



International School of Nanshan Shenzhen
Grade 3 Unit of Inquiry Summary 2020-2021



***All outcomes for SS and Science have been taken from the 'Updated 2018' version of the scope and sequence.**

UNIT TIMELINE	Dates: Aug - Oct	Dates: Oct - Nov	Dates: Nov - Jan	Dates: Feb - March	Dates: March - April	Dates: May - June
TRANSDICIPLINARY THEME	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships</u> including families, friends, communities, and cultures; <u>rights and responsibilities</u> ; what it means to be human.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</u>	How We Express Ourselves <u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</u> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	Where We Are In Place And Time <u>An inquiry into orientation in place and time; personal histories;</u> homes and <u>journeys;</u> the discoveries, explorations and <u>migrations of humankind;</u> the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Organize Ourselves <u>An inquiry into the interconnectedness of human-made systems</u> and communities; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind and the environment.</u>	Sharing The Planet <u>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them;</u> access to equal opportunities; peace and conflict resolution
UNIT TITLE	Active Citizens	Structures	Media	Migration	Production	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	An Inquiry into Children's rights around the world. The impact when children's rights aren't respected Actions that promote change	An Inquiry into Designing structures Building Strong & Stable Structures Sustainable Cities	An Inquiry into Messages in the media Tactics used to persuade Responding critically to media	An Inquiry into Reasons people migrate The effects of migration People's perspectives on migration	An Inquiry into The process of production, distribution, & consumption The environmental impact of consumer choices Actions we can take as consumers	An Inquiry into Ecosystems, biomes & the environment The components of a healthy ecosystem Adaptations to changes in an ecosystem
KEY CONCEPTS	Connection Causation Responsibility	Function Form Change	Form Perspective Function	Causation Connection Perspective	Change Connection Responsibility	Connection Causation Responsibility
RELATED CONCEPTS	Advocacy Equality Human Rights Choice Consequences	Properties Shape Materials Balance (symmetry) Environment Aesthetics	Manipulation Motivation Visual Text Audience Aesthetics	Diversity Conflict Stereotype Misconception Adversity Assimilation	Resources Supply & Demand Process Sustainability Behavior Renewable/non-renewable	Systems Habitat Extinction Balance Survival Evolution

						Keystone species
<p align="center">APPROACHES TO LEARNING (DOMAIN & SUBSKILLS)</p>	<p>SOCIAL SKILLS Pg. 36, Learning and Teaching Sub-Skills: 1. Interpersonal Relationships -Practice empathy and care for others -Listen closely to others' perspectives and to instructions -Be respectful to others -Make fair and equitable decisions - Advocate for one's own rights and needs, and those of others</p> <p>SELF-MANAGEMENT SKILLS Pg. 36 and 37, Learning and Teaching Sub-Skills: 1. Organization -Set goals that are challenging and realistic -Delegate and share responsibility for decision-making. -Use time effectively and appropriately</p>	<p>THINKING SKILLS Pg. 31, Learning and Teaching Sub-Skills: 1. Critical Thinking <i>ANALYSING</i> -Observe carefully in order to recognize problems. <i>EVALUATING</i> - Test generalizations and conclusions -Identify obstacles and challenges <i>FORMING DECISIONS</i> -Propose and evaluate a variety of solutions. -Revise understandings based on new information and evidence. RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills: 1. Information Literacy <i>FORMULATING & PLANNING</i> -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information. <i>SYNTHESIZING AND INTERPRETING</i> -Sort and categorize information -Use critical literacy skills to analyze and interpret information</p>	<p>COMMUNICATION SKILLS Pg. 35, Learning and Teaching Sub-Skills: 1. Exchanging Information <i>INTERPRETING</i> -Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds -Understand the ways in which images and language interact to convey ideas -Be aware of cultural differences when providing and interpreting communication <i>SPEAKING</i> -Communicate with peers, experts and members of the learning community using a variety of digital environments and media 2. Literacy <i>READING</i> -Read critically and for comprehension. -Make inferences and draw conclusions. -Use and interpret a range of terms and symbols. <i>WRITING</i> -Use appropriate forms of writing for different purposes and audiences - Communicate using a range of technologies and media 3. ICT -Understand the impact of media representations and modes of presentation -Make informed choices about modes of communication based on audience -Communicate information and ideas effectively to multiple audiences using a</p>	<p>RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills: 1. Information Literacy <i>FORMULATING & PLANNING</i> -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information <i>DATA GATHERING & RECORDING</i> -Gather information from a variety of primary and secondary sources -Record observations by drawing, note taking, charting, tallying, writing statements, annotating images. <i>EVALUATING & COMMUNICATING</i> -Draw conclusions from relationships and patterns that emerge from data -Present information in a variety of formats and platforms</p>	<p>THINKING SKILLS Pg. 31, Learning and Teaching Sub-Skills: 1. Critical Thinking <i>ANALYSING</i> - Observe carefully in order to recognize problems. -Analysing and evaluating issues and ideas, and forming decisions -Consider meaning of materials. -Use models and simulations to explore complex systems and issues <i>EVALUATING</i> -Recognize unstated assumptions and biases -Consider ideas from multiple perspectives. -Synthesize new understandings by finding unique characteristics; seeing relationships and connections -Identify obstacles and challenges <i>FORMING DECISIONS</i> -Propose and evaluate a variety of solutions -Revise understandings based on new information and evidence -Draw conclusions and generalizations 2. Creative Thinking <i>GENERATING NOVEL IDEAS</i> -Use discussions and diagrams to generate new ideas and inquiries. -Practise "visible thinking" strategies and techniques. -Design improvements to existing products, processes, media and technologies. <i>CONSIDERING NEW PERSPECTIVES</i> -Apply existing knowledge to design new products</p>	<p>COMMUNICATION SKILLS Pg. 35, Learning and Teaching Sub-Skills: 1. Exchanging Information <i>LISTENING</i> -Listen actively to other perspectives and ideas. -Listen actively and respectfully while others speak. <i>SPEAKING</i> -Speak and express ideas clearly and logically in small and large groups. -Give and receive meaningful feedback and feedforward. -Communicate with peers, experts and members of the learning community using a variety of digital environments and media. RESEARCH SKILLS Pg. 34, Learning and Teaching Sub-Skills: 1. Information Literacy <i>FORMULATING & PLANNING</i> -Ask or design relevant questions of interest that can be researched -Outline a plan for finding necessary information <i>DATA GATHERING AND RECORDING</i> -Gather information from a variety of primary and secondary sources -Record observations by drawing, note taking, charting, tallying, writing statements, annotating images -Synthesizing and interpreting Use critical literacy skills to analyse and interpret information <i>SYNTHESIZING & INTERPRETING</i></p>

			<p>variety of media and modalities</p> <p>THINKING SKILLS Pg. 31, Learning and Teaching Sub-Skills:</p> <p>1. Critical Thinking <i>ANALYSING</i></p> <ul style="list-style-type: none"> -Consider meaning of materials -Take knowledge or ideas apart by separating them into component parts <p><i>EVALUATING</i></p> <ul style="list-style-type: none"> -Organize relevant information to formulate an argument -Evaluate evidence and arguments, and associated decisions -Recognize unstated assumptions and biases. Consider ideas from multiple perspectives <p>2. Creative Thinking <i>GENERATING NOVEL IDEAS</i></p> <ul style="list-style-type: none"> - Make unexpected or unusual connections between objects and/or ideas. 		<p>processes, media and technologies.</p> <ul style="list-style-type: none"> -Practise “visible thinking” strategies and techniques. <p><i>INFORMATION TRANSFER</i></p> <ul style="list-style-type: none"> -Make connections between units of inquiry and between subjects <p><i>REFLECTION & METACOGNITION</i></p> <ul style="list-style-type: none"> -Identify strengths and areas for improvement -Record thinking and reflection processes 	<p>-Use critical literacy skills to analyse and interpret information</p> <p>3. Media Literacy</p> <ul style="list-style-type: none"> -Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.
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<p>YEAR LONG APPROACHES TO LEARNING (DOMAIN & SUB-SKILLS)</p>	<p>THINKING SKILLS Pg. 32-34, Learning and Teaching Sub-Skills:</p> <p>2. Creative Thinking <i>GENERATING NOVEL IDEAS</i></p> <ul style="list-style-type: none"> -Use discussions and diagrams to generate new ideas and inquiries -Practise “visible thinking” strategies and techniques -Make unexpected or unusual connections between objects and/or ideas <p><i>CONSIDERING NEW PERSPECTIVES</i></p> <ul style="list-style-type: none"> -Ask “what if” questions and generate testable hypotheses -Practise “visible thinking” strategies and techniques <p>3. Information Transfer</p> <ul style="list-style-type: none"> -Inquire in different contexts to gain different perspectives -Make connections between units of inquiry and between subjects -Transfer conceptual understandings across transdisciplinary themes and subjects <p>4. Reflection and Metacognition</p> <ul style="list-style-type: none"> -Using thinking skills to reflect on the process of learning 				
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- Identify strengths and areas for improvement
- Consider new skills, techniques and strategies for effective learning
- Record thinking and reflection processes
- Reflect on their learning by asking questions such as:
 - What did I learn today?
 - What don't I yet understand?
 - What questions do I have now?
 - What can I already do?
 - What will I work on next?

