

GRADE 3

CURRICULUM GUIDE



Our Mission:

To develop inquiring,
knowledgeable and
caring learners who
contribute positively
to their communities.

Message from the PYP Coordinator

Dear SCIS Families,

Welcome to the Primary Years Programme (PYP) at SCIS. We are delighted to begin this learning journey with you and your child.

This curriculum guide is designed to provide an overview of the conceptual understandings and learning outcomes your child will engage with throughout the year. Grounded in inquiry-based learning, our programme encourages students to ask questions, make connections, and develop a deep understanding of the world around them. Through this approach, we aim to nurture internationally minded learners who are caring, reflective, and active participants in their own learning.

As PYP homeroom teachers, we are committed to creating a supportive and collaborative learning environment. We will communicate your child's learning and progress through a variety of platforms and opportunities, including Toddle portfolios, report cards, parent-teacher conferences, student-led conferences, and learning celebrations. These experiences are designed to provide meaningful insights into your child's growth and to actively involve them in reflecting on their learning journey.

At SCIS, we believe that a strong partnership between home and school is fundamental to each child's success. By working together, we can support the development of the whole child academically, socially, and emotionally in alignment with the IB Learner Profile.

Please feel free to contact us at any time if you have questions or would like further information.

We look forward to a meaningful and engaging year of learning together.

Sincerely,
Vincent Lehane
PYP Coordinator

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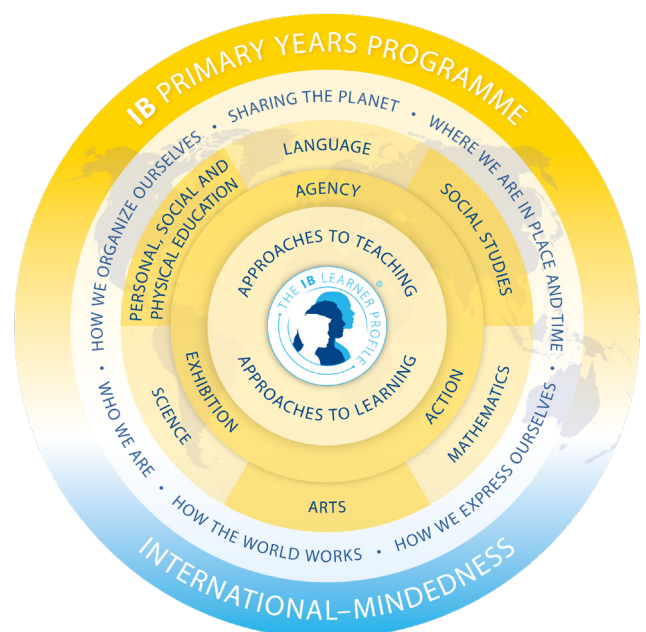
Message from the PYP Coordinator

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Programme of Inquiry

Subjects:

- Mathematics
- Language (English)
- Science
- Music
- Visual Arts
- Physical Education
- Social Emotional



Part I Expectations and Agreements

At SCIS, students are encouraged to strive for their personal best while developing increasing ownership of their learning. They are expected to come to school prepared with the materials they need and to engage actively and purposefully in the learning process.

Students are supported in developing independence, organization, and self-management skills. They are encouraged to seek support when needed, reflect on their learning, and take responsibility for completing missed work following an absence. Through this, students build resilience and a commitment to continuous growth.

At the same time, the PYP promotes a learning environment where every student feels a strong sense of belonging, safety, and inclusion. Students are valued as individuals, and their

identities, perspectives, and experiences are respected and celebrated. This supportive environment enables students to take risks, share their thinking, and challenge themselves with confidence.

High expectations for learning are balanced with care for student well-being. Through meaningful and appropriately challenging learning experiences, students are supported to develop confidence, perseverance, and a love of learning.

Essential Agreements

In the PYP, each class collaboratively develops a set of essential agreements that guide interactions and learning within the classroom. These agreements are co-constructed by students and teachers, reflecting shared values, rights, and responsibilities.



This process empowers students to take ownership of their learning environment and contributes to a respectful, inclusive, and supportive community. Essential agreements are revisited and refined throughout the year to ensure they remain meaningful and relevant.

Part II Primary Years Programme (PYP)



The International Baccalaureate Primary Years Programme (IBPYP) is a globally recognized framework designed to develop inquiring, knowledgeable, and caring learners. It provides an integrated curriculum that is relevant, challenging, and engaging for students from Nursery through Grade 5.

At the heart of the PYP is a concept-driven, inquiry-based approach to learning. This approach encourages students to ask meaningful questions, explore ideas, and develop a deep understanding of the world around them. Through inquiry, learners actively

construct knowledge, make connections across subject areas, and apply their understanding in authentic contexts.

Inquiry-based learning within the PYP involves students:

- exploring, wondering, and questioning;
- experimenting and engaging with possibilities;
- making connections between prior knowledge and new learning;
- making predictions and taking purposeful action to test their ideas;
- collecting, analyzing, and communicating data and findings;
- clarifying and refining their thinking;
- applying conceptual understanding to deepen learning;
- developing, testing, and revising theories;
- researching and seeking information from a variety of sources;
- expressing and justifying their perspectives; and
- solving problems in a variety of ways.

