



Grade 3 Semester 2 Learner Outcomes 2019-20

	Unit 4	Unit 5	(Year long)
<b>Transdisciplinary Theme</b>	<p align="center"><b>How the world works</b></p> <p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p align="center"><b>How we express ourselves</b></p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</i></p>	<p align="center"><b>Sharing the planet</b></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>
<b>Unit of Inquiry Details</b>	<p align="center"><b>Stable Structures</b></p> <p><b>Central Idea</b> The design of structures depends on environmental factors and available materials.</p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Related concepts:</b> materials, forces</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Forces acting on strong and stable structures</li> <li>Materials used when building structures</li> <li>Factors that influence the design and materials of structures</li> </ul>	<p align="center"><b>Performing Arts</b></p> <p><b>Central Idea</b> The performing arts offer opportunities for creativity, expression, and enjoyment in different cultures.</p> <p><b>Key concepts:</b> function, connection, perspective,</p> <p><b>Related concepts:</b> self-expression, diversity, traditions</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>How cultures communicate ideas through the performing arts</li> <li>Common features of performances</li> <li>Ways to create a performance to express a theme or idea</li> </ul>	<p align="center"><b>Plants</b></p> <p><b>Central Idea</b> Plant diversity can affect the wellbeing of people and other living things.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> classification, conservation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Conditions plants need to grow</li> <li>The interrelationship between plants and other living things</li> <li>The importance of plant diversity</li> </ul>
<b>Approaches to Learning Focus</b>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Self-management</li> <li>Social</li> <li>Research</li> </ul>	<ul style="list-style-type: none"> <li>Thinking</li> <li>Self-management Skill</li> </ul>
<b>Learner Profile Focus</b>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Knowledgeable, Thinker</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Communicators, Risk-takers</li> </ul>	<ul style="list-style-type: none"> <li><b>Learner Profile:</b> Inquirer, Caring</li> </ul>
<b>ICT</b>	<p><i>Design a structure to withstand an earthquake and a typhoon use of a design booklet prototype - sketches - use of docs and slides to document their journey</i></p> <p><b>Investigating:</b> <b>Define and plan information searches</b></p> <ul style="list-style-type: none"> <li>Use ICT to plan an information search or generate information, recognising some patterns within the information</li> </ul> <p><b>Organising:</b> <b>Google Drive</b></p> <ul style="list-style-type: none"> <li>Recognise Google Drive as a 'digital desk' to organise documents and creations</li> <li>Move Documents between folders</li> <li>Understand the layout of Google Drive</li> <li>Identify Key Components</li> <li>Define Key Vocabulary</li> </ul> <p><b>Creating:</b> Use of educational applications</p> <ul style="list-style-type: none"> <li>Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools</li> <li>Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)</li> <li>Spreadsheets (tables, charts and graphs)</li> <li>Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information</li> </ul> <p><b>Collaborating and communicating:</b></p> <ul style="list-style-type: none"> <li>Share documents and folders with individuals and groups</li> </ul>	<p><b>Managing digital data:</b> <b>Google Drive</b></p> <ul style="list-style-type: none"> <li>Recognise Google Drive as a 'digital desk' to organise documents and creations</li> <li>Move Documents between folders</li> <li>Understand the layout of Google Drive</li> </ul>	<p><b>Investigating:</b> <b>Define and plan information searches</b></p> <ul style="list-style-type: none"> <li>Use ICT to plan an information search or generate information, recognising some patterns within the information</li> <li>What is meant by the term: Internet, Web, Browser, Search Engine.</li> <li>What does the Internet look like? How is it connected? How does the Internet work?</li> </ul> <p align="center"><b>Locate, retrieve and generate data and information</b></p> <ul style="list-style-type: none"> <li>Locate, retrieve or generate information from a range of digital sources</li> <li>Open a web browser, use correct tools to navigate through an online learning site (Raz Kids, Mathletics)</li> <li>Use online mapping tools (e.g. Mind-Mup or other Google Chrome extensions to organize an inquiry.</li> </ul> <p><b>Recognise intellectual property</b></p> <ul style="list-style-type: none"> <li>Acknowledge when they use digital products created by someone else, and start to indicate source</li> <li>Ownership of creative work</li> <li>Search and select images using <i>search usage tools (e.g. size, colour, type, time, usage rights, etc)</i></li> </ul> <p><b>Managing digital data:</b> <b>Google Drive</b></p> <ul style="list-style-type: none"> <li>Recognise Google Drive as a 'digital desk' to organise documents and creations</li> <li>Move Documents between folders</li> <li>Understand the layout of Google Drive</li> </ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>Use <b>ipad apps</b></li> <li>Use <b>Google Docs (word processing tool)</b> to create various genres of writing</li> </ul>