RESEARCH SKILLS

Pg. 34, Learning and Teaching Sub-Skills:

1. Information Literacy

FORMULATING & PLANNING

- Evaluate and select appropriate information sources and/or digital tools based on the task

DATA GATHERING & RECORDING

- Gather information from a variety of primary and secondary sources
- Use all senses to find and notice relevant details

EVALUATING AND COMMUNICATING

- Draw conclusions from relationships and patterns that emerge from data
- Present information in a variety of formats and platforms
- Understand the significance of academic integrity and intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

3. Ethical Use of Media/Information

- Use media ethically to communicate, share and connect with others
- Differentiate reliable from unreliable resources
- Understand the impact of media representations and modes of presentation

COMMUNICATION SKILLS:

Pg. 35, Learning and Teaching

Sub-Skills:

2. Literacy

READING

- Read a variety of sources for information and for pleasure
- Read critically and for comprehension
- Make inferences and draw conclusions

WRITING

- Use appropriate forms of writing for different purposes and audiences
- Use a variety of scaffolding for writing tasks
- Organize information logically

SOCIAL SKILLS

Pg. 36, Learning and Teaching

Sub-Skills:

2. Social and Emotional Intelligence

- Be aware of own and other's emotions
- Manage anger and resolve conflict
- Be self and socially aware
- Be aware of own and other's impact as a member of a learning group

LEARNER PROFILE	Caring Risk Takers	Inquirers Knowledgeable	Knowledgeable Thinkers	Reflective Open Minded	Balanced Principled	Caring Communicators
ACTION	<p>SOCIAL JUSTICE Pg.31, The Learner</p> <ul style="list-style-type: none"> - Exploring issues of fairness from different perspectives -Challenging assumptions and generalizations -Being aware of, and inquiring further into, challenges and opportunities in the local and global community <p>ADVOCACY Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Sharing ideas with others, for example, peers, school leadership, local or global community organizations -Presenting reasoned arguments on behalf of others -Initiating, or being part of, a campaign for positive change 	<p>PARTICIPATION Pg. 30, The Learner</p> <ul style="list-style-type: none"> -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action -Being aware of democratic processes and taking part in decision-making 	<p>SOCIAL ENTREPRENEURSHIP Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Supporting positive social change through responding to the needs of local, national and global communities -Identify and address challenges in innovative, resourceful and sustainable ways. - Designing, planning and developing models and solutions to address identified issues 	<p>ADVOCACY Pg. 31, The Learner</p> <ul style="list-style-type: none"> -Sharing ideas with others, for example, peers, school leadership, local or global community organizations -Presenting reasoned arguments on behalf of others -Initiating, or being part of, a campaign for positive change <p>SOCIAL JUSTICE</p> <ul style="list-style-type: none"> -Exploring issues of fairness from different perspectives -Challenging assumptions and generalizations -Being aware of, and inquiring further into, challenges and opportunities in the local and global community 	<p>LIFESTYLE CHOICES Pg.31, The Learner</p> <ul style="list-style-type: none"> - Reflecting on the impact of personal choices on local and global environments -Engaging in responsible and sustainable consumption (for example, making informed decisions surrounding food, energy, water, materials usage). -Addressing issues surrounding consumer activism (for example, reflecting on corporate responsibility, product safety, workers rights, ethics) 	<p>PARTICIPATION Pg. 30, The Learner</p> <ul style="list-style-type: none"> -Contributing to discussions and learning experiences -Making appropriate choices and taking responsibility for personal learning and actions -Working collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action -Being aware of democratic processes and taking part in decision-making
SUBJECT INTEGRATION	Mandarin Math	PE Mandarin Art Math	Music (collaborate with the summative assessment) Art	Math	N/A	Music (interconnectedness of orchestra) Connect on concept.
MATH INTEGRATION	Tuning into Data	Shape & Space	N/A	Data	N/A	N/A
MATH STAND ALONE	Number Sense (Place Value)	Number Sense (Addition, Subtraction, Multiplication & Division)		Number Sense (Fractions & Decimals)		Measurement Patterns
WRITING	Personal Narrative	Structures of Writing	Persuasive	Autobiographies	Procedural	Fictional Narrative - setting ecosystem. Character - animals
READING	FOUNDATIONS Intro to CAFÉ - get centers going. Strategies. Inferencing.	Realistic Fiction	Informational	Biography *use A Long Walk to Water again	Mystery	Book Clubs – flexible genres
MANDARIN	Narrative Writing “My Rights” Composition	Grammar Focus Topic: Structures	Persuasive	Biographies/Autobiographies	Fantasy: Myths and folktales	Informational Writing
TECHNOLOGY SKILLS	Investigating Creating Communicating Collaborating Organizing Becoming responsible digital citizens	Find tech for making a model or seeing a model of a structure. Minecraft? Other apps? Google expedition	Creating -Students will use digital publishing apps Canva, Communicating -Students will create a presentation using I-movie	Investigating Creating Communicating Collaborating Organizing Becoming responsible digital citizens	Investigating Creating Communicating Collaborating Organizing Becoming responsible digital citizens	Investigating Creating Communicating Collaborating Organizing Becoming responsible digital citizens

	Intro to tech in this grade level (expectations, essential tech)		Becoming a responsible digital citizens			
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CURRICULAR OUTCOMES INTEGRATED WITH THE UNITS OF INQUIRY