Much of the curriculum in the Primary Years Programme (PYP) is organized and taught through transdisciplinary units of study known as Units of Inquiry. These units integrate multiple subject areas, enabling students to explore significant ideas in meaningful and connected ways.

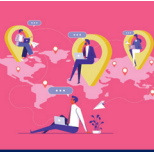
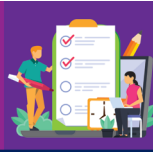
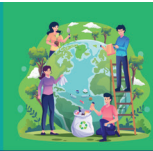
Within the PYP, Units of Inquiry are structured under six transdisciplinary themes. These themes are consistent across all grade levels, providing a coherent and progressive framework for student learning.

All Units of Inquiry together form the Programme of Inquiry, which outlines the scope and sequence of learning across the school.

While many learning experiences are integrated within the Units of Inquiry, there are also opportunities for single-subject teaching to support the development of specific knowledge and skills. In each grade level, the homeroom teacher facilitates most areas of learning, while students also attend specialist lessons in Music, Visual Arts, and Physical Education.

Transdisciplinary Themes

Much of the curriculum is arranged and taught through large cross-curricular units of study known as units of inquiry. Throughout the Lower School these units are arranged under six themes. These same themes are repeated at every grade level. The themes are:

WHO WE ARE 我们是谁		HOW THE WORLD WORKS 世界如何运作	
An inquiry into identity as individuals and as part of a collective through: • physical, emotional and spiritual health and well-being • relationships and belonging • learning and growing		An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation; possibilities and impacts	
WHERE WE ARE IN PLACE AND TIME 我们身处什么时空		HOW WE ORGANIZE OURSELVES 我们如何组织自己	
An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation		An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihood and trade practices; intended and unintended consequences • representation, collaboration and decision-making	
HOW WE EXPRESS OURSELVES 我们如何表达自己		SHARING THE PLANET 共享地球	
An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses		An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity for all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom	

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry. All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In all grade levels the homeroom teacher teaches most of the subjects however, the children attend specialist lessons for the Music, Visual Arts, World Languages (Mandarin or Dutch) and Physical Education.

Part III Assessment in the PYP

Assessment is an integral part of the teaching and learning process within the Primary Years Programme (PYP). It is embedded throughout the learning cycle and is designed to be relevant, authentic, and meaningful for all learners. Assessment provides valuable information for students, teachers, and parents, supporting both student growth and the ongoing development of the programme.

In the PYP, a range of assessment practices are used to **monitor, document, measure, and report** on learning, ensuring a holistic understanding of each student's progress and development.

Monitoring Learning

Monitoring learning is an ongoing process

that tracks student progress against learning goals and success criteria. It takes place through observation, questioning, reflection, and dialogue, supported by timely and purposeful feedback. Teachers use a variety of strategies such as open-ended tasks, discussions, and written or oral assessments to guide next steps in learning.

Documenting Learning

Documenting learning makes student thinking and progress visible. Evidence of learning may be collected in both physical and digital formats and shared with the learning community to support reflection and goal setting. Students and teachers document learning through reflections, questions, and demonstrations of understanding. This may include:

- Toddler portfolios that show growth over time
- journals and student work capturing ongoing thinking and feedback
- learning stories that highlight key moments of understanding

Documentation tools may include exemplars, checklists, rubrics, anecdotal records, and portfolios.

Measuring Learning

Measuring learning captures student achievement at a specific point in time. A range of tools, both school-developed and external, may be used to provide data that contributes to a broader understanding of student progress. Not all learning can or needs to be measured; instead, measurement

is used thoughtfully as part of a balanced assessment approach.

Reporting Learning

Reporting communicates student learning and progress to students, parents, and the wider learning community. It provides clear, meaningful, and transparent information about achievement, strengths, and next steps. Reporting may take a variety of forms, including conferences, written

reports, portfolios, and other formal or informal communications.

Assessment evidence is gathered from a wide range of sources, including:

- student–teacher conferences
- observations and anecdotal records
- checklists
- rubrics
- projects
- presentations

- oral assessments
- student self-assessments
- reflections
- learning portfolios

Through this balanced and comprehensive approach, assessment in the PYP supports students in becoming reflective, self-directed learners who take an active role in their own learning journey.

Part IV The Learner Profile

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who strive to create a better and more peaceful world.

Central to this vision is the **IB Learner Profile**, which defines the attributes that support students in becoming active, compassionate, and lifelong learners. These attributes, such as being inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, and knowledgeable are embedded throughout all aspects of teaching and learning in the Primary Years Programme (PYP).

Through the development of the Learner Profile, students are encouraged not only to achieve academically, but also to grow as responsible individuals who take action, build positive relationships, and contribute meaningfully to their local and global communities.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Risk-takers

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Thinker

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Part V Approaches to Learning (ATL)

As an IB World School, the Primary Years Programme (PYP) incorporates a set of essential elements that guide teaching and learning. One of these key elements is the development of **Approaches to Learning (ATL)**, which are a set of transdisciplinary skills that support students in becoming self-regulated, reflective, and independent learners.

