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance (R3.6)            - recognize and use the different parts of a book, for example, title page, contents, index (R3.7)</p> <p><b>NB Outcomes:</b>            - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information (RV 4.3)</p> <p><b><u>WRITING</u></b>  <b>NB Outcomes:</b>            - select, organize, and combine relevant information, with assistance, from at least two sources, without copying</p>	<p><b><u>SPEAKING &amp; LISTENING</u></b>  <b>Phase Three Conceptual Understanding:</b> People interpret messages according to their unique experiences and ways of understanding.</p> <p><b>PYP Outcomes:</b>            - being to understand that language use is influenced by its purpose and the audience (LS3.12)            - understand and use specific vocabulary to suit different purposes (LS3.13)</p> <p><b><u>VIEWING &amp; PRESENTING</u></b>  <b>Phase Three Conceptual Understandings:</b>            Visual texts can expand our database of sources and information.            Visual texts provide an alternative means to develop new levels of understanding.</p>	<p><b><u>SPEAKING &amp; LISTENING</u></b>  <b>NB Outcomes:</b>            - identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people (SL 3.2)</p> <p><b><u>READING</u></b>  <b>PYP Outcomes:</b>            - realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance (R3.6)            - recognize and use the different parts of a book, for example, title page, contents, index (R3.7)            - discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways (R3.10)</p>	<p><b><u>READING</u></b>  <b>PYP Outcomes:</b>            - recognize and use the different parts of a book, for example, title page, contents, index (R3.7)  <b>NB Outcomes:</b>            - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information (RV 4.3)</p> <p><b><u>WRITING</u></b>  <b>NB Outcomes:</b>            - select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning (W 10.5)</p>	<p><b><u>READING</u></b>  <b>NB Outcomes:</b>            - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information (RV 4.3)</p> <p><b><u>WRITING</u></b>  <b>PYP Outcomes:</b>            - organize ideas in a logical sequence, for example write simple narratives with a beginning, middle and end (W3.4)  <b>NB Outcomes:</b>            - experiment with language choices in imaginative writing and other ways of representing (W 8.2)            - select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to</p>

		<p>verbatim, to construct and communicate meaning (W 10.5)</p>	<p>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p> <p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- view visual information and show understanding by asking relevant questions and discussing possible meaning (VP3.1)</li> <li>- discuss their own feelings in response to visual messages; listen to others responses, realizing that people react differently (VP3.2)</li> <li>- realize that visual information reflects and contributes to the understanding of context (VP3.3)</li> <li>- recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography (VP3.4)</li> <li>- observe and discuss familiar and unfamiliar visual messages; make judgements about effectiveness (VP3.5)</li> <li>- discuss personal experiences that connect with visual images (VP3.6)</li> <li>- use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact (VP3.11)</li> <li>- realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance (VP3.13)</li> <li>- observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve (VP3.14)</li> </ul>	<p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning (W 10.5)</li> </ul>		<p>construct and communicate meaning (W 10.5)</p>
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**READING**

**PYP Outcomes:**

- discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways (R3.10)

**NB Outcomes:**

- identify some different types of print in media texts

- recognize some of their language conventions and text characteristics
- recognize that these conventions and characteristics help them understand what they read and view (RV 7.2)

**WRITING**

**NB Outcomes:**

- question information presented in print and visual texts

(RV 7.1)

- use a personal knowledge base as a frame of reference

- create written and media texts using a variety of forms

- experiment with the combination of writing with other media to increase the impact of their presentations (WR 9.1)

- demonstrate some awareness of purpose and audience

- make choices about form for a specific purpose/audience
- realize that work to be shared with an audience needs editing (WR 9.2)

- consider their readers'/listeners'/viewers' questions, comments and other responses in assessing