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	<ul style="list-style-type: none"> <li>Manage the share settings of a document and folder in Google Drive</li> <li>Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom and Seesaw).</li> <li>Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community)</li> </ul>		<ul style="list-style-type: none"> <li>Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools</li> <li>Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)</li> <li>Spreadsheets (tables, charts and graphs)</li> <li>Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information</li> </ul>
<b>PSPE</b>		<ul style="list-style-type: none"> <li>Reflect on inner thoughts and self-talk</li> <li>Recognize others' perspectives and accommodate these to shape a broader view of the world</li> <li>Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</li> <li>Describe how personal growth has resulted in new skills and abilities</li> <li>Recognize personal qualities, strengths and limitations</li> <li>Value interacting, playing and learning with others</li> <li>Celebrate the accomplishment of the group</li> <li>Share their own relevant ideas and feelings in an appropriate manner</li> </ul>	<p><b>PLANTS:</b></p> <ul style="list-style-type: none"> <li>Talk about their interactions with the environment</li> <li>Understand the impact of their actions on each other and the environment</li> </ul> <p><b>YEAR LONG:</b></p> <ul style="list-style-type: none"> <li>Solve problems and overcome difficulties with a sense of optimism</li> <li>Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help</li> <li>Express hopes, goals and aspirations</li> <li>Ask questions and express wonderings</li> <li>Cooperate with others</li> <li>Share ideas clearly and confidently</li> <li>Identify when their actions have impacted on others</li> <li>Seek adult support in situations of conflict</li> </ul>

Language Arts

Approx. Start Date	Unit 4	Unit 5	Unit 6
<b>Reading Workshop Focus</b>	<p><b>Unit of Study Title</b></p> <ul style="list-style-type: none"> <li>Character Studies                             <ul style="list-style-type: none"> <li>Getting to Know a Character as Friend</li> <li>Following a Character's Journey</li> <li>Comparing and Contrasting Characters Across Books</li> </ul> </li> </ul>	<p><b>Unit of Study Title</b></p> <ul style="list-style-type: none"> <li>Research Clubs                             <ul style="list-style-type: none"> <li>Researching a Topic</li> <li>A Second Cycle of Research</li> <li>Synthesizing, Comparing, and Contrasting</li> </ul> </li> <li>Character Studies                             <ul style="list-style-type: none"> <li>Getting to Know a Character as Friend</li> <li>Following a Character's Journey</li> <li>Comparing and Contrasting Characters Across Books</li> </ul> </li> </ul>	<p><b>Unit of Study Title</b></p> <ul style="list-style-type: none"> <li>Research Clubs                             <ul style="list-style-type: none"> <li>Researching a Topic</li> <li>A Second Cycle of Research</li> <li>Synthesizing, Comparing, and Contrasting</li> </ul> </li> </ul>
<b>Writing Workshop Focus</b>	<p><b>Unit of Study Title</b></p> <ul style="list-style-type: none"> <li>Once Upon a Time: Adapting and Writing Fairy Tales                             <ul style="list-style-type: none"> <li>Writing in the Footsteps of the Classics</li> <li>Follow the Path: Adapting Fairy Tales with Independence</li> <li>Blazing Trails: Writing Original Fairy Tales</li> </ul> </li> </ul>	<p><b>Unit of Study Title</b></p> <ul style="list-style-type: none"> <li>Once Upon a Time: Adapting and Writing Fairy Tales                             <ul style="list-style-type: none"> <li>Writing in the Footsteps of the Classics</li> <li>Follow the Path: Adapting Fairy Tales with Independence</li> <li>Blazing Trails: Writing Original Fairy Tales</li> </ul> </li> <li>Changing the World: Persuasive Speeches, Petitions, and Editorials                             <ul style="list-style-type: none"> <li>Launching Work on Persuasive Speeches</li> <li>Raising the Level of Persuasive Writing</li> <li>From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</li> <li>Cause Groups</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Writing in the Footsteps of the Classics</li> <li>Follow the Path: Adapting Fairy Tales with Independence</li> <li>Blazing Trails: Writing Original Fairy Tales</li> </ul> </li> </ul>	<p><b>Unit of Study Title</b></p> <ul style="list-style-type: none"> <li>Changing the World: Persuasive Speeches, Petitions, and Editorials                             <ul style="list-style-type: none"> <li>Launching Work on Persuasive Speeches</li> <li>Raising the Level of Persuasive Writing</li> <li>From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</li> <li>Cause Groups</li> </ul> </li> </ul>



