



## Grade 3 - Long Term Planner 2020-2021

	Unit 1	Unit 2	Unit 3
<b>Transdisciplinary Theme</b>	<p style="text-align: center;"><b>Who we are</b></p> <p style="text-align: center;"><b>Well-being</b></p> <p style="text-align: center;"><i>An inquiry into personal, physical, mental, social and spiritual health; rights and responsibilities; and what it means to be human.</i></p>	<p style="text-align: center;"><b>How the world works</b></p> <p style="text-align: center;"><b>Forces/Structures</b></p> <p style="text-align: center;"><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.</i></p>	<p style="text-align: center;"><b>Where we are in place and time</b></p> <p style="text-align: center;"><b>Inventions</b></p> <p style="text-align: center;"><i>An inquiry into orientation in place and time; the discoveries, of humankind.</i></p>
<b>Unit of Inquiry Details</b>	<p><b>Central Idea</b> Balance in our lives can promote health and well-being</p> <p><b>Key concepts:</b> causation, responsibility, change</p> <p><b>Related concepts:</b> balance, choices, well being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different forms of health (personal, physical, mental, social &amp; spiritual)</li> <li>The impact of our choices on well-being</li> <li>Ways to maintain health &amp; well-being</li> </ul>	<p><b>Central Idea</b> People apply their understanding of forces to invent, design and create</p> <p><b>Key concepts:</b> function, form, causation</p> <p><b>Related concepts:</b> forces, mechanics, structures</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different types of forces</li> <li>Forces in mechanical inventions or structures</li> <li>Environmental factors that influence the mechanical design of inventions or structures</li> </ul>	<p><b>Central Idea</b> Inventions have influenced the way we live today and have implications for the future</p> <p><b>Key concepts:</b> form, function, change</p> <p><b>Related concepts:</b> Inventions, impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Inventors and inventions throughout history</li> <li>The impact of inventions on our lives</li> <li>How circumstances lead to the creation of important inventions</li> </ul>
<b>Approaches to Learning Focus</b>	Social Skills Self Management Skills	Thinking Skills Communication Skills	Research Skills Thinking Skills
<b>Learner Profile Focus</b>	Principled Balanced Leaders	Inquirers Risk takers	Thinkers Reflective
<b>ICT Integration</b>	<p><i>IT Integration: Develop a survey seeking data on 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><b>Organising:</b></p> <ul style="list-style-type: none"> <li>Manage and maintain digital data using common methods</li> </ul> <p><b>Investigating:</b></p> <ul style="list-style-type: none"> <li>use ICT to plan an information search or generation of information, recognising some pattern within the information.</li> <li>locate, retrieve or generate information from a range of digital sources.</li> </ul> <p><b>Software used:</b></p> <ul style="list-style-type: none"> <li>Google forms</li> <li>Google docs</li> <li>Canva</li> </ul>	<p><i>Design a structure to withstand an earthquake and a typhoon use of a design booklet</i></p> <p><i>prototype - sketches - use of docs and slides to document their journey</i></p> <p><b>Investigating</b></p> <ul style="list-style-type: none"> <li>use ICT to plan an information search or generation of information, recognising some pattern within the information.</li> <li>locate, retrieve or generate information from a range of digital sources.</li> <li>explain why located data or information was selected</li> </ul> <p><b>Organising</b></p> <ul style="list-style-type: none"> <li>identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem</li> <li>Manage and maintain digital data using common methods</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>use ICT to generate ideas and plan solutions</li> <li>create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes</li> </ul> <p><b>Software used:</b></p> <ul style="list-style-type: none"> <li>G-Suite</li> <li>Google Slides</li> <li>Camera apps</li> <li>Padlet</li> </ul>	<p><b>Investigating</b></p> <ul style="list-style-type: none"> <li>use ICT to plan an information search or generation of information, recognising some pattern within the information.</li> <li>locate, retrieve or generate information from a range of digital sources.</li> <li>explain why located data or information was selected</li> </ul>