			their work and extending their learning (WR 9.3)			
Math	<p><b><u>DATA</u></b></p> <p>Students will interpret graphs.</p>	<p><b><u>MEASUREMENT</u></b></p> <p><b>Phase Three Conceptual Understandings:</b>  Objects and events have attributes that can be measured using appropriate tools.  Relationships exist between standard units that measure the same attributes.</p> <p><b>PYP Outcomes:</b></p> <p><b>Constructing</b></p> <ul style="list-style-type: none"> <li>- understand the use of standard units to measure perimeter, <u>area</u> and volume (M3.1)</li> <li>- understand that measures can fall between numbers on a measurement scale, for example, 3.5 kg, between 4cm and 5cm (M3.2)</li> <li>- understand relationships between units, for example, meters, centimeters and millimeters (M3.3)</li> </ul> <p><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- estimate and measure using standard units of measurement: perimeter, <u>area</u> and volume (M3.5)</li> <li>- describe measures that fall between numbers on a scale (M3.6)</li> </ul> <p><b>Applying</b></p> <ul style="list-style-type: none"> <li>- use standard units of measurement to solve problems in real-life situations involving perimeter, <u>area</u> and volume (M3.8)</li> <li>- select appropriate tools and units of measurement (M3.9)</li> </ul> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of area of regular and irregular 2D shapes by; <ul style="list-style-type: none"> <li>• recognizing that area is measures in square units selecting and justifying</li> </ul> </li> </ul>		<p><b><u>DATA</u></b></p> <p><b>Phase Three Conceptual Understandings:</b>  Data can be collected, organized, displayed and analysed in different ways.  Different graph forms highlight different aspects of data more efficiently.</p> <p><b>PYP Outcomes:</b></p> <p><b>Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs (DH3.1)</li> <li>- understand that scale can represent different quantities in graphs (DH3.2)</li> <li>- understand that one of the purposes of a database is to answer questions to solve problems (DH3.4)</li> </ul> <p><b>Transferring</b></p> <ul style="list-style-type: none"> <li>- collect, display and interpret data using simple graphs, for example, bar graphs, lines graphs (DH3.6)</li> </ul> <p><b>Applying</b></p> <ul style="list-style-type: none"> <li>- design a survey and systematically collect, organize and display data in pictographs and bar graphs (DH3.10)</li> <li>- select appropriate graph form(s) to display data (DH3.11)</li> <li>- interpret range and scale on graphs (DH3.12)</li> </ul> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of many to one correspondence (SP1)</li> <li>- construct and interpret pictographs and bar graphs involving many to one correspondence to draw conclusions (SP2)</li> </ul>		

referents for the units cm<sup>2</sup> or m<sup>2</sup>

- estimating area by using referents for cm<sup>2</sup> or m<sup>2</sup>
- determining and recording area (cm<sup>2</sup> and m<sup>2</sup>)
- constructing different rectangles for a given area (cm<sup>2</sup> or m<sup>2</sup>) in order to demonstrate that many different rectangles may have the same area (SS3)

**SHAPE & SPACE**

**Phase Two Conceptual**

**Understandings:**

Shapes are classified and named according to their properties.

Specific vocabulary can be used to describe and object's position in space.

**PYP Outcomes:**

**Constructing**

- understand that examples of symmetry and transformations can be found in their immediate environment (SS2.3)
- understand that geometric shapes are useful for representing real-world situations (SS2.4)

**Transferring**

- create and describe symmetrical and tessellating patterns (SS2.8)
- identify lines of reflective symmetry (SS2.9)

**Applying**

- recognize and explain simple symmetrical designs in the environment (SS2.13)
- apply knowledge of symmetry to problem-solving situations (SS2.14)
- recognize and explain symmetrical patterns such as tessellations in the environment (SS3.15)

**NB Outcomes:**

- describe and construct

		<p>rectangular and triangular prisms (SS4)</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of line symmetry by <ul style="list-style-type: none"> <li>• identifying symmetrical 2D shapes</li> <li>• creating symmetrical 2D shapes</li> <li>• drawing one or more lines of symmetry in a 2D shape (SS5)</li> </ul> </li> <li>- demonstrate an understanding of congruency, concretely and pictorially (SS6)</li> </ul>				
Science		<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- investigate how buildings and other structures stand up (for example, piles, buttresses, I-beam girders)</li> <li>- investigate the construction of a building or structure and identify materials used</li> <li>- critique the impact of a structure on the natural environment</li> </ul> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- identify problems to be solved while creating structures (200-2)</li> <li>- describe the properties of some common materials, and evaluate their suitability for use in building structures (100-34)</li> <li>- investigate ways to join materials and identify the most appropriate methods for the materials to be joined (101-11)</li> <li>- identify shapes that are part of natural and human-built structures, and describe ways these shapes help provide strength stability, or balance (102-16)</li> <li>- identify materials that could be used to solve the problem posed, and suggest a plan for how they will be used (200-5)</li> <li>- follow safety procedures and rules while constructing structures and explain why they are needed (201-8)</li> </ul>			<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- explain people's responsibility regarding the use of materials from the environment</li> <li>- recognize and report on the environmental impact of some manufacturing processes</li> <li>- assess the benefits and challenges of changing materials to suit people's needs and wants (ex. plastic)</li> </ul>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- recognize the ways in which plants and animals have adapted over time</li> <li>- make links between different features of the environment and the specific needs of living things</li> <li>- assess the impact that changes in environmental conditions can have on living things</li> <li>- describe how water sustains life</li> <li>- describe the interactions of living things within and between ecosystems</li> <li>- examine interactions between living things and non-living parts of the environment</li> <li>- recognize that solar energy sustains ecosystems through a transformation of energy</li> <li>- analyse the effects of changing a link in a food web</li> <li>- identify the long-term and short-term changes on Earth</li> </ul> <p><b>NB Outcomes:</b></p> <ul style="list-style-type: none"> <li>- investigate and describe how living things affect and are affected by soils (100-35)</li> <li>- identify and use a variety of sources of science information to gather information about how living things affect and are affected</li> </ul>