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<p><b>Library/Research Skills</b></p>	<ul style="list-style-type: none"> <li>Use the spine label to locate and identify resources.</li> <li>Contribute to a search plan which lists headings, keywords and possible search terms.</li> <li>Take notes on a topic using keywords and bullet points.</li> <li>Locate non-fiction shelved by subject.</li> <li>Distinguish between fact, opinions and different perspectives.</li> <li>Use online resources such as PebbleGo to locate information.</li> <li>Reflect on (Sakura) goals.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify own knowledge and identify information to be considered and how these might be investigated.</li> <li>Use contents and index pages of non-fiction books using keywords.</li> <li>Record simple bibliographic information from books using author and title.</li> <li>Continue to refine research questions - develop open-ended questions and identify simple and complex questions</li> <li>With support assess and review learning strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Identify appropriate resources by using skimming techniques to survey readability.</li> <li>Know that non-fiction is shelved by number.</li> <li>Understand the concept of intellectual property and construct a basic bibliography comprised of title, author and publication date.</li> <li>Reflect on (Sakura) goals.</li> </ul>
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**Mathematics**

Approx. Start Date	Unit 4	Unit 5	Unit 6
	<p><b>Measurement</b> <b>Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Recognize area as an attribute of plane figures and understand concepts of area measurement.</li> <li>A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</li> <li>A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> <li>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)</li> <li>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</li> <li>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</li> <li>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>AERO. 3.MD.7d DOK 1,2 Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</li> </ul>	<p><b>Numbers and Operations</b> <b>Patterns, Functions and Algebra</b></p> <ul style="list-style-type: none"> <li>Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</li> <li>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</li> <li>Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts.</li> <li>Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</li> <li>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</li> <li>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line</li> <li>Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</li> <li>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</li> <li>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 <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</li> </ul>	<p><b>Numbers and Operations</b> <b>Patterns, Functions and Algebra</b></p> <ul style="list-style-type: none"> <li>Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</li> <li>Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> 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 <math>56 \div 8</math>.</li> <li>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 <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></li> <li>Understand division as an unknown factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</li> <li>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</li> <li>Apply properties of operations as strategies to multiply and divide. Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</li> <li>Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> 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 <math>5 \times 7</math></li> <li>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</li> </ul> <p><b>Measurement</b> <b>Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</li> </ul>



