



Grade 3 Semester One Learner Outcomes 2019-20

	Unit 1	Unit 2	Unit 3	Year Long Unit
Transdisciplinary Theme	<p>Who we are</p> <p><i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i></p>	<p>How we organize ourselves</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i></p>	<p>Where we are in place and time</p> <p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p>Sharing the planet</p> <p><i>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; access to equal opportunities; peace and conflict resolution.</i></p>
Unit of Inquiry Details	<p>Healthy Choices</p> <p>Central Idea The choices people make can affect their health and well-being.</p> <p>Key concepts: causation, responsibility, connection</p> <p>Related concepts: consequences, health, choices</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> What it means to have a balanced life How the choices we make affect our mind and body Different sources of information that help us make choices 	<p>The Marketplace</p> <p>Central Idea Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: trade, business</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The role of supply and demand The distribution of goods and services Responsible production and consumption 	<p>Inventors & Inventions</p> <p>Central Idea Inventions create change and can lead to new possibilities.</p> <p>Key concepts: form, change, causation</p> <p>Related concepts: technological advances, discovery</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Types of inventions and how they work Inventions that impact people's lives How circumstances lead to the creation of important inventions 	<p>Plants</p> <p>Central Idea Plant diversity can affect the wellbeing of people and other living things.</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: classification, conservation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Conditions plants need to grow The interrelationship between plants and other living things The importance of plant diversity
Approaches to Learning Focus	<ul style="list-style-type: none"> Thinking Communication Research 	<ul style="list-style-type: none"> Self-Management Social Research 	<ul style="list-style-type: none"> Research Thinking Communication 	<ul style="list-style-type: none"> Thinking Self-management Skill
Learner Profile Focus	<ul style="list-style-type: none"> Learner Profile: Reflective, Balanced 	<ul style="list-style-type: none"> Learner Profile: Principled 	<ul style="list-style-type: none"> Learner Profile: Open-minded 	<ul style="list-style-type: none"> Learner Profile: Inquirer, Caring
ICT Integration	<p><i>IT Integration: Develop a survey seeking data on our how students balance their lifestyle, relating to things like screen time, exercise etc..</i></p> <p><i>Use the data to produce an infographic to visualize the data.</i></p> <p>Organising: Google Drive</p> <ul style="list-style-type: none"> Recognise Google Drive as a 'digital desk' to organise documents and creations Move Documents between folders Understand the layout of Google Drive Identify Key Components Define Key Vocabulary <p>Creating: Use of educational applications</p> <ul style="list-style-type: none"> Use Google Forms Spreadsheets (tables, charts and graphs) Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information <p>Data and information: To select, use and combine a variety of software (including internet services) to create a range of content that accomplish given goals, including collecting and presenting data and information</p> <p>Collaborating and communicating:</p> <ul style="list-style-type: none"> Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when 	<p>Investigating: Define and plan information searches</p> <ul style="list-style-type: none"> Use ICT to plan an information search or generate information, recognising some patterns within the information What is meant by the term: Internet, Web, Browser, Search Engine. What does the Internet look like? How is it connected? How does the Internet work? <p>Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> Locate, retrieve or generate information from a range of digital sources Open a web browser, use correct tools to navigate through an online learning site (Raz Kids, Mathletics) Use online mapping tools (e.g. Mind-Mup or other Google Chrome extensions to organize an inquiry. <p>Managing digital data: Google Drive</p> <ul style="list-style-type: none"> Recognise Google Drive as a 'digital desk' to organise documents and creations Move Documents between folders Understand the layout of Google Drive <p>Creating:</p> <ul style="list-style-type: none"> Use ipad apps Use Google Docs (word processing tool) to create various genres of writing 	<p><i>IT Integration: Using makecode and Micro:bits to learn the basics of programming and how it can be used to create digital ideas and prototypes.</i></p> <p>Investigating:</p> <ul style="list-style-type: none"> Locate, retrieve or generate information from a range of digital sources Open a web browser, use correct tools to navigate through an online learning site (Makecode) <p>Algorithms and programming:</p> <ul style="list-style-type: none"> To write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To use sequence, (selection) and repetition in programs; (work with variables). <p>Collaborating and communicating:</p> <ul style="list-style-type: none"> Access student Google account Identify examples and non-examples of appropriate and meaningful comments Contribute thoughts and ideas in the form of comments or chat Share documents and folders with individuals and groups Manage the share settings of a document and folder in Google Drive Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom and Seesaw). 	<p>Investigating: Define and plan information searches</p> <ul style="list-style-type: none"> Use ICT to plan an information search or generate information, recognising some patterns within the information What is meant by the term: Internet, Web, Browser, Search Engine. What does the Internet look like? How is it connected? How does the Internet work? <p>Locate, retrieve and generate data and information</p> <ul style="list-style-type: none"> Locate, retrieve or generate information from a range of digital sources Open a web browser, use correct tools to navigate through an online learning site (Raz Kids, Mathletics) Use online mapping tools (e.g. Mind-Mup or other Google Chrome extensions to organize an inquiry. <p>Recognise intellectual property</p> <ul style="list-style-type: none"> Acknowledge when they use digital products created by someone else, and start to indicate source Ownership of creative work Search and select images using <i>search usage tools</i> (e.g. size, colour, type, time, usage rights, etc) <p>Managing digital data: Google Drive</p> <ul style="list-style-type: none"> Recognise Google Drive as a 'digital desk' to organise documents and creations Move Documents between folders Understand the layout of Google Drive