ATL skills are developed progressively across all grade levels and are taught explicitly and implicitly through a range of learning experiences. They are embedded across all subject areas and within Units of Inquiry, enabling students to apply their skills in meaningful and authentic contexts. Teachers design learning engagements that support students in using and strengthening these skills as part of their everyday learning.

The Approaches to Learning in the PYP are grouped into five broad categories:

Thinking Skills

Critical thinking: Analysing and evaluating issues and ideas, and forming decisions

Creative thinking: Generating novel ideas and considering new perspectives

Information transfer: Using skills and knowledge in multiple contexts

Reflection and metacognition: Using thinking skills to reflect on the process of learning

Social Skills

Interpersonal relationships, social and emotional intelligence: Developing positive interpersonal relationships and collaboration

Self-management Skills

Organization: Managing time and tasks effectively

States of mind: Using strategies that manage state of mind

Communication Skills

Exchanging information: Listening, interpreting and speaking

Literacy: Reading, writing and using language to gather and communicate information

ICT: Communicating using technology to gather, investigate and share information

Research Skills

Information literacy: Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Media literacy: Interacting with media to use and create ideas and information

Ethical use of media/ information: Understanding and applying social and ethical technology



Part VI

Specified Concepts

Central to the philosophy of the Primary Years Programme (PYP) is the belief that purposeful, structured inquiry is a powerful vehicle for learning. Inquiry promotes meaning and understanding, and challenges students to engage with significant ideas that are relevant both locally and globally.

To support this approach, the PYP is committed to a **concept-driven curriculum**, which enables students to move beyond surface-level knowledge and develop deeper, transferable understandings.

A set of seven **specified concepts** underpins the transdisciplinary nature of the curriculum. These concepts provide a framework for exploring ideas, guiding inquiry, and helping students make connections across disciplines. The specified concepts are:

Form - What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function - How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation - Why is it like it is?

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Change - How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection - How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective – What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings

and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility – What is our responsibility?

The understanding that people make choices based on their understanding and the actions they take as a result do make a difference.



Part VII

What should we do with our learning?

In the Primary Years Programme (PYP), learning extends beyond the development of knowledge and understanding to include socially responsible attitudes and meaningful action. Students are encouraged to reflect on their learning and take thoughtful, appropriate action as a natural outcome of the inquiry process.

Action may be initiated by the student and can take many forms. It may deepen their own learning, contribute to the learning of others, or have a positive impact on the wider community. Action can be simple and personal, such as sharing new understanding with others or pursuing further questions or it can lead to more sustained and collaborative efforts.

The PYP supports students in developing agency through the action cycle, a framework that encourages learners to choose, act, and reflect. Through this process, students build important skills such as collaboration, problem-solving, critical thinking, and self-management.

By engaging in meaningful action, students become active participants in their own learning and begin to see themselves as capable individuals who can make a difference. This empowers them to grow as responsible, reflective, and lifelong learners.



PROGRAM OF INQUIRY

WHO WE ARE

我们是谁



An inquiry into identity as individuals and as part of a collective through:

- physical, emotional and spiritual health and well-being
- relationships and belonging
- learning and growing

Central Idea: Our diverse identities create our classroom community.

An inquiry into:

- Internal and external identities (Form)
- Assumptions and perceptions (Perspective)
- The influence of our perspectives on how we understand each other (Causation)

WHERE WE ARE IN PLACE AND TIME

我们身处什么时空



An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation

Central Idea: Inventions influence society and create future possibilities.

An inquiry into:

- Why we invent (Causation)
- Inventions that impacted the world (Change)
- How we might use inventions to create a better future (Connection)

HOW WE EXPRESS OURSELVES

我们如何表达自己



An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

Central Idea: Performing arts are an avenue for creative expression.

An inquiry into:

- Purpose of performing arts (Perspective)
- The process of putting on a performance (Function)
- Giving and receiving feedback (Connection)

HOW THE WORLD WORKS

世界如何运作



An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation; possibilities and impacts

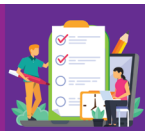
Central Idea: The design of structures involves consideration of different factors.

An inquiry into:

- Factors that impact structures (Causation)
- Design thinking (Function)
- Effective collaboration that supports design (Connection)

HOW WE ORGANIZE OURSELVES

我们如何组织自己



An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihood and trade practices; intended and unintended consequences
- representation, collaboration and decision-making

Central Idea: Goods and services are provided based on wants, needs, and available resources.

An inquiry into:

- Interdependence of producers and consumers (Connection)
- The supply chain (Form)
- Responsible production and consumption (Responsibility)

SHARING THE PLANET

共享地球



An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity for all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

Central Idea: Plants sustain life on earth through their characteristics and interaction with living things.