		<ul style="list-style-type: none"> <li>- estimate measurements in order to select required materials for their structure (201-6)</li> <li>- manipulate materials purposefully to create the structure (201-2)</li> <li>- respond to the ideas of partners while constructing the structure, acknowledge these ideas and contributions, and make changes in the structure as deemed necessary (203-5)</li> <li>- test the strength and stability of personally built structures, and identify ways of modifying a structure to increase its strength, stability, form and function (101-9, 202-8)</li> <li>- identify materials or parts of a structure that failed and suggest why (202-5)</li> <li>- evaluate simple structures to determine if they are effective and safe, if they make efficient use of materials, and if they are appropriate to the user and the environment (102-17)</li> <li>- illustrate their construction process, using drawings with written explanations, and/or oral descriptions and demonstrations; and describe the structures and components of the structures they have built (203-3, 203-2)</li> </ul>				by soils (201-7)
Social Studies	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- explore issues relating to children’s rights, roles and responsibilities in relation to his or her own and other cultures</li> <li>- describe how organizations and individuals meet the needs and wants of children</li> <li>- suggest ways in which an individual can overcome adversity</li> <li>- reflect on his or her own misconceptions about people (for example relating to age, race, gender, disability)</li> <li>- explore how cultures may have certain expectations of</li> </ul>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- compare the design of structures in various locations in relation to the natural environment</li> <li>- identify geographical and environmental factors that influence the design of structures in various locations</li> </ul> <p><i>X will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.</i></p>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- describe the impact of communications technology on everyday communication</li> <li>- explore a variety of signs and symbols and interpret their messages <ul style="list-style-type: none"> <li>- demonstrate how non-verbal communication allows people to transcend language barriers</li> </ul> </li> </ul>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- locate on a globe or map his or her place in the world, and its relationship to various other places</li> <li>- identify reasons why people migrate</li> <li>- analyse ways that people adapt when they move from one place to another</li> <li>- identify the long-term and short-term effects of migration</li> <li>- assess settlement patterns and population distribution in selected regions, areas or countries</li> </ul>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- analyse how individuals and communities’ needs and/or wants are met</li> <li>- develop criteria for ethical practices regarding products and services</li> <li>- explain how supply and demand are affected by population and the availability of resources</li> <li>- identify responsibilities people have in the workplace</li> </ul>	<p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- <i>X will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people’s lives, and how the past is recorded and remembered in different ways.</i></li> </ul>

	<p>how to act and dress, and the ways this may differ according to private and public contexts</p> <p>X apply his or her knowledge to plan services for the local community.</p>			<ul style="list-style-type: none"> <li>- compare and contrast two or more different human migrations</li> <li>- suggest ways in which an individual can overcome adversity</li> <li>- explore how families influence the individual</li> <li>- compare and contrast current family experiences with those of a previous generation</li> <li>- reflect upon how beliefs affect the individual and society</li> <li>- reflect on his or her own misconceptions about people (for example relating to age, race, gender, disability)</li> <li>- document examples of conflict (local and global) and identify the causes and consequences</li> <li>- X will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people.</li> <li>- X gather data (for example, survey) in order to identify current and future needs to support the community</li> <li>X construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships within a workplace</li> <li>X will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people.</li> </ul>		
PSPE	<p><b>PYP Outcomes Phase Three Conceptual Understanding:</b> Self-efficacy influences the way people feel, think and motivate themselves and behave.</p>	<p><b>PYP Outcomes Phase Three Conceptual Understanding:</b> A plan of action is a necessary strategy for a group to achieve its goal.</p>		<p><b>PYP Outcomes: Phase Three Conceptual Understanding:</b> Self-efficacy influences the way people feel, think and motivate themselves and behave.</p>	:	<p><b>PYP Outcomes: Phase Three Conceptual Understanding:</b> Communities and their citizens have a collective responsibility to care for local and global environments.</p>