## Specialists

	Unit 4	Unit 5	Year Long Unit
<b>Art</b>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Use their knowledge and experiences to make informed interpretations of artworks</li> <li>Reflect on their own and others' creative processes to inform their thinking</li> <li>Use relevant and insightful questions to extend their understanding</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Use a personal interest, belief or value as the starting point to create a piece of artwork</li> <li>Use a range of strategies to solve problems during the creative process</li> </ul> <p><b>Art and Design Skills:</b> <i>Bridge design/architecture - Earthquake proof</i></p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Recognise that different audiences respond in different ways to artworks</li> <li>Provide constructive criticism when responding to artwork</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Show awareness of the affective power of visual arts</li> <li>Create artwork for a specific audience</li> </ul> <p><b>Art and Design Skills:</b> <i>Posters, props, costumes and scenery design</i></p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Use appropriate terminology to discuss artwork</li> <li>Describe the similarities and differences between artworks</li> <li>Identify the stages of their own and others' creative processes</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Identify, plan and make specific choices of materials, tools and processes</li> <li>Consider their audience when creating artwork</li> </ul> <p><b>Art and Design Skills:</b> Designing and creating a garden space</p>
<b>PE</b>	<p><b>Health Related Fitness (Reflect back on Healthy Choices UNIT)</b></p> <ul style="list-style-type: none"> <li>Demonstrate warm-up and cool-down exercises.</li> <li>Explain the purpose of warming up before physical activity and cooling down after physical activity.</li> <li>Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</li> <li>Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</li> <li>Explain that fluid needs are linked to energy expenditure.</li> <li>Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.</li> <li>Describe and record the changes in heart rate before, during, and after physical activity.</li> <li>Explain that a stronger heart muscle can pump more blood with each beat.</li> <li>Identify which muscles are used in performing muscular endurance activities.</li> <li>Name and locate the major muscles of the body.</li> <li>Identify foods that are beneficial for before and after physical activity</li> <li>Describe the concept of fitness and provides examples of physical activity to enhance fitness</li> </ul>	<p><b>Individual Pursuits unit</b></p> <p><b>Gymnastics unit</b></p> <ul style="list-style-type: none"> <li>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>Perform an inverted balance (tripod) by evenly distributing weight on body parts.</li> <li>Perform a forward roll.</li> <li>Perform a straddle roll.</li> <li>Balance while travelling and manipulating an object on a ground-level balance beam.</li> <li>Balances on different bases of support demonstrating muscular tension, and extension of free body parts.</li> <li>Transfers weight from feet to hands for momentary weight support.</li> <li>Moves into and out of gymnastics balances with curling, twisting and stretching actions.</li> <li>Performs a backward roll and a forward roll on equipment confidently.</li> <li>Combines locomotor and non-locomotor movements and skills effectively in a sequence (routine).</li> </ul> <p><b>Psychomotor Performance:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate correct running technique by running sprints, distance running, and running relays. Evaluation will be partner assessment and time.</li> <li>Students will demonstrate correct jumping technique by improving their standing long jump.</li> <li>Students will demonstrate correct throwing technique by throwing the koosh ball, tennis ball and foptail. Evaluation will be partner assessment and distance measurement.</li> <li>Students will be able to correctly identify rules and strategy used in Track &amp; Field in the end of unit reflection.</li> </ul> <p><b>Cognitive Performance:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate knowledge of the rules of each event.</li> <li>Students will show an understanding of track and field techniques by participating in track and field activities.</li> <li>Students will demonstrate general knowledge of a track and field event. This is assessed by teacher observation during events and end of unit reflection.</li> <li>Students will demonstrate an understanding for the importance of technique in order to be successful in track and field. This is assessed by teacher observation and end of unit reflection.</li> </ul> <p><b>Effective Performance:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate good social skills by working within a group</li> </ul>	<ul style="list-style-type: none"> <li>Identify healthy food choices (Active Living)</li> <li>Use and adapt basic movement skills (gross and fine motor) in a variety of activities) (Active Living)</li> <li>Explore different movements that can be linked to create sequences (Active Living)</li> <li>Understand the need to act responsibly to help ensure the safety of themselves and others (Active Living)</li> <li>Identify ways to live a healthier lifestyle (Active Living)</li> <li>Understand that there are substances that can cause harm to health (Active Living)</li> <li>Demonstrate greater body control when performing movements (Active Living)</li> </ul>