An inquiry into:

- The growth of plants (Function)
- How living things rely on plants for different purposes (Connection)
- Our impact on plants (Responsibility)



MATHEMATICS

US Common Core Standards

NUMBER

Conceptual Understandings

- The base ten place value system can be extended to represent magnitude.
- Fractions and decimals are ways of representing part-whole relationships.
- The operations of addition, subtraction, multiplication, and division are related to each other and are used to process information to solve problems.
- Even complex operations can be modeled in a variety of ways, for example, an algorithm is a way to represent an operation.

Constructing Meaning

- Model numbers to thousands or beyond using the base ten place value system
- Use the language of multiplication and division, for example, factor; multiple, product, quotient, prime numbers, composite number
- Model multiplication and division of whole numbers
- Model equivalent fractions
- Simplify fractions using manipulatives
- Use the language of fractions, for example, numerator; denominator
- Model decimal fractions to hundredths or beyond
- Model addition and subtraction of fractions with related denominators
- Model addition and subtraction of decimals

Transferring Meaning into Symbols

- Read, write, compare, and order whole numbers up to thousands or beyond
- Describe mental and written strategies for multiplication and division
- Develop strategies for memorizing addition, subtraction, multiplication, and division number facts
- Read, write, compare, and order fractions (including on a number line)
- Read and write equivalent fractions
- Read, write, compare, and order decimal fractions to hundredths or beyond

Applying with Understanding

- Use fast recall of multiplication and division number facts in real-life situations
- Use mental and written strategies for multiplication and division in real-life situations
- Select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- Use strategies to evaluate the reasonableness of answers
- Estimate sum, difference, product, and quotient in real-life situations
- Use decimal fractions in real-life situations
- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them
- Add and subtract fractions with related denominators in real-life situations
- Add and subtract decimals in real-life situations, including money

PATTERN AND FUNCTION

Conceptual Understandings

- Functions are relationships or rules that uniquely associate members of one set with members of another set.
- By analyzing patterns and identifying rules for patterns, it is possible to make predictions.

Constructing Meaning

- Understand that patterns can be analysed and rules identified
- Understand that multiplication is repeated addition and that division is repeated subtraction
- Understand the inverse relationship between multiplication and division
- Understand the associative and commutative properties of multiplication

Transferring Meaning into Symbols

- Describe the rule for a pattern in a variety of ways
- Represent rules for patterns using words, symbols and tables
- Identify a sequence of operations relating one set of numbers to another set

Applying with Understanding

- Select appropriate methods for representing patterns, for example using words, symbols, and tables
- Use number patterns to make predictions and solve problems
- Use the properties and relationships of the four operations to solve problems

SHAPE AND SPACE

Conceptual Understandings

- Changing the position of a shape does not alter its properties.
- Shapes can be transformed in different ways.
- Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.

Constructing Meaning

- Understand the common language used to describe shapes (such as given number of angles or number of equal faces)
- Understand the properties of regular and irregular polygons
- Understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes
- Understand congruent or similar shapes
- Understand an angle as a measure of rotation
- Understand that directions for location can be represented by coordinates on a grid
- Understand that visualization of shape and space is a strategy for solving problems

Transferring Meaning into Symbols

- Sort, describe, and model regular and irregular polygons
- Describe and model congruency and similarity in 2D shapes
- Analyze angles by comparing and describing rotations: whole turn, half turn, quarter turn, and north, south, east, and west on a compass
- Locate features on a grid using a coordinates
- Describe and/or represent mental images of objects, patterns, and paths

Applying with Understanding

- Analyze and describe 2D and 3D shapes, including regular and irregular polygons using geometric vocabulary
- Identify, describe, and model congruency and similarity in 2D shapes
- Recognize and explain symmetrical patterns, including tessellation, in the environment
- Apply knowledge of transformations to problem-solving situations

DATA HANDLING

Conceptual Understandings

- Data can be collected, organized, displayed, and analyzed in different ways.
- Different graph forms highlight different aspects of data more efficiently.
- Probability can be based on experimental events in daily life.
- Probability can be expressed in numerical notations.

Constructing Meaning

- Understand that different types of graphs have special purposes
- Understand that scale can represent different quantities in graphs
- Understand that the mode can be used to summarize a set of data
- Understand that one of the purposes of a database is to answer questions and solve problems
- Understand that probability is based on experimental events

Transferring Meaning into Symbols

- Collect, display, and interpret data using simple graphs (for example, bar graphs, line graphs)
- Identify, read, and interpret range and scale on graphs
- Identify the mode of a set of data
- Represent the relationship between objects in a set using tree, Venn, and Carroll diagrams
- Use tree diagrams to express probability using simple fractions

Applying with Understanding

- Design a survey and systematically collect, organize, and display data in pictographs and bar graphs
- Select appropriate graph form(s) to display data
- Interpret range and scale on graphs
- Use tree, Venn, and Carroll diagrams to explore relationships between data
- Express probability using simple fractions
- Use probability to determine mathematically fair and unfair games and to explain possible outcomes

MEASUREMENT

Conceptual Understandings

- Objects and events have attributes that can be measured using appropriate tools.
- Relationships exist between standard units that measure the same attributes.