<p><b>PSPE Integration</b> (Personal and Social Education Integration)</p>	<p>Conceptual understanding: Understanding ourselves helps us to understand and empathize with others.</p> <ul style="list-style-type: none"> <li>▶ recognize personal qualities, strengths and limitations</li> <li>▶ analyse how they are connected to the wider community</li> <li>▶ reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</li> <li>▶ use understanding of their own emotions to interact positively with others</li> </ul> <p>Conceptual understanding: Self-efficacy influences the way people feel, think and motivate themselves, and behave. Learners will be able to:</p> <ul style="list-style-type: none"> <li>▶ Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being</li> <li>▶ explain how self-talk can influence their behaviour and their approach to learning</li> </ul> <p>Conceptual understanding: Embracing and developing optimism helps us to have confidence in ourselves and our future. Learners will be able to:</p> <ul style="list-style-type: none"> <li>▶ embrace optimism to shape a positive attitude towards themselves and their future</li> </ul>		
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## Language Arts

Approx. Start Date	Unit 1	Unit 2	Unit 3
<b>Reading Workshop Focus</b>	<ul style="list-style-type: none"> <li>• Making a Reading Life</li> <li>• Understanding the Story</li> <li>• Tackling More Challenging Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance in Expository Texts</li> <li>• Lifting the Level of Thinking about Expository Texts</li> <li>• Synthesizing and Growing Ideas in Narrative Nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Importance in Expository Texts</li> <li>• Lifting the Level of Thinking about Expository Texts</li> <li>• Synthesizing and Growing Ideas in Narrative Nonfiction</li> </ul>
<b>Writing Workshop Focus</b>	<ul style="list-style-type: none"> <li>• Writing Personal Narratives with Independence</li> <li>• Becoming a Storyteller on the Page</li> <li>• Writing with New Independence on a Second Piece</li> <li>• Fixing Up and Fancying Up Your Best Work</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing Information</li> <li>• Reaching to Write Well</li> <li>• Moving Toward Publication, Moving Toward Readers</li> <li>• Transferring Learning from Long Projects to Short Ones</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing Information</li> <li>• Reaching to Write Well</li> <li>• Moving Toward Publication, Moving Toward Readers</li> <li>• Transferring Learning from Long Projects to Short Ones</li> </ul>
<b>Library/Research Skills</b>	<ul style="list-style-type: none"> <li>• Identify appropriate resources by using skimming techniques to survey readability.</li> <li>• Consolidate knowledge of borrowing procedures of online school resources.</li> <li>• Use school catalogue to locate books by title, or author.</li> <li>• Suggest cause and effect relationships by examining story themes, books and pictures.</li> <li>• Choose books to show a widening reading choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify keywords, synonyms and related terms for the information needed</li> <li>• Understand and use terminology: publisher, copyright, contents, index.</li> <li>• Understand that non fiction resources are shelved according to a system.</li> <li>• Use physical and online systems to locate materials.</li> <li>• Skim and scan using subheadings in books and sections of websites.</li> <li>• Discuss a topic in response to an audio and/or visual stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate benefits of a variety of databases/sources</li> <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>• Use the spine label to locate and identify resources.</li> <li>• Record information.</li> <li>• Record simple bibliographic information from books using author and title.</li> </ul>

## Mathematics

Approx. Start Date	Unit 1	Unit 2	Unit 3
	<b>Numbers and Operations Patterns, Functions and Algebra</b>	<b>Numbers and Operations Patterns, Functions and Algebra</b>	<b>Numbers and Operations Patterns, Functions and Algebra</b>



	<ul style="list-style-type: none"> <li>Use place value understanding to round whole numbers to the nearest 10 or 100.</li> <li>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.</li> <li>AERO. 3.OA.8 DOK 1,2,3 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li> <li>AERO. 3.OA.9 DOK 1,2,3 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>AERO. 3.OA.8 DOK 1,2,3 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<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>
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## Specialists