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	<p>using Learning Platforms (Google Classroom and Seesaw).</p> <ul style="list-style-type: none"> Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community) 	<ul style="list-style-type: none"> Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) Spreadsheets (tables, charts and graphs) Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information 	<ul style="list-style-type: none"> Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community) <p>Digital Citizenship:</p> <ul style="list-style-type: none"> Follow class guidelines when sharing personal information Apply basic protocols when using ICT to communicate with unknown audiences Demonstrate appropriate and safe behaviour while using devices Identify how ICT is used at home and school 	<p>Creating:</p> <ul style="list-style-type: none"> Use ipad apps Use Google Docs (word processing tool) to create various genres of writing Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos) Spreadsheets (tables, charts and graphs) Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information
<p>PSPE Integration (Personal and Social - Identity and Interactions)</p>	<ul style="list-style-type: none"> Identify and understand the consequences of actions Are aware of their emotions and begin to regulate their emotional responses and behavior Reach out for help when it is needed for themselves or others 	<ul style="list-style-type: none"> Recognize the different group roles and responsibilities Assume responsibility for a role in a group Discuss and set goals for group interaction Apply different strategies when attempting to resolve conflict 	<ul style="list-style-type: none"> Reflect on the process of achievement and value the achievements of others Adopt a variety of roles for the needs of the group, for example, leader, presenter 	<p>PLANTS:</p> <ul style="list-style-type: none"> Talk about their interactions with the environment Understand the impact of their actions on each other and the environment <p>STAND ALONE YEAR LONG:</p> <ul style="list-style-type: none"> Solve problems and overcome difficulties with a sense of optimism Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help Express hopes, goals and aspirations Ask questions and express wonderings Cooperate with others Share ideas clearly and confidently Identify when their actions have impacted on others Seek adult support in situations of conflict

Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
Reading Workshop Focus	<ul style="list-style-type: none"> Making a Reading Life Understanding the Story Tackling More Challenging Texts 	<ul style="list-style-type: none"> Determining Importance in Expository Texts Lifting the Level of Thinking about Expository Texts Synthesizing and Growing Ideas in Narrative Nonfiction 	<ul style="list-style-type: none"> Determining Importance in Expository Texts Lifting the Level of Thinking about Expository Texts Synthesizing and Growing Ideas in Narrative Nonfiction 	
Writing Workshop Focus	<ul style="list-style-type: none"> Writing Personal Narratives with Independence Becoming a Storyteller on the Page Writing with New Independence on a Second Piece Fixing Up and Fancying Up Your Best Work 	<ul style="list-style-type: none"> Organizing Information Reaching to Write Well Moving Toward Publication, Moving Toward Readers Transferring Learning from Long Projects to Short Ones 	<ul style="list-style-type: none"> Organizing Information Reaching to Write Well Moving Toward Publication, Moving Toward Readers Transferring Learning from Long Projects to Short Ones 	
Library/Research Skills	<ul style="list-style-type: none"> Use the spine label to locate and identify resources. Understand that non-fiction (information texts) resources are shelved according to Dewey decimal system and use to locate materials. Sort books into genre/ topics/created groups. Choose books to show a widening reading choice. Use school catalogue to locate books by title, author and subject. Suggest cause and effect relationships by examining story themes, books and pictures. 	<ul style="list-style-type: none"> Clarify own knowledge and identifies information and issues to be considered and how these might be investigated. Organize focus questions into headings from clustered ideas using modeled examples. Use contents and index pages of non-fiction books using keywords. Recognize supply and demand terms as related to the library. Record simple bibliographic information from books using author and title. 	<ul style="list-style-type: none"> Understand and uses terminology: publisher, copyright, contents, index. Prepare and follow a simple search plan based on purpose, key words and likely resources. Identify appropriate resources by using skimming techniques to survey readability. Model how questions can be organised under the headings of the PYP Key Concepts. Discuss a topic in response to an audio and/or visual stimulus. 	<ul style="list-style-type: none"> Create and Reflect on (Sakura) goals. Understand and uses terminology: publisher, copyright, contents, index. Identify appropriate resources by using skimming techniques to survey readability. Know that fiction is shelved by genre. Skim and scan using subheadings in books and sections of websites. Find answers to questions by comparing information from more than one source. Understand the concept of intellectual property and constructs a basic bibliography comprised of title, author and publication date.



Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3	Year Long Unit
	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Use place value understanding to round whole numbers to the nearest 10 or 100. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <p>Geometry</p> <ul style="list-style-type: none"> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$ Understand division as an unknown factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 	<p>Numbers and Operations Patterns, Functions and Algebra</p> <ul style="list-style-type: none"> Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <p>Measurement Data Analysis and Probability</p> <ul style="list-style-type: none"> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. Recognize area as an attribute of plane figures and understand concepts of area measurement. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units) 	

Specialists

	Unit 1	Unit 2	Unit 3	Year Long Unit
Art	<p>Responding</p> <ul style="list-style-type: none"> Provide constructive criticism when responding to artwork 	<p>Responding</p> <ul style="list-style-type: none"> Reflect on their own and others' creative processes to inform thinking 	<p>Responding</p> <ul style="list-style-type: none"> Compare, contrast and categorise artworks from a range of cultures, places and times 	<p>Responding</p> <ul style="list-style-type: none"> Compare, contrast and categorise artworks from a range of cultures, places and times



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	<ul style="list-style-type: none"> Use relevant and insightful questions to extend their understanding <p>Creating</p> <ul style="list-style-type: none"> Create artwork for a specific audience Use a range of strategies to solve problems during the creative process <p>Art and Design Skills: <i>Graphic design task</i></p>	<ul style="list-style-type: none"> Identify and consider the contexts in which artworks were made <p>Creating</p> <ul style="list-style-type: none"> Create artwork for a specific audience Use a range of strategies to solve problems during the creative process <p>Art and Design Skills: <i>Poster and paper-making</i></p>	<ul style="list-style-type: none"> Recognise that different audiences respond in different ways to artworks <p>Creating</p> <ul style="list-style-type: none"> <i>Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</i> <p>Art and Design Skills: <i>Chalk pastel drawing and print</i></p>	<ul style="list-style-type: none"> Identify and consider the contexts in which artworks were made <p>Creating</p> <ul style="list-style-type: none"> Make connections between the ideas they are exploring in their artwork and those explored by other artists through place, time and cultures <p>Art and Design Skills: <i>Designing and creating a garden space</i></p>
PE	<p>Target Games unit (Stand Alone)</p> <ul style="list-style-type: none"> Roll a ball for accuracy toward a target Throw a ball, using the overhand movement pattern with increasing accuracy Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught. Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body Explain the difference between throwing to a stationary partner and throwing to a moving partner. Identify the key elements for increasing accuracy in rolling a ball and throwing a ball. <p>Cooperative Games (Stand Alone)</p> <ul style="list-style-type: none"> Chase, flee, and move away from others in a constantly changing environment Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities Demonstrate respect for individual differences in physical abilities. Work in pairs or small groups to achieve an agreed-upon goal. 	<p>Healthy Choices-Health Related Fitness Unit</p> <ul style="list-style-type: none"> Explain the purpose and demonstrate warm-up and cool-down exercises by holding stretches (hips, shoulders, hamstrings) for a period of time. Name and locate the major muscles of the body Explain that a stronger heart muscle can pump more blood with each beat quadriceps, triceps, biceps, back, and neck. Introduce circuit training and adapting to increasing workloads (jumping jacks, toe touches, lunges, squats, mountain climbers) Identify the body's normal reactions to moderate to vigorous physical activity. Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity Describe and record the changes in heart rate before, during, and after physical activity. 	<p>Inventors & Inventions- (Striking & Fielding/Kicking Units)</p> <p>(Manipulative Skills)</p> <p>(Striking and Fielding)</p> <ul style="list-style-type: none"> Strike a ball continuously upward, using a paddle or racket. Hand-dribble a ball continuously while moving around obstacles. <p>(Kicking)</p> <ul style="list-style-type: none"> Foot-dribble a ball continuously while traveling and changing direction. Kick a ball to a stationary partner, using the inside of the foot Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction. 	<ul style="list-style-type: none"> Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
Music	<p><u>Music Unit on Notation</u></p> <p>Responding</p> <ul style="list-style-type: none"> Express duple and triple meter through playing, singing, improvising, conducting and movement Listen, respond and identify meters in Classical and global music performances <p>Creating</p> <ul style="list-style-type: none"> Read, write, sing and play rhythms, songs Share performances with each other and give constructive criticism Use the voice and body to create musical patterns. Sing partner songs 	<p><u>Performance</u></p> <p>Create, rehearse, refine and polish music for performances</p> <p>Responding</p> <ul style="list-style-type: none"> Sing individually and in harmony Reflect upon how their music expresses their personal voice and the impact it has on others. Share and compare their experiences as audience members at various performances <p>Creating</p> <ul style="list-style-type: none"> Create music that will be reflected upon and refined after being shared with others Incorporate other arts and available resources in order to broaden their creative expression 	<p><u>Composition and Expressive Elements</u></p> <p>Responding</p> <ul style="list-style-type: none"> Explore individually or collectively a musical response to a narrated story Describe the process used to create their own music and compare it with others, in order to improve/refine their compositions. <p>Creating Music</p> <ul style="list-style-type: none"> Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings Read, write and perform simple musical patterns and phrases Express one or more moods/feelings in a musical composition 	
Dance	<p>Healthy Choices WWA</p> <p>Responding</p> <ul style="list-style-type: none"> Describe and evaluate the learnings and understandings developed through their exploration of dance 	<p>Responding</p> <ul style="list-style-type: none"> Recognize the theme of a dance and communicate their personal intention Realize that there is a dynamic connection between the performer and the audience 	<p>Inspiration from Dances Around the World</p> <p>Responding</p> <ul style="list-style-type: none"> Observe two dances and discuss how they are similar and different in terms of one of the 	