Constructing Meaning

- Understand the use of standard units to measure perimeter, area, and volume
- Understand that measures can fall between numbers on a measurement scale, for example, 3 1/2 kg, between 4 cm and 5 cm
- Understand relationships between units, for example, meters, centimeters, and millimeters
- Understand an angle as a measure of rotation

Transferring Meaning into Symbols

- Estimate and measure using standard units of measurement: perimeter, area, and volume
- Describe measures that fall between numbers on a scale
- Read and write digital and analogue time on 12-hour and 24-hour clocks

Applying with Understanding

- Use standard units of measurement to solve problems in real-life situations involving perimeter, area, and volume
- Select appropriate tools and units of measurement
- Use timelines in units of inquiry and other real-life situations
- Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations



LANGUAGE (ENGLISH)

US Common Core Standards

LISTENING & SPEAKING

Conceptual Understandings

- Thinking about the perspective of others helps people to communicate more effectively.
- The rules of spoken language vary according to context, purpose and audience, but language variability is normal.
- The features and grammatical structures of a language enable members of a language community to communicate with each other.
- Creating texts is a social endeavour and language is a tool for collaborating with others.

Listening & Speaking

- Respect contributions from others and reflect on different perspectives offered
- Listen appreciatively and responsively, presenting their own point of view and respecting the views of others
- Argue persuasively and defend a point of view
- Organize thoughts and feelings before speaking
- Understand that different contexts may have different language expectations
- Hear and appreciate differences between languages and language variations, such as dialects
- Gather information from a range of sources, including peers and texts
- Use note-taking strategies when gathering information from oral and visual texts
- Identify and expand on main ideas in multimodal text
- Understand and use specific vocabulary to suit different purposes (for example, to explain, narrate or instruct) and audiences
- Recognize when the language or techniques used in texts are trying to influence thinking
- Express thoughts, ideas, wonderings and opinions as part of their inquiries
- Participate in a variety of creative activities, for example, role plays, games, dramatization of familiar stories and poems
- Evaluate the accuracy of sources in a range of modalities
- Begin to paraphrase and summarize ideas and information drawn from texts
- Verbalize their thinking and explain their reasoning
- Reflect on and discuss elements of texts including the ideas, text structures and language features
- Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context
- Understanding language use can change depending on context and not all speakers use language in the same way
- Realize that grammatical structures can be irregular and begin to use them appropriately and consistently
- Appreciate that language is not always used literally; understand and use the figurative language of their own or another culture
- Use language to ask and answer questions, describe, explain and compare
- Collaborate with others to create multimodal presentations
- Consider their audience when making choices about modes of communication
- Explain and discuss their own writing with peers and adults; respond to feedback

READING

Conceptual Understandings

- Reading helps people to think in different ways and develop new understandings.
- Different types of texts serve different purposes.
- Applying a range of strategies such as making predictions, rereading and checking for comprehension helps people to read and comprehend new and more complex texts.
- The structure and organization of texts influences and conveys meaning, and identifying the main ideas in a text helps to determine what is important.
- Reading and thinking work together to enable meaning-making within and across different areas of learning.

Reading

- Read a variety of books for pleasure, instruction and information
- Use a range of print and digital tools and resources, for example, information texts, dictionaries, bibliography tools, with increasing independence and responsibility.
- Distinguish between fiction and nonfiction, and select books appropriate to specific purposes
- Discuss personality and behaviour of characters or real people they encounter in texts, commenting on reasons why characters or people might react in particular ways and explain how their actions contribute to the sequence of events
- Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
- Reflect regularly on reading and set future goals
- Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome
- Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories
- Respond to questions that require inference and draw conclusions regarding key details in a text referring explicitly to the text as the basis for the answers
- As part of the inquiry process, work collaboratively with others to access, read, interpret and evaluate a range of source materials
- Identify relevant, reliable and useful information, and decide on appropriate ways to use it
- Recognize unstated assumptions and biases
- Skim and scan texts to decide whether they will be useful, before attempting to read in detail
- Use a range of strategies to self-monitor and self-correct, for example, morphology, meaning, context, rereading, reading on, cross-checking one of these sources against another
- Name a range of different text types, for example, instructions, poetry, plays, stories, novels, reports, articles
- Recognize the author's purpose, for example, to inform, entertain, persuade, instruct
- Use the different parts of a text and search tools such as key words, sidebars, title page, contents, index, homepage, menu, hyperlinks to locate information relevant to a given topic efficiently
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral and explain how it is conveyed through key details in the text
- Determine the meaning of words and phrases as they are used in a text distinguishing literal from figurative language
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story such as create mood, or emphasize aspects of a character or setting
- Distinguish their own point of view from that of the narrator or those of the characters
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- Comparing and contrasting the themes, settings, and plots of stories written by the same author about the same or similar characters such as in books from a series
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grades 2-3 text complexity band independently and proficiently
- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- By the end of the year, read and comprehend informational texts such as history/social studies, science, and technical texts, in the grade 2-3 text complexity band independently and proficiently.