	<p><b>Identity:</b></p> <ul style="list-style-type: none"> <li>- identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions (I 3.1)</li> <li>- analyse how they are connected to the wider community (I 3.5)</li> </ul> <p><b>Phase Three Conceptual Understanding:</b></p> <p>A plan of action is a necessary strategy for a group to achieve its goal.</p> <p><b>Interactions:</b></p> <ul style="list-style-type: none"> <li>- recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes (Int. 3.1)</li> <li>- develop a shared plan of action for group work that incorporates each individual's experiences and strengths (Int. 3.3)</li> <li>- adopt a variety of roles for the needs of the group, for example, leader, presenter (Int. 3.4)</li> </ul>	<p><b>Interactions:</b></p> <ul style="list-style-type: none"> <li>- recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes (Int. 3.1)</li> <li>- develop a shared plan of action for group work that incorporates each individual's experiences and strengths (Int. 3.3)</li> <li>- adopt a variety of roles for the needs of the group, for example, leader, presenter (Int. 3.4)</li> </ul>		<p><b>Identity:</b></p> <ul style="list-style-type: none"> <li>- explain how a person's identify is made up of many different things, including membership in different cultures, and that this can change over time (I 3.1)</li> <li>- examine different factors (heritable and no-heritable) that shape an identity (for example, gender, sexuality, nationality, language groups (I 3.2)</li> <li>- reflect on how they cope with change in order to approach and manage situations of adversity (I 3.6)</li> <li>- reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others (I 3.7)</li> </ul>		<p><b>Interactions:</b></p> <ul style="list-style-type: none"> <li>- recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes (Int. 3.1)</li> </ul>
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### Grade 3 Year-Round Learning Outcomes