	Unit 1	Unit 2	Unit 3
<b>Visual Arts</b>	<p>Responding Compare, contrast and categorise artworks from a range of cultures, places and times</p> <p>Creating Create an artwork for a specific audience</p> <p>Visual Arts Skills Illustrating one of Seisen's Guiding Principles - Our students are members of many different faith traditions. We believe in respecting all within our Catholic school community (3A) Our students come from many different cultures and countries. We believe in celebrating diversity and developing an openness, curiosity and appreciation of other peoples and</p>	<p>Responding Reflect on their own and others' creative processes to inform their thinking Provide constructive criticism when responding to artwork</p> <p>Creating Use a range of strategies to solve problems during the creative process</p> <p>Visual Arts Skills Observational drawing of a bridge Practise colouring pencil techniques 3D model bridge</p>	<p>Responding Identify and consider the contexts in which artworks were made Use relevant and insightful questions to extend their understanding</p> <p>Creating Use a personal interest, belief or value as the starting point to create a piece of artwork</p> <p>Visual Arts Skills Robot designs</p>



	<p>cultures (3B) Researching, Planning</p>		
<p><b>PE</b></p>	<p>Well Being (Health Related Fitness)</p> <ul style="list-style-type: none"> <li>Recognise the importance of regular exercise in the development of well-being</li> <li>Communicate their understanding of the need for good hygiene practices</li> <li>Identify ways to live a healthier lifestyle</li> <li>Understand how daily practices influence short and long term health</li> <li>Reflect and act upon their preferences for physical activities in leisure time</li> <li>Understand the interdependence of factors that can affect health and well-being</li> <li>Identify realistic goals, strategies and develop a plan to improve personal fitness and health</li> <li>Understand that regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle</li> <li>Identify and participate in activities we enjoy to motivate us to maintain a healthy lifestyle</li> <li>Find balance in developing the social, mental, emotional, personal, spiritual and physical well-being of an individual</li> </ul>	<p>Forces &amp; Structures (Movement Composition) (Balances)</p> <ul style="list-style-type: none"> <li>Transfer weight and perform an inverted balance (tripod / handstand) by evenly distributing weight on body parts.</li> <li>Jumps and lands in horizontal and vertical planes using mature patterns.</li> <li>Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.</li> <li>Transfers weight from feet to hands for momentary weight support individually and in pairs.</li> <li>Moves into and out of gymnastics balances with curling, twisting and stretching actions.</li> </ul> <p>(Jumps)</p> <ul style="list-style-type: none"> <li>Jumps and lands in horizontal and vertical planes using a mature pattern.</li> <li>Take off from a height using a bench, to perform the shapes in the air and land safely with both feet.</li> </ul> <p>(Rolls)</p> <ul style="list-style-type: none"> <li>Perform a forward roll or backward roll on a height (springboard, bench, soft box).</li> <li>Perform a straddle roll confidently.</li> <li>Transfer weight, perform an inverted balance, evenly distribute weight from hands onto shoulders in a handstand forward roll.</li> </ul> <p>(Routines)</p> <ul style="list-style-type: none"> <li>Combines balance and weight transfers with movement concepts to create a gymnastics routine.</li> <li>Employs the concept of alignment and muscular tension with movement in gymnastics.</li> </ul>	<p>(Individual Pursuits)</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 foxtail. 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 at the end of unit reflection.</li> </ul> <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> <ul style="list-style-type: none"> <li>Students will demonstrate good social skills by working within a group 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>
<p><b>Music</b></p>	<p>Well-being</p> <ul style="list-style-type: none"> <li>Arts have the power to influence thinking and behavior.</li> <li>Express their responses to music from different cultures and styles</li> <li>Discuss music that relates to social issues and/or values</li> <li>Explain the role and relevance of music in their own culture, its uses and associations through place and time</li> <li>Reflect on and communicate their reactions to music using musical vocabulary</li> <li>Use vocal sounds, rhythms and instruments to express feelings or ideas.</li> <li>Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.</li> </ul>	<p>Composition</p> <ul style="list-style-type: none"> <li>Students create and arrange music to accompany readings or dramatizations</li> <li>Students create and arrange short songs and instrumental pieces within specified guidelines</li> <li>Students use a variety of sound sources when composing</li> <li>Create a musical composition to match the mood of a visual image.</li> <li>Explore individually or collectively a musical response to a narrated story.</li> <li>Describe the process used to create their own music and compare it with others, in order to improve/refine their compositions.</li> <li>Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.</li> <li>Express one or more moods/feelings in a musical composition.</li> </ul>	<p>Musical Elements (Year Long)</p> <ul style="list-style-type: none"> <li>Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</li> <li>Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music</li> <li>Students describe in simple terms how elements of music are used in music examples from various cultures of the world</li> <li>recognise that sound can be notated in a variety of ways</li> <li>read, write and perform simple musical patterns and phrases</li> </ul>