- Distinguish their own point of view from that of the author of a text
- Determine the meaning of words and phrases in a text to a topic or subject area
- Use information gained from illustrations such as maps, photographs, and the words in a text to demonstrate understanding of the text such as where, when, why, and how key events occur
- Compare and contrast the most important points and key details presented in two texts on the same topic

Foundational Skills

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (i.e., tch and dge)
- Identify all six syllable types: closed, vowel consonant-e, open, r- controlled, vowel digraph/ diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (e.g., ar; er; ir; or; and ur)
- Read and spell words with vowel teams (e.g., ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, and aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of a and ch, the suffix -ed, and the soft sounds of “c” and “g”
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, and ci
- Read and spell words with silent letters (e.g., wr, rh, gn, kn, mn, mb, and gh)
- Read and spell words with suffixes, including most common Latin suffixes (i.e., -s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, al, -ent, -an, -ward, and or)
- Identify and know meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging basewords (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to basewords that change (sliding)
- Read and spell contractions, reduce two words to a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)
- Determine and clarify the meaning of unknown and multiple meaning words (patient)
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Construct simple, compound, and complex sentences using vocabulary words with proper capitalization and punctuation, and incorporating coordinating and subordinating conjunctions
- Apply correct punctuation and capitalization rules for beginning of sentences and names of people
- Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing)
- Form and use comparative and superlative adjectives and adverbs as well as regular verbs
- Acquire and accurately use grade level conversational and general academic words
- Identify real-life connections between words and their uses
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use knowledge of language and its conventions when writing and reading
- Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- Use correct writing position and pencil grip for cursive writing
- Write clear, legible cursive at an appropriate rate

WRITING

Conceptual Understandings

- Writing and thinking work together to enable people to express ideas and convey meaning.
- The structure of different types of texts includes identifiable features that relate to the text purpose.
- Rereading and asking questions of ourselves when writing can enable more clarity of expression.
- Applying a range of strategies helps people to express themselves so that others can enjoy and/or learn from their writing.
- The way writing is structured and organized helps others to understand and appreciate it.

Writing

Author's Behavior

- Write independently and with confidence, demonstrating a personal voice as a writer
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Use knowledge of written code patterns to accurately proofread their own writing and make some corrections and improvement
- Self-monitor and set goals for improvement.
- Explain the purpose of their writing
- Develop content related to their inquiries
- Show awareness of audience and adapt writing to suit the needs of different audiences
- Explore more complex sentence structures
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Conduct short research projects that build knowledge about a topic.

Writing Process

- Use peer and teacher feedback to improve their writing
- Use appropriate writing conventions, for example, word order or punctuation as required by the target language(s)
- Ask questions of themselves and identify ways to improve their writing, for example, "is this what I meant to say?", "Is it interesting/relevant?"
- With guidance and support from adults, write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in other texts
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
- Sensitively give feedback to the writing of others
- Use a range of strategies to record words/ideas of increasing complexity
- Use print and digital resources and tools, such as dictionaries, a thesaurus, games and word banks to explore, extend and enrich their writing
- Work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors
- Plan their writing using graphic organizers such as mind maps, storyboards, lists and headings
- Use note-taking strategies when gathering information from oral and visual texts
- Begin to paraphrase and summarize ideas and information drawn from texts
- Select vocabulary and supporting details to achieve desired effects
- Use appropriate punctuation to support meaning and for impact, use increasingly accurate grammatical constructs and text conventions

Opinion Writing

- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons
 - Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons
 - Provide reasons that support the opinion
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
 - Provide a concluding statement or section

Informative Writing

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
 - o Introduce a topic and group related information together; include illustrations when useful to aid comprehension
 - o Develop the topic with facts, definitions, and details
 - o Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
 - o Provide a concluding statement or section

Narrative Writing

- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
 - o Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
 - o Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
 - o Use temporal words and phrases to signal event order
 - o Provide a sense of closure

VIEWING & PRESENTING

Conceptual Understandings

- Visual texts have the power to influence thinking and behaviour.
- Images and persuasive language are used to attract readers and promote a viewpoint.
- Understanding the composition of visual texts facilitates communication and provides opportunities to discuss complex ideas.

Viewing & Presenting

- Are able to express that visual texts have been created to reach a particular audience and influence them in some way, and make judgements about the effectiveness of visual messages
- Describe personal reactions to visual texts; reflect on why others may perceive the images differently
- Understand and explain how visual information and effects contribute to the understanding of different contexts, and can be used to reflect a particular context or perspective
- Discuss multimodal texts and show how the written, oral and/or visual language features work together to convey a particular message
- Prepare, individually or in collaboration, visual presentations using a range of media
- Engage with visual texts that present ideas and perspectives that may differ from their current understanding
- Realize that visual information reflects and contributes to the understanding of different contexts
- Communicate information and ideas to multiple audiences using a variety of media, modalities, and digital environments
- Experience a range of visual text formats; appreciate and describe why selected formats meet a particular purpose or achieve a desired effect
- Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, space, balance, techniques, composition
- Select and use suitable shapes, colours, symbols, layout, actions and body language for presentations
- Practise and develop handwritten presentation techniques
- Explore and discuss the effectiveness of tools used to create visual texts
- Use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact
- Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards, websites, games, books
- Design and create visual texts using shapes, colours, symbols, layout and fonts to achieve particular effects; explain how the desired effect is achieved



SCIENCE

Australian Curriculum

Conceptual Understandings

- Using tools and our senses to observe helps us identify patterns, make predictions, and improve our scientific thinking.
- Understanding how systems work and how their parts are connected helps us explore complex cause and effect relationships.
- Change happens over time and may be influenced by different variables and conditions.
- Scientific knowledge and perspectives can shape tools, products, and actions that improve life for people and the environment.