<p>SCIENCE OUTCOMES</p> <p>*Science NB outcomes are taken from the 'Grade 3 NB Science' document.</p> <p>*PYP Science outcomes are taken from the '2018 updated Science scope and sequence' document from the IB.</p>	<p>There are NO Science PYP/NB outcomes for this unit.</p>	<p>PYP Science Outcomes: Strand(s): -Living things -Materials and matter -Forces and energy</p> <p>Ages 7-9 years, pg. 23</p> <p>Investigate how buildings and other structures stand up (for example, piles, buttresses, I-beam girders)</p> <p>Investigate the construction of a building or structure and identify materials used</p> <p>Critique the impact of a structure on the natural environment</p> <p>NB Outcomes: NB 200-2 Identify problems to be solved while creating structures</p> <p>NB 100-34 Describe the properties of some common materials, and evaluate their suitability for use in building structures</p> <p>NB 101-11 Investigate ways to join materials and identify the most appropriate methods for the materials to be joined</p> <p>NB 102-16 Identify shapes that are part of natural and human-built structures, and describe ways these shapes help provide</p>	<p>There are NO Science PYP/NB outcomes for this unit.</p>	<p>There are NO Science PYP/NB outcomes for this unit.</p>	<p>PYP Science Outcomes: Strand(s): -Living things -Materials and matter</p> <p>Ages 9-12 years, pg. 23 Explain people's responsibility regarding the use of materials from the environment</p> <p>Ages 9-12 years, pg. 31 Identify the difference between physical and chemical changes.</p> <p>Investigate the ways materials can be changed (for example, metal, sand)</p> <p>Recognize and report on the environmental impact of some manufacturing processes</p> <p>Assess the benefits and challenges of changing materials to suit people's needs and wants (ex. plastic)</p> <p>Ages 9-12 years, pg. 23</p> <p>Explain how human activities can have positive or adverse effects on local and other environments (for example, waste disposal, agriculture, industry)</p> <p>NB Outcomes:</p>	<p>PYP Science Outcomes: Strand(s): -Living things</p> <p>Ages 7-9 years, pg. 24 Recognize the ways in which plants and animals have adapted over time</p> <p>Make links between different features of the environment and the specific needs of living things</p> <p>Assess the impact that changes in environmental conditions can have on living things</p> <p>Describe how water sustains life</p> <p>Ages 9-12 years, pg. 31 Learners: Describe the interactions of living things within and between ecosystems</p> <p>Examine interactions between living things and non-living parts of the environment</p> <p>Recognize that solar energy sustains ecosystems through a transformation of energy</p> <p>Analyse the effects of changing a link in a food web explain how human activities can have positive or adverse effects on local and other environments (for example, waste disposal, agriculture, Industry).</p>
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		<p>strength stability, or balance</p> <p>NB 200-5 Identify materials that could be used to solve the problem posed, and suggest a plan for how they will be used</p> <p>NB 201-2 Manipulate materials purposefully to create the structure</p> <p>NB 203-5 Respond to the ideas of partners while constructing the structure, acknowledge these ideas and contributions, and make changes in the structure as deemed necessary</p> <p>NB 101-9, 202-8 Test the strength and stability of personally built structures, and identify ways of modifying a structure to increase its strength, stability, form and function</p> <p>NB 202-5 Identify materials or parts of a structure that failed and suggest why</p> <p>NB 102-17 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</p> <p>NB 203-3, 203-2 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 (Focus in Art Class)</p>				<p>Ages 7-9 years, pg. 25 Learners: Identify the long-term and short-term changes on Earth</p> <p>NB Outcomes: recognize the ways in which plants and animals have adapted over time - make links between different features of the environment and the specific needs of living things - assess the impact that changes in environmental conditions can have on living things - describe how water sustains life - describe the interactions of living things within and between ecosystems - examine interactions between living things and non-living parts of the environment - recognize that solar energy sustains ecosystems through a transformation of energy - analyse the effects of changing a link in a food web - identify the long-term and short-term changes on Earth</p>

<p style="text-align: center;">SOCIAL STUDIES OUTCOMES</p> <p>*Social Studies NB outcomes are taken from the 'Grade 3 NB Social Studies' document.</p> <p>*PYP Social Studies outcomes are taken from the '2018 updated Social Studies scope and sequence' document from the IB.</p>	<p>PYP Social Studies Outcomes: Strand(s): - Social organization and culture</p> <p>Ages 7-9 years, pg. 32 The student will be able to: Apply his or her knowledge to plan services for the local community.</p> <p>Ages 9-12 years, pg. 38 The student will be able to: Explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures</p> <p>Describe how organizations and individuals meet the needs and wants of children</p> <p>Suggest ways in which an individual can overcome adversity.</p> <p>Analyse a variety of sources that describes the risks and challenges that children face</p> <p>Ages 9-12 years, pg. 44 The student will be able to:</p> <p>Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human and natural environments natural environments -Resources and the environment</p> <p>Ages 7-9 years, pg. 27 The student will be able to: Compare the design of structures in various locations in relation to the natural environment</p> <p>Identify geographical and environmental factors that influence the design of structures in various locations</p> <p>Critique the impact of a structure on the natural environment</p> <p>Explain people's responsibilities regarding the use of resources from the environment.</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities - Social organization and culture</p> <p>Ages 7-9 years, pg. 30 Explore a variety of signs and symbols and interpret their messages</p> <p>Identify the cultural and historical context in which signs and symbols develop</p> <p>Describe the impact of communications technology on everyday communication</p> <p>Demonstrate how non-verbal communication allows people to transcend language barriers</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities -Continuity and change through time</p> <p>Ages 7-9 years, pg. 26 Locate on a globe or map his or her place in the world, and its relationship to various other places</p> <p>Ages 7-9 years, pg. 29 Explore how families influence the individual</p> <p>Compare and contrast current family experiences with those of a previous generation</p> <p>Ages 9-12 years, pg. 35 The student will be able to: Reflect upon how beliefs affect the individual and society</p> <p>Ages 9-12 years, pg. 36 The student will be able to:</p> <p>Identify reasons why people migrate</p> <p>Analyse ways that people adapt when they move from one place to another</p> <p>Identify the long-term and short-term effects of migration</p> <p>Assess settlement patterns and population distribution in selected regions, areas or countries</p> <p>Compare and contrast two or more different human migrations</p> <p>Ages 9-12 years, pg. 38 The student will be able to: suggest ways in which an individual can overcome adversity</p>	<p>PYP Social Studies Outcomes: Strand(s): -Human systems and economic activities -Resources and the environment</p> <p>Ages 9-12 years, pg. 37 The student will be able to: Analyse how individuals and communities' needs and/or wants are met</p> <p>Develop criteria for ethical practices regarding products and services</p> <p>Explain how supply and demand are affected by population and the availability of resources</p> <p>Ages 7-9 years, pg. 28 The student will be able to: Identify responsibilities people have in the workplace</p> <p>Ages 9-12 years, pg. 42 The student will be able to: Explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry).</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>	<p>PYP Social Studies Outcomes: Strand(s):</p> <p>There are NO PYP Social Studies outcomes</p> <p>NB Outcomes: There are NO NB Social Studies outcomes</p>

				<p>Ages 9-12 years, pg. 44 The student will be able to: Reflect on his or her own misconceptions about people (for example relating to age, race, gender, disability)</p> <p>Ages 9-12 years, pg. 46 The student will be able to: Document examples of conflict (local and global) and identify the causes and consequences</p> <p>Explore how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts</p> <p>NB Outcomes: There are NO social studies NB outcomes for this unit.</p>		
<p>MATH OUTCOMES *NB Outcomes for Math strands are taken from 'Mathematics Grade 3 Curriculum, 2008 ' <i>**Math curriculum has been pushed down for all grades. **The page number for NB outcomes are in the ISNS Math scope and sequence document</i></p> <p>*Math outcomes for Number Sense strand is taken from '2018 updated Math scope and sequence' document from the IB</p>	<p>DATA PYP Outcomes: Pg. No-13-15 Phase 3: Conceptual Understandings: -Data can be collected, organized, displayed and analysed in different ways. (Bold is the focus)</p> <p>- Different graph forms highlight different aspects of data more efficiently.</p> <p>Learning Outcomes: Learners Constructing: PYP DH 3.1 Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs (Bold is focus)</p> <p>Transferring: PYP DH 3.6 Collect, display and interpret data using simple graphs, for example, bar graphs, lines graphs (Bold is the focus)</p>	<p>SHAPE AND SPACE PYP Outcomes: Pg. No-21-23 Phase 2: Conceptual Understandings: -Shapes are classified and named according to their properties.</p> <p>-Specific vocabulary can be used to describe and object's position in space</p> <p>Learning Outcomes: Learners Constructing: PYP SS 2.3 Understand that examples of symmetry and transformations can be found in their immediate environment</p> <p>PYP SS 2.4 Understand that geometric shapes are useful for representing real-world situations</p> <p>Transferring:</p>	<p>THERE ARE NO PYP/NB OUTCOMES FOR THIS UNIT</p>	<p>DATA PYP Outcomes: Pg. No-13-15 Phase 3: Conceptual Understandings: -Data can be collected, organized, displayed and analysed in different ways.</p> <p>-Different graph forms highlight different aspects of data more efficiently.</p> <p>Learning Outcomes: Learners Constructing: PYP DH 3.1 Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs</p> <p>PYP DH 3.2 Understand that scale can represent different quantities in graphs</p> <p>PYP DH 3.4 Understand that one of the purposes of a database is to answer questions to solve problems</p>	<p>THERE ARE NO PYP/NB OUTCOMES FOR THIS UNIT</p>	<p>THERE ARE NO PYP/NB OUTCOMES FOR THIS UNIT</p>