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	<ul style="list-style-type: none"> Evaluate the similarities and differences between yoga, hip hop, and other dance forms <p>Creating</p> <ul style="list-style-type: none"> Explain how healthy practices (such as stretching, various kinds of movement) enhance their ability to dance, citing multiple examples Explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice 	<ul style="list-style-type: none"> Recognize that dance plays an innovative role in communicating ideas within cultures and societies <p>Creating</p> <ul style="list-style-type: none"> Work cooperatively towards a common goal, taking an active part in a creative experience Consider and maintain appropriate behaviour in dance, as an audience member or as a performer by listening, watching, and showing appreciation. Students demonstrate the ability to define and maintain personal space Demonstrate accuracy in moving to a musical beat and responding to changes in tempo. 	<p>elements/features of dance by observing body shapes, levels, pathways</p> <ul style="list-style-type: none"> Demonstrate accuracy in moving to a musical beat and responding to changes in tempo Reflect on their personal and family history and make connections with cultural and historical dance forms <p>Creating</p> <ul style="list-style-type: none"> Investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social Perform folk dances from various cultures with competence, confidence, and accuracy in style 	
Religion	<p>Catholic / Christian God our Father</p> <ul style="list-style-type: none"> Understand that God has created each individual unique and different and that he invites us into a loving relationship with him and others; Understand that God is all-knowing, all-powerful and always present Appreciate that people who help us are signs of God's love and they reveal God's love and care Explain the 'New Commandment' from Jesus to love one another as he has loved Identify the choices we make as loving and non-loving actions and ways to be disciples of Jesus Explain the Trinity in terms of one God in three persons; God the Father, Son and Holy Spirit Pray the Morning & Evening Prayer <p>Multifaith Religion and Me</p> <ul style="list-style-type: none"> Know and understand Mass practices. Develop personal goals for attending Mass. Consider what it means to belong to a religious community. Understand the Golden Rule and how it is connected to various religions. Think about what influences our beliefs and lifestyle and the way we see things. Reflect on their learning and how this relates to human values, responsibilities and rights. 	<p>Catholic / Christian Prayer</p> <ul style="list-style-type: none"> Explore the concept of prayer (why people pray, God communicates through prayer and action) Explore how we can express our needs, thanks and hopes to God through prayer Become aware that Jesus calls people personally to be his friend and is a friend to them Pray the Our Father Retell and discuss stories of Jesus from the Bible. Discuss how Jesus wanted his teaching to be acted upon <p>The Mass</p> <ul style="list-style-type: none"> Explain the function of the different parts of the Catholic Mass Participate in Mass Responses <p>The Bible</p> <ul style="list-style-type: none"> Retell the structure of the Bible; Old Testament, New Testament, Gospels, understand that the Bible teaches us about God Retell and discuss stories of Jesus from the Bible. Discuss how we might act upon Jesus' message <p>Multifaith Philosophy of Religion(Buddhism)</p> <ul style="list-style-type: none"> Know and understand basic Buddhist beliefs Explore Buddhist beliefs about meaning, purpose and value. Show awareness of the ways Buddhist beliefs influence attitudes, way of life and behavior. Relate personal beliefs and concepts to the practices, lifestyles and attitudes of Buddhism. Apply values of Buddhism to their own and others' experience and lives 	<p>Catholic / Christian Jesus - Teacher & Healer</p> <ul style="list-style-type: none"> Retell and discuss stories of Jesus in his role as teacher and healer from the Bible. Discuss how we might act upon Jesus' message <p>Advent & Christmas</p> <ul style="list-style-type: none"> Pray the Glory Be Explain the meaning of the Advent Season and identify actions we can take while waiting for the coming of Jesus at Christmas Retell the Christmas Story (The Birth of Jesus is Announced, Mary Visits Elizabeth, Mary & Joseph visit Bethlehem, The Birth of Jesus) <p>Multifaith Philosophy of Religion(Christianity)</p> <ul style="list-style-type: none"> Know and understand basic Christian beliefs Explore Christian beliefs about meaning, purpose and value. Show awareness of the ways Christian beliefs influence attitudes, way of life and behavior. Understand the influence Christianity has on individuals and Communities. Express and justify their own beliefs and opinions and listen sensitively to those of others. 	<p>Catholic / Christian Creation</p> <ul style="list-style-type: none"> Discuss and retell the story of creation in their own words Understand that the world is a symbol of God's love and care for us Discuss ways to be stewards of God's creation
Japanese	<p>Advance (Listening & Speaking)</p> <ul style="list-style-type: none"> Communicate own ideas clearly Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Comprehend text including story elements, such as main ideas, character, setting and plot Read aloud confidently with fluency and expression 	<p>Advance (Listening & Speaking)</p> <ul style="list-style-type: none"> Communicate own ideas clearly Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Comprehend text including story elements, such as main ideas, character, setting and plot 	<p>Advance (Listening & Speaking)</p> <ul style="list-style-type: none"> Communicate own ideas clearly Listen attentively to information <p>(Reading)</p> <ul style="list-style-type: none"> Comprehend text including story elements, such as main ideas, character, setting and plot 	