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		<ul style="list-style-type: none"> <li>and with a partner.</li> <li>Students will use good sportsmanship by participating in ude while participating in all track and field training techniques sessions and event competitions.</li> </ul>	
<b>Music</b>	<p><u>Music Technology / Repetition</u>  <b>Responding</b></p> <ul style="list-style-type: none"> <li>Record and share the stages of the process of creating a composition</li> <li>Recognize that sound can be notated in a variety of ways</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings</li> <li>Read and write music using non-traditional notation</li> </ul>	<p><b>Performing Arts:</b>  <b>Responding</b></p> <ul style="list-style-type: none"> <li>Compare aspects of music from different times and places</li> <li>Sing with accuracy and control focusing awareness on the musical elements</li> <li>Reflect on and communicate their reactions to music using music vocabulary</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Collaboratively create a musical sequence using known musical elements.</li> <li>Create music to represent different cultures and styles</li> </ul>	
<b>Dance</b>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Attentively observe and accurately describe the action (such as skip, gallop) and movement elements (sharp/smooth; powerful/delicate, unhurried/quick) in a brief movement study</li> <li>Accurately demonstrate non-locomotor/axial movements (such as bend, twist, stretch, swing)</li> <li>Accurately demonstrate stable and unstable poses and movements</li> <li>Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills</li> <li>Create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Discover and invent movement to solve movement problems</li> <li>Create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space, and/or force/energy)</li> <li>Create movement to show contrast in designs using stable and unstable poses and movements</li> </ul>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Observe two dances and discuss how they are similar and different in terms of one of the elements/features of dance by observing body shapes, levels, pathways</li> <li>Demonstrate accuracy in moving to a musical beat and responding to changes in tempo</li> <li>Reflect on their personal and family history and make connections with cultural and historical dance forms</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>Investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social</li> <li>Perform folk dances from various cultures with competence, confidence, and accuracy in style</li> <li>choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative.</li> </ul>	
<b>Religion</b>	<p><b>Catholic / Christian Class</b>  <i>Unit: Reconciliation</i></p> <ul style="list-style-type: none"> <li>Recall Jesus' command to love God and others</li> <li>Engage in activities exploring good and bad choices and their consequences</li> <li>Explain the concept of sin (for Catholic students in preparation for the sacrament of First Reconciliation) in their own words (i.e. a choice to be unkind / unloving)</li> <li>Explore the need to say sorry to others and to God when we hurt others</li> <li>Retell and discuss the Bible story Zacchaeus in their own words and form connections to the sacrament of First Reconciliation</li> <li>Discuss each of the steps in the rite of the Sacrament of Reconciliation</li> <li>Pray the Act of Sorrow (for Catholic students in preparation for the sacrament of First Reconciliation)</li> </ul> <p><i>Unit: Lent, Holy Week &amp; Easter</i></p> <ul style="list-style-type: none"> <li>Explain the purpose and opportunity of the Lenten season</li> <li>Explain that Palm Sunday and Good Friday as two key days in the celebration of Holy week</li> <li>Identify the actions of people who are following Jesus' command to 'wash feet'</li> <li>Retell and discuss the Easter story in their own words</li> <li>Identify the Stations of the Cross as the story of Jesus' death</li> </ul>	<p><b>Catholic / Christian Class</b>  <i>Unit: The Mass</i></p> <ul style="list-style-type: none"> <li>Recall the main parts of the Mass (for Catholic students in preparation for First Communion)</li> <li>Form connections between the Last Supper and the Mass</li> <li>Participate in the celebration of the School Mass reciting the appropriate responses</li> <li>Pray the Our Father</li> </ul> <p><i>Unit: Called by Jesus</i></p> <ul style="list-style-type: none"> <li>Become aware that Jesus' call to be with his disciples extends to them</li> <li>Define 'disciple' and 'christian'</li> <li>Identify the ways they can act as followers of Jesus in what they do and say</li> </ul>	<p><b>Catholic / Christian Class</b>  <i>Unit: We thank God</i></p> <ul style="list-style-type: none"> <li>Reflect on the things for which they are thankful</li> <li>Express gratitude to God the Father for those things for which they are grateful</li> </ul> <p><i>Unit: We can Live As Jesus Asked</i></p> <ul style="list-style-type: none"> <li>Retell selected Bible Stories, identify the main message and form connections to their own lives</li> <li>Recall Jesus' promise to his followers to be with them always</li> <li>Consider how they can play a part in making the world as God wants it to be (bringing about God's Kingdom)</li> </ul>
<b>Religion</b>	<b>Multifaith</b>	<b>MultiFaith</b>	