	<p>Applying: There are NO PYP outcomes.</p> <p>NB Outcomes: There are NO NB outcomes for this unit.</p>	<p>PYP SS 2.8 Create and describe symmetrical and tessellating patterns</p> <p>PYP SS 2.9 Identify lines of reflective symmetry</p> <p>Applying: PYP SS 2.13 Recognize and explain simple symmetrical designs in the environment</p> <p>PYP SS 2.14 Apply knowledge of symmetry to problem-solving situations</p> <p>Phase 3: PYP SS 3.15 Recognize and explain symmetrical patterns such as tessellations in the environment</p> <p>NB Outcomes: Pg. No- 78-81 NB SS 4 Describe and construct rectangular and triangular prisms</p> <p>NB SS 5 Demonstrate an understanding of line symmetry by -Identifying symmetrical 2D shapes -Creating symmetrical 2D shapes -Drawing one or more lines of symmetry in a 2D shape NB SS 6 Demonstrate an understanding of congruency, concretely and pictorially</p>		<p>Transferring: PYP DH 3.6 collect, display and interpret data using simple graphs, for example, bar graphs, lines graphs</p> <p>Applying: PYP DH 3.10 Design a survey and systematically collect, organize and display data in pictographs and bar graphs</p> <p>PYP DH 3.11 Select appropriate graph form(s) to display data</p> <p>PYP DH 3.12 Interpret range and scale on graphs</p> <p>NB Outcomes: Pg. No-94-101 NB SP 1 Demonstrate an understanding of many to one correspondence</p> <p>NB SP 2 Construct and interpret pictographs and bar graphs involving many to one correspondence to draw conclusions</p>		
<p>LANGUAGE-LISTENING & SPEAKING STRAND OUTCOMES</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p>	<p>PYP Outcomes: Learners Phase 2: PYP LS 2.5 Describe personal experiences</p> <p>Phase 3: PYP LS 3.2 Listen to a variety of oral presentations including stories, poems, rhymes and</p>	<p>PYP Outcomes: Learners Phase 2: PYP LS 2.15 Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage)</p> <p>Phase 3:</p>	<p>PYP Outcomes: Learners PYP LS 3.3 Pick out main events and relevant points in oral texts</p> <p>PYP LS 3.12 Begin to understand that language use is influenced by its purpose and the audience</p>	<p>PYP Outcomes: Learners PYP LS 3.1 Listen attentively and speak appropriately in small and large group interactions</p> <p>NB Outcomes: NB LS 1.1 Describe, share and discuss thoughts, feelings, and experiences and consider others' ideas</p>	<p>PYP Outcomes: Learners PYP LS 3.6 Anticipate and predict when listening to text read aloud</p> <p>PYP LS 3.11 Recognize patterns in language(s) of instruction and use increasingly accurate grammar</p>	<p>PYP Outcomes: Learners PYP LS 3.5 Retell familiar stories in sequence</p> <p>NB Outcomes: NB LS 2.1 Participate in conversations, small-group and whole-group discussion, understanding when to speak and when to listen</p>

<p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>reports and respond with increasing confidence and detail</p> <p>PYP LS 3.8 Express thoughts, ideas and opinions and discuss them, respecting contributions from others</p> <p>NB Outcomes: NB LS 1.2 Ask and respond to questions to clarify information and to explore possibilities or solutions to problems</p> <p>NB LS 3.2 Identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people</p>	<p>PYP LS 3.4 Follow multi-step directions</p> <p>NB Outcomes: NB LS 3.3 Demonstrate a growing awareness of the different kind of languages are appropriate to different situations</p>	<p>NB Outcomes: NB LS 1.3 Express and explain opinions and respond to the questions and reactions of others</p> <p>NB LS 1.4 Listen critically to others' ideas and opinions</p>		<p>PYP LS 3.13 Understand and use specific vocabulary to suit different purposes</p> <p>NB Outcomes: NB LS 2.3 Give and follow instructions and respond to questions and directions</p>	
<p>Language – Viewing and Presenting Strand Outcomes</p> <p>*NB Outcomes for Language are taken from 'Atlantic Canada English Language Arts Curriculum, Elementary K-3'</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from '2018 updated Language scope and sequence' document from the IB</p>	<p>PYP Outcomes: Learners PYP VP 3.6 Discuss personal experiences that connect with visual images</p> <p>NB Outcomes: NB VP 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Recognize the elements of a story or plot</p> <p>NB VP 7.3 Respond critically to texts -Formulate questions as well as understandings -Identify the point of view in a text and demonstrate awareness of those whose voices/ positions are and are not being expressed -Discuss the text from the perspectives of their own realities and experiences</p>	<p>PYP Outcomes: Learners PYP VP 3.10 With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>NB Outcomes: NB VP 4.3 Use pictorial, topographical, and organizational features of written texts to determine content, locate topics and obtain information</p> <p>NB VP 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Identify main idea and supporting details of a text</p>	<p>PYP Outcomes: Learners PYP VP 3.1 View visual information and show understanding by asking relevant questions and discussing possible meaning</p> <p>PYP VP 3.2 Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently</p> <p>PYP VP 3.3 Realize that visual information reflects and contributes to the understanding of context</p> <p>PYP VP 3.4 Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography</p> <p>PYP VP 3.5 Observe and discuss familiar and unfamiliar visual messages; make judgements about effectiveness</p> <p>PYP VP 3.6 Discuss personal experiences that connect with visual images</p> <p>PYP VP 3.8 Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing /calligraphy styles *Focus in Art Class.</p> <p>PYP VP 3.11 Use appropriately terminology to discuss visual texts, for example, logos, font, foreground, background, impact *Focus in Art Class.</p>	<p>PYP Outcomes: Learners PYP VP 3.9 Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</p> <p>NB Outcomes: NB VP 4.3 Use pictorial, topographical, and organizational features of written texts to determine content, locate topics and obtain information</p> <p>NB VP 5.1 Answer, with assistance, their own questions and those of others by seeking information from a variety of texts -Identify their own personal and learning needs for information -Generate their own questions as a guide for research -Use a range of print and non-print materials to meet their needs -Use basic reference materials and a database or electronic search -Reflect on their own research process</p> <p>NB VP 6.1 Make personal connections to text and describe, share, and discuss their reactions and emotions.</p> <p>NB VP 7.1 Question information presented in print and visual text. -Use a personal knowledge base as a frame of reference.</p>	<p>PYP Outcomes: Learners PYP VP 3.7 Use actions and body language to reinforce and add meaning to oral presentations</p> <p>PYP VP 3.10 With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>NB Outcomes: NB VP 4.1 Select, independently and with teacher assistance, texts appropriate to their interests and learning needs.</p> <p>NB VP 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Identify main idea and supporting details of a text -Interpret figurative language</p> <p>NB VP 6.1 Make personal connections to text and describe, share, and discuss their reactions and emotions.</p>	<p>PYP Outcomes: Learners PYP VP 3.3 Realize that visual information reflects and contributes to the understanding of context</p> <p>NB Outcomes: NB VP 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Use clues from the text and personal experiences to gain an understanding of character -Recognize different emotions and empathize with literary characters -Recognize the elements of a story or plot</p>