<p>Year-Round Language Outcomes</p>	<p><b>Listening and Speaking</b></p> <p><b>PYP Outcomes:</b></p> <p><b>Phase Three Conceptual Understanding:</b> People interpret messages according to their unique experiences and ways of understanding.</p> <ul style="list-style-type: none"> <li>- listen attentively and speak appropriately in small and large group interactions (LS3.1)</li> <li>- listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail (LS3.2)</li> <li>- pick out main events and relevant points in oral texts (LS3.3) <ul style="list-style-type: none"> <li>- follow multi-step directions (LS3.4)</li> <li>- retell familiar stories in sequence (LS3.5)</li> </ul> </li> <li>- anticipate and predict when listening to text read aloud (LS3.6)</li> </ul>	<p><b>Viewing and Presenting</b></p> <p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- view visual information and show understanding by asking relevant questions and discussing possible meaning (VP3.1)</li> <li>- discuss their own feelings in response to visual messages; listen to others responses, realizing that people react differently (VP3.2)</li> <li>- realize that visual information reflects and contributes to the understanding of context (VP3.3)</li> <li>- recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography (VP3.4)</li> </ul>	<p><b>Reading</b></p> <p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- develop personal preferences, selecting books for pleasure and information (R3.1) <ul style="list-style-type: none"> <li>- read texts at an appropriate level, independently, confidently and with good understanding (R3.2)</li> </ul> </li> <li>- recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles (R3.3)</li> <li>- identify and explain the basic structure of a story – beginning, middle and end; may use storyboards or comic strips to communicate elements (R3.4)</li> <li>- make predictions about a story, based on their own knowledge and experience; revise</li> </ul>	<p><b>Writing</b></p> <p><b>PYP Outcomes:</b></p> <ul style="list-style-type: none"> <li>- engage confidently with the process of writing (W3.1)</li> <li>- write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading (W3.2)</li> <li>- use graphic organizers to plan writing, for example, Mind Maps, Storyboards, etc. (W3.3)</li> <li>- organize ideas in a logical sequence, for example write simple narratives with a beginning, middle and end (W3.4)</li> <li>- use appropriate writing conventions, for example, word order, as required by the language(s) of instruction (W3.5)</li> </ul>
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	<ul style="list-style-type: none"> <li>- use language for a variety of personal purposes, for example, invitations (LS3.7)</li> <li>- express thoughts, ideas and opinions and discuss them, respecting contributions from others (LS3.8)</li> <li>- participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems (LS3.9)</li> <li>- use language to explain, inquire and compare (LS3.10)</li> <li>- recognize patterns in language(s) of instruction and use increasingly accurate grammar (LS3.11)</li> <li>- being to understand that language use is influenced by its purpose and the audience (LS3.12)</li> <li>- understand and use specific vocabulary to suit different purposes (LS3.13)</li> <li>- hear and appreciate differences between languages (LS3.14)</li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes:</b></p> <ul style="list-style-type: none"> <li>- describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas (SL 1.1)</li> <li>- ask and respond to questions to clarify information and to explore possibilities or solutions to problems (SL 1.2)</li> <li>- express and explain opinions and respond to the questions and reactions of others (SL 1.3)</li> <li>- listen critically to others' ideas and opinions (SL 1.4)</li> <li>- participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen (SL 2.1)</li> <li>- adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion (SL 2.2)</li> <li>- give and follow instructions and respond to questions and directions (SL 2.3)</li> <li>- engage in and respond to a variety of oral presentations and other texts (SL 2.4)</li> <li>- use basic courtesies and conventions of conversation in group work and co-operative play (SL 3.1)</li> <li>- identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people (SL 3.2)</li> <li>- demonstrate a growing awareness that different kinds of language are appropriate to different situations (SL 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>- observe and discuss familiar and unfamiliar visual messages; make judgements about effectiveness (VP3.5)</li> <li>- discuss personal experiences that connect with visual images (VP3.6)</li> <li>- use actions and body language to reinforce and add meaning to oral presentations (VP3.7)</li> <li>- select and use suitable shapes, colours, symbols and layout for presentations; practice and develop writing/calligraphy styles (VP3.8)</li> <li>- realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding (VP3.9)</li> <li>- with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful (VP3.10)</li> <li>- use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact (VP3.11)</li> <li>- view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama (VP3.12)</li> <li>- realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance (VP3.13)</li> <li>- observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve (VP3.14)</li> </ul>	<ul style="list-style-type: none"> <li>- or confirm predictions as the story progresses (R3.5)</li> <li>- realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance (R3.6)</li> <li>- recognize and use the different parts of a book, for example, title page, contents, index (R3.7)</li> <li>- understand sound-symbol relationships and apply reliable phonetic strategies when decoding prints (R3.8)</li> <li>- use a range of strategies to self-monitor and self-correct, for example, meaning context, rereading, reading on, cross-checking on cue source against another (R3.9)</li> <li>- discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways (R3.10)</li> <li>- discuss their own experiences and relate them to fiction and non-fiction texts (R3.11)</li> <li>- participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view (R3.12)</li> <li>- wonder about texts and ask questions to try to understand what the author is saying to the reader (R3.13)</li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes:</b></p> <ul style="list-style-type: none"> <li>- select, independently and with teacher assistance, texts appropriate to their interests and learning needs (RV 4.1)</li> <li>- read widely and experience a variety of children's literature (RV 4.2)</li> <li>- use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information (RV 4.3)</li> <li>- use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning (RV 4.4)</li> </ul> <ul style="list-style-type: none"> <li>• predict on the basis of what would make sense, what would sound right, and what the print suggests</li> <li>• monitor reading by cross-checking the various cues</li> <li>• use a variety of self-correcting strategies</li> </ul>	<ul style="list-style-type: none"> <li>- use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words (W3.6)</li> <li>- use increasingly accurate grammatical constructs (W3.7)</li> <li>- write legibly, and in a consistent style (W3.8)</li> <li>- proofread their own writing and make some corrections and improvements (W3.9)</li> <li>- use feedback from teachers and other students to improve their writing (W3.10)</li> <li>- use dictionary, a thesaurus and word banks to extend their use of language (W3.11)</li> <li>- keep a log of ideas to write about (W3.12)</li> <li>- over time, create examples of different types of writing and store them in their own writing folder (W3.13)</li> <li>- participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement (W3.14)</li> <li>- with teacher guidance, publish written work, in handwritten form or in digital format (W3.15)</li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes:</b></p> <ul style="list-style-type: none"> <li>- use writing and other forms of representation to; (W 8.1)</li> <li>• formulate questions</li> <li>• generate and organize language and ideas</li> <li>• discover and express personal attitudes and opinions</li> <li>• express feelings and imaginative ideas</li> <li>- experiment with language choices in imaginative writing and other ways of representing (W 8.2)</li> <li>- experiment with a range of prewriting, drafting, editing, proofreading and presentation strategies (W 10.1)</li> <li>• use a variety of prewriting strategies for generating and organizing ideas for writing</li> <li>• use appropriate drafting techniques</li> <li>• use revision techniques to ensure writing makes sense and is clear for the audience</li> <li>• use editing strategies</li> <li>• use appropriate techniques for publishing/presenting</li> </ul>
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Year-Round Math Outcomes	<p style="text-align: center;"><b>Numbers PYP Outcomes: Constructing</b></p> <ul style="list-style-type: none"> <li>- model numbers to thousands or beyond using the base 10 place value system (N3.1)</li> <li>- use the language of fractions (N3.3)</li> <li>- model decimal fractions to hundredths or beyond (N3.4)</li> <li>- model multiplication and division of whole numbers (N3.5)</li> </ul>	<p style="text-align: center;"><b>Data Analysis</b></p>	<p style="text-align: center;"><b>Measurement PYP Outcomes: Transferring</b></p> <ul style="list-style-type: none"> <li>- read and write digital and analogue time on 12 hour and 24 hour clocks (M3.7)</li> </ul> <p style="text-align: center;"><b>New Brunswick Outcomes:</b></p>	<p style="text-align: center;"><b>Patterns and Function PYP Outcomes: Constructing</b></p> <ul style="list-style-type: none"> <li>- understand that patterns can be analysed and rules identified (PF3.1)</li> <li>- understand that multiplication is repeated addition and that division is repeated subtraction (PF3.2)</li> </ul>	<p style="text-align: center;"><b>Shape and Space</b></p>