			<ul style="list-style-type: none"> <li>Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</li> <li>distinguish the sounds of different instruments in music</li> </ul>
<b>Dance</b>	<p>Well-being</p> <ul style="list-style-type: none"> <li>Identifying connections between different forms of health</li> <li>Describe and evaluate the learnings and understandings developed through their exploration of dance</li> <li>Evaluate the similarities and differences between yoga, hip hop, tap dance, and other dance forms</li> <li>Identify and explain why certain body postures and movements communicate certain ideas and feelings</li> <li>Develop an awareness of "safety" in dance, including physical distance and safe movements</li> <li>Develop physical balance and coordination</li> <li>Explain how healthy practices (such as stretching, various kinds of movement) enhance their ability to dance, citing multiple examples</li> <li>Explore, discover, and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice</li> </ul>	<p>Forces/Structures</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 (ballet, yoga, jazz, and other dance disciplines)</li> <li>Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills</li> <li>Create movement to show contrast in designs using stable and unstable poses and movements</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 a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)</li> </ul>	<p>Inventions</p> <ul style="list-style-type: none"> <li>Recognize that dance plays an innovative role in communicating ideas within cultures and societies</li> <li>Show curiosity about live and recorded dance performances</li> <li>Describe how different dance forms stayed the same or how these have changed over time</li> <li>Create movement that explores dimensions of direction, level and shape</li> <li>Explore different types of movements such as travelling, jumping and turning</li> <li>Create movement to various tempos</li> </ul>
<b>Religion</b>	<p>Well-Being (Spiritual Life):</p> <ul style="list-style-type: none"> <li>Understand that God has created each individual unique and different and that he invites us into a loving relationship with him and others;</li> <li>Understand that God is all-knowing, all-powerful and always present</li> <li>Appreciate that people who help us are signs of God's love and they reveal God's love and care</li> <li>Explain the 'New Commandment' from Jesus to love one another as he has loved</li> <li>Identify the choices we make as loving and non-loving actions and ways to be disciples of Jesus</li> <li>Explore the concept of prayer (why people pray, God communicates through prayer and action)</li> <li>Explore how we can express our needs, thanks and hopes to God through prayer</li> <li>Become aware that Jesus calls people personally to be his friend and is a friend to them</li> <li>Pray the Our Father</li> <li>Explore other prayers and meditations from different religions</li> </ul>	<p>Structure of the Mass</p> <ul style="list-style-type: none"> <li>Understand the Mass as a celebration of God's love, as Jesus' friends gathered together</li> <li>Understand Trinity as Father, Son and Holy Spirit; explore the meaning, role and significance of the Trinity in the Christian faith</li> <li>Identify and explain the parts of the Catholic mass including the introductory rite, liturgy of the word, liturgy of the eucharist and the concluding rite</li> <li>Identify the parts of the introductory rite: The Sign of the Cross, Opening Prayer, Lord Have Mercy and Glory Be to God</li> <li>Understand where the readings come from for the Liturgy of the Word</li> <li>Discuss the meaning of transubstantiation during the liturgy of the Eucharist</li> <li>Show understanding that in the concluding rite, Christians are blessed and sent to serve others in the world</li> </ul>	<p>Advent &amp; Christmas</p> <ul style="list-style-type: none"> <li>Pray the Glory Be</li> <li>Explain the Advent Season as a period of waiting for the coming of Christ</li> <li>Know there are four candles on the Advent wreath and that they symbolize the concepts of hope, faith, joy and peace</li> <li>Explore changes we can make to our own behavior and how these changes might impact others</li> <li>Retell the Nativity (The Birth of Jesus is Announced, Mary Visits Elizabeth, Mary &amp; Joseph visit Bethlehem, The Birth of Jesus)</li> </ul>
<b>Japanese</b>	<p>Japanese 1</p> <ul style="list-style-type: none"> <li>Follow spoken classroom instructions</li> <li>Use basic greetings</li> <li>Start recognizing Hiragana or Katakana</li> <li>Start writing some Hiragana or Katakana</li> </ul> <p>Japanese 2 &amp; 3 (Listening &amp; Speaking)</p> <ul style="list-style-type: none"> <li>Communicate own ideas clearly</li> </ul>	<p>Japanese 1</p> <ul style="list-style-type: none"> <li>Introduce herself with name, age, where she is from, where she lives, grade,</li> <li>Describe likes and dislikes</li> <li>Write 10-30 Hiragana or Katakana</li> </ul> <p>Japanese 2 &amp; 3 (Listening &amp; Speaking)</p> <ul style="list-style-type: none"> <li>Communicate own ideas clearly</li> </ul>	<p>Japanese 1</p> <ul style="list-style-type: none"> <li>Understand simple questions on daily routines</li> <li>Recognize how to count the people</li> <li>Describe their family members</li> <li>Recognize Hiragana or Katakana with fluency</li> <li>Write Hiragana or Katakana with teacher's support</li> <li>Identify daily food and drinks</li> <li>Ask and give information about ownership</li> </ul>