			<p>PYP VP 3.12 View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama</p> <p>PYP VP 3.13 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</p> <p>NB Outcomes: NB VP 5.1 Answer, with assistance, their own questions and those of others by seeking information from a variety of texts</p> <ul style="list-style-type: none"> -Identify their own personal and learning needs for information -Generate their own questions as a guide for research -Use a range of print and non-print materials to meet their needs -Use basic reference materials and a database or electronic search -Reflect on their own research process <p>NB VP 6.1 Make personal connections to text and describe, share, and discuss their reactions and emotions.</p> <p>NB VP 7.1 Question information presented in print and visual text.</p> <ul style="list-style-type: none"> -Use a personal knowledge base as a frame of reference. <p>NB VP 7.2 Identify some different types of print and media texts</p> <ul style="list-style-type: none"> -Recognize some of their language conventions and text characteristics -Recognize that those conventions and characteristics help them understand what they read and view <p>NB VP 7.3 Respond critically to texts</p> <ul style="list-style-type: none"> -Formulate questions as well as understandings 	<p>NB VP 7.2 Identify some different types of print and media texts</p> <ul style="list-style-type: none"> -Recognize some of their language conventions and text characteristics -Recognize that those conventions and characteristics help them understand what they read and view 		
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<p>Language – Reading Strand Outcomes</p> <p>*NB Outcomes for Language are taken from ‘Atlantic Canada English Language Arts Curriculum, Elementary K-3’</p> <p><i>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</i></p> <p>*Language outcomes for each strand is taken from ‘2018 updated Language scope and sequence’ document from the IB</p>	<p>PYP Outcomes: Learners PYP R 3.6 Realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance</p> <p>PYP R 3.10 Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</p> <p>PYP R 3.11 Discuss their own experiences and relate them to fiction and non-fiction texts</p> <p>NB Outcomes: NB R 7.1 Use their background knowledge to question information presented in print and visual texts</p>	<p>PYP Outcomes: Learners PYP R 3.3 Recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles</p> <p>PYP R 3.4 Identify and explain the basic structure of a story – beginning, middle and end; may use storyboards or comic strips to communicate elements</p> <p>PYP R 3.6 Realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance</p> <p>PYP R 3.7 Recognize and use the different parts of a book, for example, title page, contents, index</p> <p>PYP R 3.10 Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</p> <p>NB Outcomes: NB R 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Use clues from the text and personal experiences to gain an understanding of character -Recognize different emotions and empathize with literary characters</p> <p>NB R 7.2 Identify some different types of print and media text -Recognize some of their language conventions and text characteristics -Recognize that these conventions and characteristics help them understand what they read and view</p>	<p>-Identify instances of prejudice, bias, and stereotyping</p> <p>PYP Outcomes: Learners PYP R 3.12 Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view</p> <p>PYP R 3.5 Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses</p> <p>NB Outcomes: NB R 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Recognize the elements of a story or plot</p> <p>NB R 5.1 Answer, with assistance, their own questions and those of others by seeking information from a variety of texts -Identify their own personal and learning needs for information -Generate their own questions as a guide for research</p> <p>NB R 7.1 Use their background knowledge to question information presented in print and visual texts</p> <p>NB R 7.2 Identify some different types of print and media text -Recognize some of their language conventions and text characteristics -Recognize that these conventions and characteristics help them understand what they read and view</p> <p>NB R 7.3 Respond critically to texts -Formulate questions as well as understandings</p>	<p>PYP Outcomes: Learners PYP R 3.1 Develop personal preferences, selecting books for pleasure and information</p> <p>PYP R 3.7 Recognize and use the different parts of a book, for example, title page, contents, index</p> <p>NB Outcomes: NB R 4.3 Use pictorial, typographical and organizational features of written texts to determine content, locate topics, and obtain information</p> <p>NB R 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Use after-reading/viewing strategies such as</p> <ul style="list-style-type: none"> • Reflecting about the text • Responding to the text (through talking, writing, or some other means of representation) • Asking questions about the text 	<p>PYP Outcomes: Learners PYP R3.4 Identify and explain the basic structure of a story – beginning, middle and end; may use storyboards or comic strips to communicate elements</p> <p>PYP R 3.10 Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</p> <p>NB Outcomes: NB R 4.1 Select, independently and with teacher assistance, text appropriate to their interest and their learning needs</p> <p>NB R 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Interpret figurative language -Use clues from the text and personal experiences to gain an understanding of character -Recognize different emotions and empathize with literary characters -Recognize the elements of a story or plot Use during reading/viewing strategies, such as</p> <ul style="list-style-type: none"> • Verifying and adjusting predictions/making further predictions • Making connections between what they read and their own experiences and knowledge • Visualizing characters, settings, and situations (making pictures in their minds) <p>NB R 5.1 Answer, with assistance, their own questions and those of others by seeking information from a variety of texts -Identify their own personal and learning needs for information</p>	<p>PYP Outcomes: Learners PYP R3.4 Identify and explain the basic structure of a story – beginning, middle and end; may use storyboards or comic strips to communicate elements</p> <p>PYP R 3.10 Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</p> <p>NB Outcomes: NB R 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning -Identify principles of order in texts (time, cause and effect, space) -Use clues from the text and personal experiences to gain an understanding of character -Recognize different emotions and empathize with literary characters -Recognize the elements of a story or plot</p>
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			<p>-Identify the point of view in a text and demonstrate awareness of those whose voices/ positions are and are not being expressed</p> <p>-Discuss the text from the perspectives of their own realities and experiences</p> <p>-Identify instances of prejudice, bias, and stereotyping</p>		<p>-Generate their own questions as a guide for research</p> <p>Use during reading/viewing strategies, such as</p> <ul style="list-style-type: none"> • Verifying and adjusting predictions/making further predictions • Making connections between what they read and their own experiences and knowledge • Visualizing characters, settings, and situations (making pictures in their minds) 	
<p>Language – Writing Strand Outcomes</p> <p>*NB Outcomes for Language are taken from ‘Atlantic Canada English Language Arts Curriculum, Elementary K-3’</p> <p>**The page number for NB outcomes are in the ISNS Literacy scope and sequence document</p> <p>*Language outcomes for each strand is taken from ‘2018 updated Language scope and sequence’ document from the IB</p>	<p>PYP Outcomes: Learners Phase 3: PYP W 3.4 Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p> <p>PYP W3.12 Keep a log of ideas to write about</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representation to -Express feelings and imaginative ideas -Record experiences</p>	<p>PYP Outcomes: Learners Phase 3: PYP W3.12 Keep a log of ideas to write about</p> <p>NB Outcomes: NB W 8.2 Explore, with assistance, ways for making their own notes.</p>	<p>PYP Outcomes: Learners Phase 3: PYP W 3.10 Use feedback from teachers and other students to improve their writing.</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representation to -Discover and express personal attitudes and opinions</p> <p>NB W 8.2 Explore, with assistance, ways for making their own notes.</p> <p>NB W 9.1 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</p>	<p>PYP Outcomes: Learners Phase 3: PYP W 3.7 Use increasingly accurate grammatical constructs</p> <p>NB Outcomes: NB W 8.2 Explore, with assistance, ways for making their own notes.</p> <p>NB W 10.5 Select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning</p>	<p>PYP Outcomes: Learners Phase 3: PYP W 3.2 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</p> <p>Phase 4: PYP W 4.15 Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.</p> <p>NB Outcomes: NB W 10.1 Experiment with a range of prewriting, drafting, revising, editing/ proofreading, and presentation strategies -Use a variety prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - Use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose)</p>	<p>PYP Outcomes: Learners Phase 3: PYP W 3.4 Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p> <p>Phase 4: PYP W 4.2 Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representation to -Express feelings and imaginative ideas</p> <p>NB W 8.3 Experiment with language choices in imaginative writing and other ways of representing</p>

					<ul style="list-style-type: none"> - Use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/re-reading, adding ideas, sequencing ideas/ information, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences help revise) -Use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) -Use appropriate techniques for publishing and presenting (e.g., a word processor to publish, illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/district newsletter) 	
<p>Art Strand Outcomes *Arts NB outcomes are taken from 'Visual Arts Grade 3-5' document.</p> <p>*Arts PYP outcomes are taken from the visual arts section of the '2018 updated Arts scope and sequence' document from the IB.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 3 Conceptual Understandings: Pg. 15 - We use what we know to interpret arts and deepen our understanding of ourselves and the world around us</p> <p>- When experiencing arts, we make connections between different cultures, places and times.</p> <p>VISUAL ARTS</p>	<p>PYP Visual Art Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 3 Conceptual Understandings: Pg. 15 - There are different kinds of audiences responding to different arts. -We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p> <p>VISUAL ARTS Pg. 18 Phase 3:</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>	<p>There are NO ART PYP and NB outcomes integrated with this unit.</p>