Grade 3 Semester 2 Learner Outcomes 2019-20

	<p>Philosophy of Religion(Christianity) (continued from Semester One)</p> <ul style="list-style-type: none"> <li>Know and understand basic Christian beliefs</li> <li>Explore Christian beliefs about meaning, purpose and value.</li> <li>Show awareness of the ways Christian beliefs influence attitudes, way of life and behavior.</li> <li>Understand the influence Christianity has on individuals and Communities.</li> <li>Express and justify their own beliefs and opinions and listen sensitively to those of others.</li> <li>Understand the Celebrations of Lent and Easter</li> </ul>	<p><i>Building the community - nonviolence and peacebuilding in religions</i></p> <ul style="list-style-type: none"> <li>Know different religious teachings on nonviolence.</li> <li>Understand ways they have been put into practice.</li> <li>Connect the actions of famous peace builders with their faith.</li> <li>Consider how individuals can apply religious big ideas on nonviolence.</li> </ul>	
<p><b>Japanese</b></p>	<p><b>Beginner</b></p> <p>(Reading &amp; Writing)</p> <ul style="list-style-type: none"> <li>Recognize and read Hiragana and / or Katakana characters</li> <li>Write familiar Hiragana and / or Katakana characters</li> <li>Recognize words related family members</li> <li>Write some words related family</li> <li>Write simple introduction about family</li> <li>Recognize time expressions</li> <li>Recognize some action verbs and appropriate particles</li> </ul> <p>(Listening &amp; Speaking)</p> <ul style="list-style-type: none"> <li>Exchange information about their daily routine with basic action verbs</li> <li>Ask and answer simple questions about daily routine and time</li> </ul> <p><b>Advance (Reading)</b></p> <ul style="list-style-type: none"> <li>Read Hiragana and Katakana with accuracy and fluency</li> <li>Read aloud the texts with accuracy, fluency and expressions</li> <li>Read Grade 1 and 2 Kanji</li> <li>Comprehend texts including story elements, such as main ideas, setting and plot (どうぶつ園のじゅうい、お手紙)</li> </ul> <p><b>(writing)</b></p> <ul style="list-style-type: none"> <li>Write Hiragana and Katakana legibly by themselves</li> <li>Write a variety of sentences with correct punctuations and particles</li> <li>Write sentences with correct grammar (subject-predicate)</li> <li>Produce informative writing about own imaginary product (in relation to Invention Unit) (あったらいいなこんなもの)</li> </ul> <p><b>(listening and speaking)</b></p> <ul style="list-style-type: none"> <li>Follow classroom directions and routines</li> <li>Communicate personal needs</li> <li>Listen and retell the stories</li> <li>Start differentiating spoken language and written language</li> </ul>	<p><b>Beginner</b></p> <p>(Reading &amp; Writing)</p> <ul style="list-style-type: none"> <li>Recognize and read Hiragana and / or Katakana characters</li> <li>Write familiar Hiragana and / or Katakana characters</li> <li>Write simple sentences to describe themselves, family and foods</li> </ul> <p>(Listening &amp; Speaking)</p> <ul style="list-style-type: none"> <li>Describe themselves, teachers, friends and family members with simple descriptive words (adjectives)</li> <li>Describe foods and animals with simple descriptive words (adjectives)</li> <li>Communicate with memorized phrases</li> </ul> <p><b>Advance (Reading)</b></p> <ul style="list-style-type: none"> <li>Read Hiragana and Katakana with accuracy and fluency</li> <li>Read aloud the text with accuracy, fluency and expressions</li> <li>Read Grade 1 and 2 Kanji</li> <li>Comprehend texts including story elements, such as main ideas, setting and plot (さんまのおふだ、スーホの白い馬)</li> </ul> <p><b>(writing)</b></p> <ul style="list-style-type: none"> <li>Write Hiragana and Katakana accurately by themselves</li> <li>Write a variety of sentences with correct punctuation and particles</li> <li>Use a variety of descriptive words and onomatopoeia in own poem (ようすをあらわすことば)</li> </ul> <p><b>(listening and speaking)</b></p> <ul style="list-style-type: none"> <li>Follow classroom directions and routines</li> <li>Communicate personal needs clearly and appropriately</li> <li>Listen and retell the stories</li> <li>Differentiate spoken language and written language</li> </ul>	<p><b>Beginner</b></p> <p>(Reading &amp; Writing)</p> <ul style="list-style-type: none"> <li>Recognize and read Hiragana and / or Katakana characters</li> <li>Write familiar Hiragana and / or Katakana characters</li> <li>Write familiar plants' name</li> <li>Describe the characteristics of plants</li> </ul> <p>(Listening &amp; Speaking)</p> <ul style="list-style-type: none"> <li>Communicate with memorized phrases</li> <li>Describe the characteristics of plants</li> <li>Explain the relationships between plants and some animals</li> <li>Explain how to raise the plants</li> </ul> <p><b>Advance (Reading)</b></p> <ul style="list-style-type: none"> <li>Read Hiragana and Katakana with accuracy and fluency</li> <li>Read aloud the texts with accuracy, fluency and expressions</li> <li>Read Grade 1 and 2 Kanji</li> <li>Comprehend texts including story elements, such as main ideas, setting and plot (楽しかったよ2年生)</li> </ul> <p><b>(writing)</b></p> <ul style="list-style-type: none"> <li>Write Hiragana and Katakana accurately by themselves</li> <li>Use Kanji they have learned in own writing</li> <li>Write a variety of sentences with correct punctuation and particles</li> <li>Create a booklet on Dandelions (PYP Plants Unit integration)</li> <li>Write a reflective essay on memorable event during the school year</li> </ul> <p><b>(listening and speaking)</b></p> <ul style="list-style-type: none"> <li>Follow classroom directions and routines</li> <li>Communicate personal needs clearly and appropriately</li> <li>Listen and retell the stories</li> <li>Differentiate spoken language and written language</li> </ul>