	<ul style="list-style-type: none"> <li>• Listen attentively to information</li> </ul> <p>(Reading)</p> <ul style="list-style-type: none"> <li>• Comprehend text including story elements, such as main ideas, character, setting and plot</li> <li>• Read aloud confidently with fluency and expression</li> <li>• Accurately read kanji introduced in class</li> </ul> <p>(Writing)</p> <ul style="list-style-type: none"> <li>• Show awareness of appropriate language style</li> <li>• Use correct grammatical structures and correct spelling</li> <li>• Accurately write hiragana, katakana and kanji introduced in class</li> <li>• Write a news report on a familiar topic including necessary information</li> <li>• Provide necessary description of the person</li> </ul> <p>ともこさんはどこかな／スイミー／同じ部分をもつ漢字</p>	<ul style="list-style-type: none"> <li>• Listen attentively to information</li> </ul> <p>(Reading)</p> <ul style="list-style-type: none"> <li>• Comprehend text including story elements, such as main ideas, character, setting and plot</li> <li>• Reads aloud confidently with fluency and expression</li> <li>• Accurately read kanji introduced in class</li> </ul> <p>(Writing)</p> <ul style="list-style-type: none"> <li>• Show awareness of appropriate language style</li> <li>• Use correct grammatical structures and accurate punctuation in writing</li> <li>• Structure own writing in opening-body-closing</li> <li>• Accurately write hiragana, katakana and kanji introduced in class</li> </ul> <p>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>	<p>Japanese 2 &amp; 3 (Listening &amp; Speaking)</p> <ul style="list-style-type: none"> <li>• Communicate own ideas clearly</li> <li>• Listen attentively to information</li> </ul> <p>(Reading)</p> <ul style="list-style-type: none"> <li>• Comprehend text including story elements, such as main ideas, character, setting and plot</li> <li>• Reads aloud confidently with fluency and expression</li> <li>• Accurately read kanji introduced in class</li> </ul> <p>(Writing)</p> <ul style="list-style-type: none"> <li>• Show awareness of appropriate language style</li> <li>• Use correct grammatical structures and spelling</li> <li>• Accurately write hiragana, katakana and kanji introduced in class</li> <li>• Write a letter in an appropriate format</li> </ul> <p>どうぶつ園のじゅうい／あったらいいなこんなもの</p>
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