		<p>Pg. 13 Phase 3: Learning Outcomes for the Responding Strand: -Compare, contrast and categorize artworks from a range of cultures, places and times -Use their knowledge and experiences to make informed interpretations of artworks</p> <p>CREATING STRAND Phase 3 Conceptual Understandings: Pg. 19 -We make connections between our artwork and that of others to extend our thinking.</p> <p>VISUAL ARTS Pg. 23 Phase 3 Conceptual Understandings: Learning Outcomes for the Creating Strand: -Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</p> <p>PYP Math Outcomes Shape & Space Phase 2: Constructing: PYP SS 2.3 Understand that examples of symmetry and transformations can be found in their immediate environment</p> <p>PYP SS 2.4 Understand that geometric shapes are useful for representing real-world situations</p>	<p>Learning Outcomes for the Responding Strand: Learning Outcomes -Identify and consider the contexts in which artworks were made -Provide constructive criticism when responding to artwork.</p> <p>CREATING STRAND Phase 3 Conceptual Understandings: Pg. 19 - Arts have the power to influence thinking and behaviour.</p> <p>VISUAL ARTS Pg. 23 Phase 3 Learning Outcomes for the Creating Strand: -Show awareness of the affective power of visual arts -Create artwork for a specific audience</p> <p>NB Outcomes: GCO 2: Students will be expected to explore skills, processes and materials.</p> <p>Pg. 3 NB 3.2.1 Create art for a variety of reasons and recognize that there are many kinds of visual arts</p> <p>GCO 3: Students will be expected to develop critical awareness of and value for the role of the arts in creating and reflecting culture. Students will begin to understand that visual art is a record of human experiences and expressions.</p>			
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		<p>Transferring: PYP SS 2.8 Create and describe symmetrical and tessellating patterns</p> <p>PYP SS 2.9 Identify lines of reflective symmetry</p> <p>Applying: PYP SS 2.13 Recognize and explain simple symmetrical designs in the environment</p> <p>PYP SS 2.14 Apply knowledge of symmetry to problem-solving situations</p> <p>Phase 3: PYP SS 3.15 Recognize and explain symmetrical patterns such as tessellations in the environment</p> <p>NB Math Outcomes: Pg. No- 78-81 NB SS 5 Demonstrate an understanding of line symmetry by -Identifying symmetrical 2D shapes -Creating symmetrical 2D shapes -Drawing one or more lines of symmetry in a 2D shape</p> <p>NB Outcomes: GCO 1: Students will be expected to create, independently or collaboratively, a variety of artworks.</p> <p>Pg. 2 NB 3.1.1 explore line, shape and form, space, colour, value and texture and the principles of pattern and repetition in</p>	<p>Pg. 7 NB 3.3.1 Demonstrate an awareness of visual images and their daily effects on people</p> <p>NB 3.3.2 Identify visual communication in daily life</p> <p>NB 3.3.6 Describe how visual arts are used in school and at home</p> <p>GCO 5: Students will be expected to reflect on and respond to their own and others' art works.</p> <p>Pg. 8 and 9 NB 3.5.2 View and discuss objects and images in their community</p> <p>GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.</p> <p>Pg. 12 NB 3.6.1 Suggest reasons for preferences in art works</p> <p>NB 3.6.2 Apply simple criteria to identify main ideas in original art work of others</p> <p>NB 3.6.4 Recognize that the elements of art can be organized according to the principles of design</p> <p>NB 3.6.5 Explain how they make decisions during the art-making process</p>			
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		<p>the visual environment (Bold is the focus).</p> <p>NB Integrated Science Outcomes:</p> <p>NB 203-3, 203-2 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 (Focus in Art Class)</p>	<p>NB 3.6.6 Recognize that people can respond emotionally to what they see</p> <p>GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.</p> <p>Pg. 20</p> <p>NB 3.8.1 Recognize that images are developed for a variety of purposes, and discuss their own intentions in creating art objects</p> <p>NB 3.8.2 Discuss their own visual images to share their intentions</p> <p>NB 3.8.4 View and discuss the works of others and consider the intentions of those who made them</p> <p>PYP Literacy Outcomes: PYP VP 3.8 Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing /calligraphy styles</p> <p>PYP VP 3.11 Use appropriately terminology to discuss visual texts, for example, logos, font, foreground, background, impact</p>			
<p>PSPE STRAND OUTCOMES</p> <p>*PE NB outcomes are taken from 'Elementary Physical Education K-5' document.</p> <p>*PE PYP outcomes are taken from the '2018 updated PSPE scope and sequence' document from the IB.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>PYP PSPE Outcomes: Strand(s): -Active Living <u>Type of Experience:</u> Health Related Fitness</p> <p>-Identity <u>Type of Experience:</u> Individual Pursuits</p> <p>ACTIVE LIVING Phase 3 Conceptual Understandings: Pg. 16</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>PYP PSPE Outcomes: Strand(s): -Identity <u>Type of Experience</u> Individual Pursuits</p> <p>IDENTITY Phase 3 Conceptual Understandings: Pg. 12</p> <p>-Self-efficacy influences the way people feel, think and</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>	<p>There are NO PE PYP and NB outcomes integrated with this unit.</p>

		<p>-Attention to technique and regular practice can improve the effectiveness of our movements. -A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p> <p>Pg. 17 Learning Outcomes: Learners: -Demonstrate greater body control when performing movements -Plan, perform and reflect on movement sequences in order to improve</p> <p><u>IDENTITY</u> Phase 3 Conceptual Understandings: Pg. 12 -Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity -Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous</p> <p>Pg. 13 Learning Outcomes: -Work and learn with increasing independence -Recognize personal qualities, strengths and limitations</p>		<p>motivate themselves, and behave.</p> <p>Pg. 13 Learning Outcomes: -Reflect on how they cope with change in order to approach and manage situations of adversity -Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others -Explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time -Examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)</p>		
<p>Music Strand Outcomes *Music NB outcomes are taken from 'Music Education K-5' document.</p> <p>*Music PYP outcomes are taken from the music section of the '2018</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>PYP Music Outcomes: Strand(s): -Responding -Creating</p> <p>RESPONDING STRAND Phase 3 Conceptual Understandings: Pg. 15</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>There are NO Music PYP and NB outcomes integrated with this unit.</p>	<p>PYP Outcomes: Learners</p> <p>NB Outcomes:</p>

<p>updated Arts scope and sequence' document from the IB.</p>			<p>-People communicate ideas, feelings and experiences through the arts. -We can reflect on and learn from the different stages of creating. -There is a relationship between the artist and the audience.</p> <p>Music Pg. 18 Phase 3: Learning Outcomes for the Responding Strand: Learning Outcomes -Sing individually and in unison</p> <p>-Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)</p> <p>CREATING STRAND Phase 3 Conceptual Understandings: Pg. 19 - Arts have the power to influence thinking and behaviour.</p> <p>Music -We can communicate our ideas, feelings and experiences through our artwork. -Applying a range of strategies helps us to express ourselves.</p> <p>Pg. 23 Phase 3 Learning Outcomes for the Creating Strand: -Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)</p>			
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			<ul style="list-style-type: none"> -Create music to represent different cultures and styles -Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings -Create music for different purposes. 			
Technology Strand Outcomes	Learning Technology	Learning Technology	Learning Technology	Learning Technology	Learning Technology	Learning Technology
	Learning Through Technology	Learning Through Technology	Learning Through Technology	Learning Through Technology	Learning Through Technology	Learning Through Technology
	Learning About Technology	Learning About Technology	Learning About Technology	Learning About Technology	Learning About Technology	Learning About Technology