Questioning and Predicting

Pose questions to explore observed patterns and relationships and make predictions based on observations

- Choosing questions to investigate from a list of possibilities
- Jointly constructing questions that may form the basis for investigation
- Listing shared experiences as a whole class and identifying possible investigations
- Working in groups to discuss things that might happen during an investigation

Planning and Conducting

Use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment

- Working with teacher guidance to plan investigations to test simple cause-and-effect relationships
- Discussing as a whole class ways to investigate questions and evaluating which ways might be most successful
- Discussing safety rules for equipment and procedures

Follow procedures to make and record observations, including making formal measurements using familiar scaled instruments and using digital tools as appropriate

- Recording measurements using familiar formal units and appropriate abbreviations, such as seconds (s), grams (g), centimetres (cm)
- Using a variety of tools to make observations, such as digital cameras, thermometers, rulers and scales

Processing, Modeling, and Analyzing

Construct and use representations, including tables, simple column graphs and visual or physical models, to organize data and information, show simple relationships and identify patterns

- Using provided tables to organise materials and objects based on observable properties
- Discussing how to graph data presented in a table
- Identifying and discussing numerical and visual patterns in data collected from students' own investigations and from secondary sources

Compare results with predictions, suggesting possible reasons for findings

- Discussing how well predictions matched results from an investigation and sharing ideas about what was learnt

Evaluating

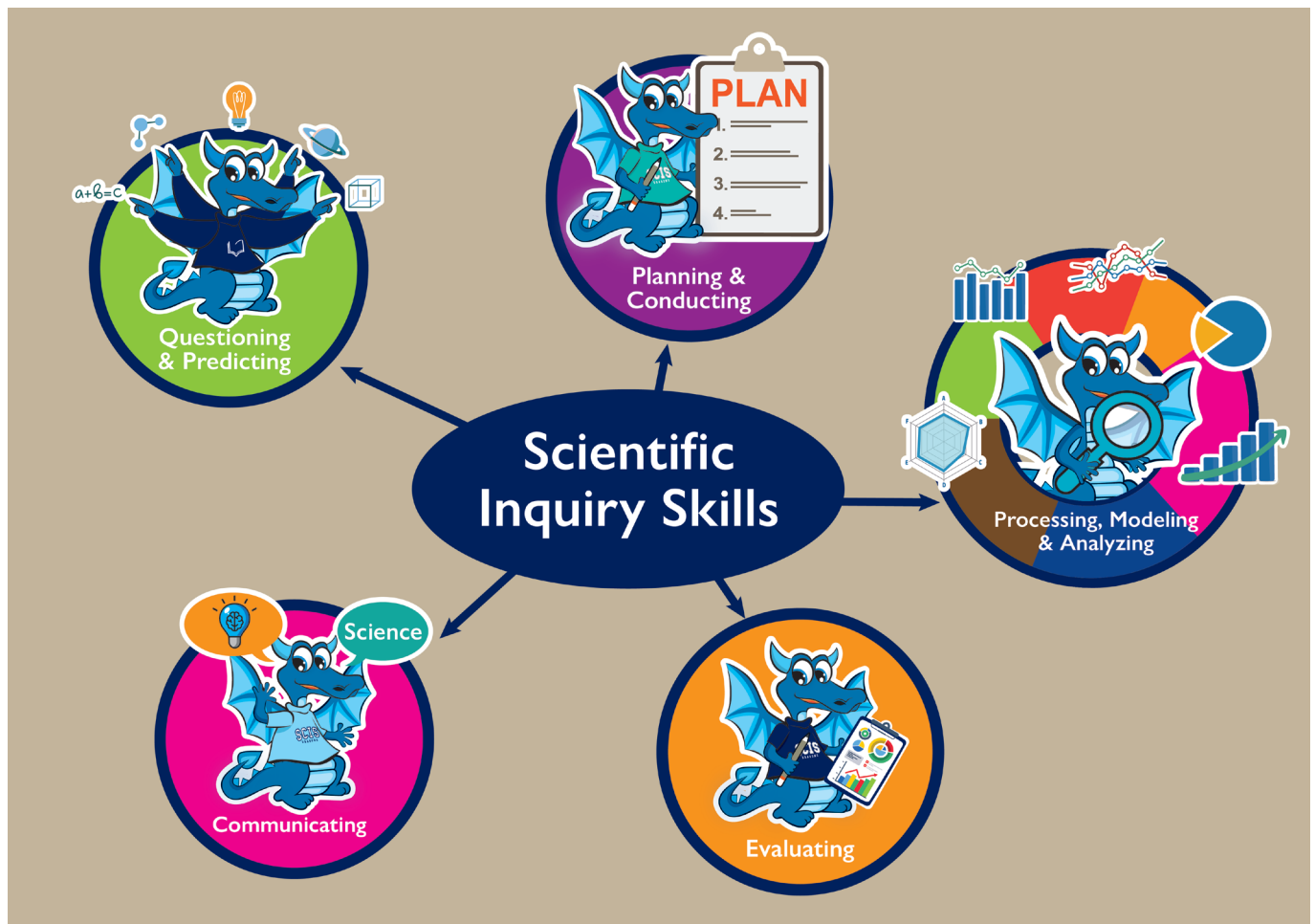
Compare findings with those of others, consider if investigations were fair, identify questions for further investigation and draw conclusions