Grade 3 Semester One Learner Outcomes 2019-20

	<ul style="list-style-type: none"> • Accurately read kanji introduced in class <p>(Writing)</p> <ul style="list-style-type: none"> • Show awareness of appropriate language style • Use correct grammatical structures and correct spelling • Accurately write hiragana, katakana and kanji introduced in class • Write a news report on a familiar topic including necessary information • Provide necessary description of the person ともさんはどこかな／同じぶんをもつ漢字／スイミー <p>Beginner / intermediate</p> <ul style="list-style-type: none"> • Follow spoken classroom instructions • Use basic greetings • Start recognizing Hiragana or Katakana • Start writing some Hiragana or Katakana 	<ul style="list-style-type: none"> • Reads aloud confidently with fluency and expression • Accurately read kanji introduced in class <p>(Writing)</p> <ul style="list-style-type: none"> • Show awareness of appropriate language style • Use correct grammatical structures and accurate punctuation in writing • Structure own writing in opening-body-closing • Accurately write hiragana, katakana and kanji introduced in class こんなもの、見つけたよ／ミリーのすてきなぼうし カンジーはかせの犬はつめい <p>Beginner / intermediate</p> <ul style="list-style-type: none"> • Introduce herself with name, age, where she is from, where she lives, grade, • Describe likes and dislikes • Write 10-30 Hiragana or Katakana <p>ICT</p> <ul style="list-style-type: none"> ○ Create and share oral/video presentations using iPad 	<ul style="list-style-type: none"> • Reads aloud confidently with fluency and expression • Accurately read kanji introduced in class <p>(Writing)</p> <ul style="list-style-type: none"> • Show awareness of appropriate language style • Use correct grammatical structures and spelling • Accurately write hiragana, katakana and kanji introduced in class • Write a letter in an appropriate format <p>どうぶつ園のじゅうい／ あったらいいなこんなもの</p> <p>Beginner / intermediate</p> <ul style="list-style-type: none"> • Understand simple questions on daily routines • Recognize how to count the people • Describe their family members • Recognize Hiragana or Katakana with fluency • Write Hiragana or Katakana with teacher's support • Identify daily food and drinks • Ask and give information about ownership 	
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