GRADE 3 YEAR-ROUND CURRICULAR OUTCOMES

Math Year-Round Outcomes	Number Sense PYP OUTCOMES: STAND ALONE 1 Place Value: Pg. No- 28-31 Phase 3: Conceptual Understandings: - The base 10 place value system can be extended to represent magnitude. Learning Outcomes: Learners Constructing: PYP N3.1 Model numbers to thousands or beyond using the base 10 place value system Transferring: PYP N3.9 Read, write, compare and order whole numbers up to thousands or beyond Applying: PYP N3.15 Use whole numbers up to thousands or beyond in real-life situations NB Outcomes: Pg. No-14 -61	Data Analysis There are NO PYP/ NB Outcomes	Measurement PYP OUTCOMES: Pg. No-17-19 Phase 3: Conceptual Understandings: -Objects and events have attributes that can be measured using appropriate tools. -Relationships exist between standard units that measure the same attributes Constructing: PYP M3.1 Understand the use of standard units to measure perimeter, <u>area</u> and volume PYP M3.2 Understand that measures can fall between numbers on a measurement scale, for example, 3.5 kg, between 4cm and 5cm PYP M3.3 Understand relationships between units, for example, meters, centimeters and millimeters Transferring:	Patterns and Function PYP OUTCOMES: Pg. No-25-27 Phase 3: Conceptual Understandings: -Functions are relationships or rules that uniquely associate members of one set with members of another set. -By analyzing patterns and identifying rules for patterns it is possible to make predictions. *PF – Patterns & Function Constructing PYP PF 3.1 Understand that patterns can be analysed and rules identified PYP PF 3.2 Understand that multiplication is repeated addition and that division is repeated subtraction PYP PF 3.3 Understand the inverse relationship between multiplication and division	Shape and Space There are NO PYP/ NB Outcomes
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	<p>NB N1 Represent and describe whole numbers to 10 000, pictorially and symbolically</p> <p>NB N2 Compare and order numbers to 10 000</p> <p>STAND ALONE 2 Operations: Pg. No- 28-31 Phase 3: Conceptual Understandings: - The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <p>Learning Outcomes: Learners Constructing: PYP N3.5 Model multiplication and division of whole numbers</p> <p>PYP N3.6 Use the language of multiplication and division, for example, factor, multiple product, quotient, prime numbers, composite numbers</p> <p>Transferring: PYP N3.10 Develop strategies for memorizing addition, subtraction, multiplication and division number facts</p> <p>PYP N3.14 Describe mental and written strategies for multiplication and division</p> <p>Applying: PYP N3.16 Use fast recall of multiplication and division number facts in real-life situations</p> <p>PYP N3.18 Use mental and written strategies for multiplication and division in real-life situations</p> <p>PYP N3.19 Select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</p>		<p>PYP M3.5 Estimate and measure using standard units of measurement: perimeter, <u>area</u> and volume</p> <p>PYP M3.6 Describe measures that fall between numbers on a scale</p> <p>PYP M3.7 Read and write digital and analogue time on 12 hour and 24 hour clocks</p> <p>Applying: PYP M3.8 Use standard units of measurement to solve problems in real-life situations involving perimeter, <u>area</u> and volume</p> <p>PYP M3.9 Select appropriate tools and units of measurement</p> <p>NB Outcomes: Pg. No- 70-77 NB SS1 Read and record time using digital and analog clocks, including 24-hour clocks</p> <p>NB SS2 Read and record calendar dates in a variety of formats</p> <p>NB SS3 Demonstrate an understanding of area of regular and irregular 2D shapes by; -Recognizing that area is measures in square units selecting and justifying referents for the units cm² or m² -Estimating area by using referents for cm² or m² -Determining and recording area (cm² and m²) -Constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area</p>	<p>PYP PF 3.4 Understand the associative and commutative properties of multiplication</p> <p>Transferring PYP PF 3.5 Describe a rule for a pattern in a variety of ways</p> <p>PYP PF 3.6 Represent rules for patterns using words, symbols and tables</p> <p>PYP PF 3.7 Identify a sequence of operations relating one set of numbers to another set</p> <p>Applying PYP PF 3.8 Select appropriate methods for representing patterns, for example using words, symbols and tables</p> <p>PYP PF 3.9 Use number patterns to make predictions and solve problems</p> <p>PYP PF 3.10 Use properties and relationships of the four operations to solve problems</p> <p>NB Outcomes: *PR – Patterns & Relation Pg. No- 50-65 NB PR 1 Identify and describe patterns found in tables and charts, including a multiplication chart</p> <p>NB PR 2 Reproduce a pattern shown in a table or chart using concrete materials</p> <p>NB PR 3 Represent and describe patterns and relationships using charts and tables to solve problems</p> <p>NB PR 4 Identify and explain mathematical relationships using charts and diagrams to solve problems</p> <p>NB PR 5 Express a given problem as an equation in which a symbol is used to represent an unknown number</p>	
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	<p>PYP N3.20 Use strategies to evaluate the reasonableness of answers</p> <p>NB Outcomes: Pg. No-14 -61 NB N3 Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals)</p> <p>NB N4 Explain the properties of 0 and 1 for multiplication and the property of 1 for division</p> <p>NB N5 Describe and apply mental mathematics strategies, such as; -skip counting from a known fact -using doubling or halving -using doubling or halving and adding or subtracting one more groups -using patterns in the 9s facts -using repeated doubling to determine basic multiplication facts to 9x9 and related division facts</p> <p>NB N6 Demonstrate an understanding of multiplication (2 or 3-digit by 1-digit) to solve problems</p> <p>NB N7 Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by; -using personal strategies for dividing with and without concrete materials -estimating quotients -relating division to multiplication</p> <p>STAND ALONE 3 Fractions and Decimals: Pg. No- 28-31 Phase 3: Conceptual Understandings: -Fractions and decimals are ways of representing whole-part relationships.</p>			<p>NB PR 6 Solve one-step equations involving a symbol to represent an unknown number</p>	
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	<p>Learning Outcomes:</p> <p>Learners</p> <p>Constructing:</p> <p>PYP N3.3 Use the language of fractions</p> <p>PYP N3.4 Model decimal fractions to hundredths or beyond</p> <p>PYP N3.8 Model addition and subtraction of decimals</p> <p>Transferring:</p> <p>PYP N3.11 Read, write, compare and order fractions</p> <p>PYP N3.13 Read, write, compare and order fractions to hundredths or beyond</p> <p>Applying:</p> <p>PYP N3.17 Use decimal fractions in real-life situations</p> <p>PYP N3.22 Add and subtract decimals in real-life situations, including money</p> <p>PYP N3.23 Estimate sum, difference, product and quotient in real-life situations, including fractions and decimals (Bold is the focus)</p> <p>NB Outcomes:</p> <p>Pg. No-14 -61</p> <p>NB N8 Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to;</p> <ul style="list-style-type: none"> -name and record fractions for the parts of a whole or a set -compare and order fractions -model and explain that for different wholes, two identical fractions may not represent the same quantity -provide examples of where fractions are used <p>NB N9 Describe and represent decimals (tenth and hundredths) concretely, pictorially and symbolically</p>				
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	<p>NB N10 Relate decimals to fractions (to hundredths)</p> <p>NB N11 Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by;</p> <ul style="list-style-type: none"> -using compatible numbers -estimating sums and differences -using mental math strategies to solve problems 				
<p>Language Year-Round Outcomes</p>	<p>Listening and Speaking</p> <p>PYP Outcomes:</p> <p>PYP LS 3.1 Listen attentively and speak appropriately in small and large group interactions</p> <p>PYP LS 3.6 Anticipate and predict when listening to text read aloud</p> <p>PYP LS 3.7 Use language for a variety of personal purposes, for example, invitations</p> <p>PYP LS 3.10 Use language to explain, inquire and compare</p> <p>PYP LS 3.14 Hear and appreciate differences between languages.</p> <p>NB Outcomes:</p> <p>NB LS 1.1 Describe, share and discuss thoughts, feelings, and experiences and consider others' ideas</p> <p>NB LS 1.3 Express and explain opinions and respond to the questions and reactions of others</p> <p>NB LS 2.1 Participate in conversations, small-group and whole-group discussion, understanding when to speak and when to listen</p> <p>NB LS 2.2 Adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion</p> <p>NB LS 2.3 Give and follow instructions and respond to questions and directions</p> <p>NB LS 2.4 Engage in and respond to a variety of oral presentations and other texts</p>	<p>Viewing and Presenting</p> <p>PYP Outcomes:</p> <p>PYP VP 3.10 With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>PYP VP 3.14 Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve</p> <p>NB Outcomes:</p> <p>NB VP 4.2 Read widely and experience a variety of children's literature</p> <p>NB VP 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning</p> <ul style="list-style-type: none"> -Predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics) -Monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would t have a "T" at the end?) -Use a variety of self-correcting strategies (e.g, rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word) -Read silently, vocalizing only when a major problem with word recognition or meaning occurs -Visually survey the text when reading and abandon finger pointing unless a problem occurs -Word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and a syllabication 	<p>Reading</p> <p>PYP Outcomes:</p> <p>PYP R 3.1 Develop personal preferences, selecting books for pleasure and information</p> <p>PYP R 3.2 Read texts at an appropriate level, independently, confidently and with good understanding</p> <p>PYP R 3.8 Understand sound-symbol relationships and apply reliable phonetic strategies when decoding print</p> <p>PYP R 3.9 Use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another</p> <p>PYP R 3.13 Wonder about texts and ask questions to try to understand what the author is saying to the reader</p> <p>NB Outcomes:</p> <p>NB R 4.2 Read widely and experience a variety of children's literature</p> <p>NB R 4.4 Use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic and graphophonic) and a range of strategies to construct meaning</p> <ul style="list-style-type: none"> -Predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics) -Monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would t have a "T" at the end?) -Use a variety of self-correcting strategies (e.g, rereading, reading on and trying to think about what would make sense, trying to find a little word in the big word) 	<p>Writing</p> <p>PYP Outcomes:</p> <p>PYP W 3.1 Engage confidently with the process of writing</p> <p>PYP W 3.2 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</p> <p>PYP W 3.3 Use graphic organizers to plan writing, for example, Mind Maps®, storyboards</p> <p>PYP W 3.5 Use appropriate writing conventions, for example, word order, as required by the languages(s) of instruction</p> <p>PYP W 3.6 Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high interest words.</p> <p>PYP W 3.7 Use increasingly accurate grammatical constructs</p> <p>PYP W 3.8 Write legibly, and in consistent style</p> <p>PYP W 3.9 Proofread their own writing and make some corrections and improvements</p> <p>PYP W 3.10 Use feedback from teachers and other students to improve their writing.</p> <p>PYP W3.11 Use a dictionary, a thesaurus, and word banks to extend their use of language</p> <p>PYP W3.13 Over time, create examples of different types of writing and store them in their own writing folder</p>	<p>N/A (Or)</p> <p>Add links to Weekly projections and/or NB/ PYP Documents?</p>