	<ul style="list-style-type: none"> <li>- use the language of multiplication and division, for example, <u>factor</u>, <u>multiple</u> <u>product</u>, <u>quotient</u>, prime numbers, composite numbers (N3.6)</li> <li>- model <u>addition</u> and subtraction of decimals (N3.8)</li> <li style="text-align: center;"><b>Transferring</b></li> <li>- read, write, compare and order whole numbers up to thousands or beyond (N3.9)</li> <li>- develop strategies for memorizing addition, subtraction, multiplication and division number facts (N3.10)</li> <li>- read, write, compare and order fractions (N3.11)</li> <li>- read, write, compare and order fractions to hundredths or beyond (N3.13)</li> <li>- describe mental and written strategies for multiplication and division (N3.14)</li> <li style="text-align: center;"><b>Applying</b></li> <li>- use whole numbers up to thousands or beyond in real-life situations (N3.15)</li> <li>- use fast recall of multiplication and division number facts in real-life situations (N3.16)</li> <li>- use decimal fractions in real-life situations (N3.17) <ul style="list-style-type: none"> <li>- use mental and written strategies for multiplication and division in real-life situations (N3.18)</li> <li>- select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator (N3.19) <ul style="list-style-type: none"> <li>- use strategies to evaluate the reasonableness of answers (N3.20)</li> </ul> </li> <li>- <u>add</u> and subtract decimals in real-life situations, including money (N3.22)</li> <li>- estimate sum, difference, product and quotient in real-life situations, including fractions and decimals (N3.23)</li> </ul> </li> <li style="text-align: center;"><b>New Brunswick Outcomes:</b></li> <li>- represent and describe whole numbers to 10 000, pictorially and symbolically (N1)</li> <li>- compare and order numbers to 10 000 (N2)</li> <li>- demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) (N3) <ul style="list-style-type: none"> <li>- explain the properties of 0 and 1 for multiplication and the property of 1 for division (N4)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- Read and record time using digital and analog clocks, including 24-hour clocks (SS1)</li> <li>- Read and record calendar dates in a variety of formats (SS2)</li> </ul>	<ul style="list-style-type: none"> <li>- understand the inverse relationship between multiplication and division (PF3.3)</li> <li>- understand the associative and commutative properties of multiplication (PF3.4)</li> <li style="text-align: center;"><b>Transferring</b></li> <li>- describe a rule for a pattern in a variety of ways (PF3.5)</li> <li>- represent rules for patterns using words, symbols and tables (PF3.6)</li> <li>- identify a sequence of operations relating one set of numbers to another set (PF3.7)</li> <li style="text-align: center;"><b>Applying</b></li> <li>- select appropriate methods for presenting patterns, for example using words, symbols and tables (PF3.8)</li> <li>- use number patterns to make predictions and solve problems (PF3.9)</li> <li>- use properties and relationships of the four operations to solve problems (PF3.10)</li> <li style="text-align: center;"><b>New Brunswick Outcomes:</b></li> <li>- identify and describe patterns found in tables and charts, including a multiplication chart (PR1)</li> <li>- Reproduce a pattern shown in a table or chart using concrete materials (PR2)</li> <li>- Represent and describe patterns and relationships using charts and tables to solve problems (PR3)</li> <li>- Identify and explain mathematical relationships using charts and diagrams to solve problems (SR4) <ul style="list-style-type: none"> <li>- Express a given problem as an equation in which a symbol is used to represent an unknown number (SR5) <ul style="list-style-type: none"> <li>- Solve one-step equations involving a symbol to represent an unknown number (SR6)</li> </ul> </li> </ul> </li> </ul>	
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	<ul style="list-style-type: none"> <li>- describe and apply mental mathematics strategies, such as; <ul style="list-style-type: none"> <li>• skip counting from a known fact</li> <li>• using doubling or halving</li> <li>• using doubling or halving and adding or subtracting one more groups</li> <li>• using patterns in the 9s facts</li> <li>• using repeated doubling to determine basic multiplication facts to 9x9 and related division facts (N5)</li> </ul> </li> <li>- demonstrate an understanding of multiplication (2 or 3-digit by 1-digit) to solve problems (N6)</li> <li>- demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by; <ul style="list-style-type: none"> <li>• using personal strategies for dividing with and without concrete materials</li> <li>• estimating quotients</li> <li>• relating division to multiplication (N7)</li> </ul> </li> <li>- demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to; <ul style="list-style-type: none"> <li>• name and record fractions for the parts of a whole or a set</li> <li>• compare and order fractions</li> <li>• model and explain that for different wholes, two identical fractions may not represent the same quantity</li> <li>• provide examples of where fractions are used (N8)</li> </ul> </li> <li>- describe and represent decimals (tenth and hundredths) concretely, pictorially and symbolically (N9) <ul style="list-style-type: none"> <li>- relate decimals to fractions (to hundredths) (N10)</li> </ul> </li> <li>- demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by; <ul style="list-style-type: none"> <li>• using compatible numbers</li> <li>• estimating sums and differences</li> <li>• using mental math strategies to solve problems (N11)</li> </ul> </li> </ul>				
Year-Round Skills	<b>Science</b>	<p>Observe carefully in order to gather data</p> <p>Use a variety of instruments and tools to measure data accurately</p> <p>Use scientific vocabulary to explain their observations and experiences</p> <p>Identify or generate a question or problem to be explored</p>			

		Plan and carry out systematic investigations, manipulating variables as necessary Make and test predictions Interpret and evaluate data gathered in order to draw conclusions Consider scientific models and application of these models (including their limitations)				
	<b>Social Studies</b>	Formulate and ask questions about the past, the future, places and society Use and analyse evidence from a variety of historical, geographical and societal sources Orientate in relation to place and time Identify roles, rights and responsibilities in society				
	<b>PYP Transdisciplinary Skills</b>	<b>Social Skills</b> Accepting responsibility Respecting others Cooperating Resolving conflict Group decision-making Adopting a variety of group roles	<b>Communication Skills</b> Listening Speaking Reading Viewing Presenting Non-verbal communication	<b>Research Skills</b> Formulating questions Observing Planning Collecting data Recording data Organizing data Interpreting data Presenting research findings	<b>Thinking Skills</b> Acquisition of knowledge Comprehension Application Analysis Synthesis Evaluation Dialectical thought Metacognition	<b>Self-Management Skills</b> Gross motor skills Fine motor skills Spatial awareness Organization Time management Safety Healthy lifestyle Codes of behavior Informed choices