	<p>NB LS 3.1 Use basic courtesies and conventions of conversation in group work and cooperative play</p>	<p>-Use blending as one strategy for decoding words -Recognize a wide variety of sight words -Use a dictionary -Identify principles of order in texts (time, cause and effect, space) -Use prereading/previewing strategies, such as</p> <ul style="list-style-type: none"> • Predicting what the text will be about based on its title and pictures, as well as their personal experiences with their topic • Making connections between what they read and their own experiences and knowledge • Setting their own purposes for reading/viewing • Asking themselves questions about what they want to find out • -Use during reading/viewing strategies, such as • Verifying and adjusting predictions/making further predictions • Making connections between what they read and their own experiences and knowledge • Visualizing characters, settings, and situations (making pictures in their minds) • -Use after-reading/viewing strategies such as • Reflecting about the text • Responding to the text (through talking, writing, or some other means of representation) • Asking questions about the text <p>NB VP 4.5 Describe their own reading and viewing processes and strategies</p> <p>NB VP 6.2 Express and explain opinions about text and types of text, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions.</p>	<p>-Read silently, vocalizing only when a major problem with word recognition or meaning occurs -Visually survey the text when reading and abandon finger pointing unless a problem occurs -Word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and a syllabication -Use blending as one strategy for decoding words -Recognize a wide variety of sight words -Use a dictionary -Identify main idea and supporting details of a text -Use prereading/previewing strategies, such as</p> <ul style="list-style-type: none"> • Predicting what the text will be about based on its title and pictures, as well as their personal experiences with their topic • Making connections between what they read and their own experiences and knowledge • Setting their own purposes for reading/viewing • Asking themselves questions about what they want to find out <p>-Use during reading/viewing strategies, such as</p> <ul style="list-style-type: none"> • Verifying and adjusting predictions/making further predictions • Making connections between what they read and their own experiences and knowledge • Visualizing characters, settings, and situations (making pictures in their minds) <p>-Use after-reading/viewing strategies such as</p> <ul style="list-style-type: none"> • Reflecting about the text • Responding to the text (through talking, writing, or some other means of representation) • Asking questions about the text <p>NB R 4.5 Describe their own reading and viewing processes and strategies</p> <p>NB R 5.1 Answer, with assistance, their own questions and those of others by seeking information from a variety of texts Use a range of print and non-print materials to meet their needs</p>	<p>PYP W 3.14 Participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement</p> <p>PYP W 3.15 With teacher guidance, publish written work, in handwritten form or in digital format</p> <p>NB Outcomes: NB W 8.1 Use writing and other forms of representation to -Formulate questions -Generate and organize language and ideas -Explore how and what they learn</p> <p>NB W 9.2 Demonstrate an 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</p> <p>NB W 9.3 Consider their readers'/listeners'/viewers' questions, comments, and other responses in assessing their work and extending their learning.</p> <p>NB W 10.1 Experiment with a range of prewriting, drafting, revising, editing/proofreading, and presentation strategies -Use a variety prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting) - Use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose) - Use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/re-reading, adding ideas, sequencing ideas/ information, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences help revise) -Use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as a dictionary; using an editing checklist) -Use appropriate techniques for publishing and presenting (e.g., a word</p>	
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			<p>-Use basic reference materials and a database or electronic search -Reflect on their own research process</p> <p>NB R 6.1 Make personal connections to text and describe, share, and discuss their reactions and emotions.</p> <p>NB R 6.2 Express and explain opinions about text and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness for the reasons for their opinions.</p>	<p>processor to publish, illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing online; submitting work to school/district newsletter)</p> <p>NB W 10.2 Use some conventions of written language</p> <p>-Punctuation and capitalization</p> <ul style="list-style-type: none"> • Use capitals for proper names, titles, places, days, months, holidays, beginning of sentences • Use periods at the ends of sentences and for abbreviations • Use commas in a series, and in dates • Use apostrophes for possessives and contractions • Use question marks, exclamation marks, and quotation marks <p>-Language structure</p> <ul style="list-style-type: none"> • Make subjects and verbs agree • Begin to use simple paragraphing • Use a variety of simple and more complex sentence structures • Use pronouns appropriately <p>-Spelling</p> <ul style="list-style-type: none"> • Use meaning and syntax patterns as well as sound cues • Use a range of spelling strategies • Spell many words conventionally • Use variety of strategies to edit for spelling (identifying mis-spelled words, trying them another way, and using another resource to check them out) <p>(*Teachers could develop mini lessons for these outcomes through the year and target them in different units – Decide when and where in the year they would like to address it)</p> <p>NB W 10.3 Demonstrate engagement with the creation of pieces of writing and other representation</p> <ul style="list-style-type: none"> -Engage in writing/representing activities for sustained periods of time -Work willingly on revising and editing for an audience -Demonstrate pride and sense of ownership in writing/representing efforts <p>NB W 10.4 Experiment with technology in writing and other forms of representing</p> <ul style="list-style-type: none"> -Use a tape recorder to tape dramatic presentations, readings of published works, and retellings -Use a simple word processing program to draft, revise, edit, and publish -Use a drawing program (computer software) 	
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				<ul style="list-style-type: none">-With assistance, use a database, CD-ROM and the internet for resources for finding information (prewriting strategy)-With assistance, use the internet to communicate	
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