- Describing experiences of carrying out investigations to the teacher, small group or whole class
- Discussing as a whole class the idea of fairness in testing

Communicating

Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate

- Communicating with other students carrying out similar investigations to share experiences and improve investigation skill
- Exploring different ways to show processes and relationships through diagrams, models and role play
- Using simple explanations and arguments, reports or graphical representations to communicate ideas to other students



Science – Human Endeavor

Nature and Development of Science

- Examine how people use data to develop scientific explanations

Use and Influence of Science

- Consider how people use scientific explanations to meet a need or solve a problem



CREATING

Conceptual Understandings

- Arts have the power to influence thinking and behavior.
- We make connections between our artwork and that of others to extend our thinking.
- We can explore our personal interests, beliefs, and values through the arts.
- Creative expression develops our unique identity and voice.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- The mind and body work together when creating works of art.

Creating

- Expressing their own ideas and feelings on a social issue
- Deliver a musical message to different audiences (for example, peace message to parents, younger children, friends)
- Create and perform a movement sequence using known musical elements
- Improvise upon a basic pattern to reinforce the importance of the individual within the group
- Create and record a composition focusing on form, structure, and style to give more meaning to their message
- Express themselves as individuals through musical composition

RESPONDING

Conceptual Understandings

- When experiencing the arts, we make connections between different cultures, places, and times.
- People explore issues, beliefs, and values through the arts.
- There are different kinds of audiences responding to different arts.
- We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.
- People connect to the hearts and minds of others in a variety of places and times through the arts.
- Inquiry through the arts creates opportunities for risk taking.
- The arts connect our experiences to the experiences of others.
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Responding

- Sing with accuracy and control focusing awareness on the musical elements
- Sing partner songs
- Discuss music that relates to social issues and/or values
- Compare aspects of music from different times and places
- Create and perform a movement sequence accompanied by music that they have created
- Share and compare their experiences as audience members at various performances
- Describe the process used to create their own music and compare it with others, in order to improve their compositions
- Analyze different compositions describing how the musical elements enhance the message
- Reflect upon how their music expresses their personal voice and the impact it has on others





VISUAL ART

British Columbia Arts Curriculum

CREATING

Conceptual Understandings

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- Creative expression develops our unique identity and voice.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- The mind and body work together when creating works of art.

Creating

- Create artwork for a specific audience
- Show awareness of the affective power of visual arts
- Use a personal interest, belief, or value as the starting point to create a piece of artwork
- Use a range of strategies to solve problems during the creative process
- Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place, and cultures
- Demonstrate control of tools, materials, and processes
- Become increasingly independent in the realization of the creative process
- Adjust and refine their creative process in response to constructive criticism

RESPONDING

Conceptual Understandings

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- The arts connect our experiences to the experiences of others.
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Responding

- Compare, contrast, and categorize artworks from a range of cultures, places, and times
- Identify and consider the contexts in which artworks were made
- Use their knowledge and experiences to make informed interpretations of artworks
- Use appropriate terminology to discuss artwork
- Use relevant and insightful questions to extend their understanding
- Recognize that different audiences respond in different ways to artworks
- Reflect on their own and others' creative processes to inform their thinking
- Provide constructive criticism when responding to artwork



PHYSICAL EDUCATION

Australian Curriculum

MOVEMENT

Conceptual Understandings

- Maintaining fitness and well-being is related to active participation in physical activity and play.
- The choice of movement, technique, and strategy is a response to the environment and situation.
- Movement can be expressed creatively in response to different external stimuli.

Movement

- Recognize the benefits that different activities produce in their physical health and fitness
- Recall and identify the health- and skill-related components of physical fitness
- Recall and identify gross-body movement through locomotor movements and balancing distributing weight
- Identify and perform gross-motor manipulative skills from different directions and distances
- Trial various techniques and strategies across contexts to help solve a movement challenge
- Perform skills with a dominant side and recognize a dominant side in others, and then apply this strategy in games
- Create simple choreographies individually
- Use external stimuli to influence how the body responds through Movement
- Refine and apply fundamental movement skills in new movement situations
- Apply and adapt movement strategies to achieve movement outcomes
- Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences
- Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well
- Participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation
- Explore recommendations about physical activity and sedentary behaviors, and discuss strategies to achieve the recommendations
- Apply creative thinking when designing movement sequences and solving movement problems
- Apply rules and scoring systems to promote fair play when participating or designing physical activities
- Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities

IDENTITY

Conceptual Understandings

- A person's identity evolves over time through interactions with their culture.
- A person's self-concept is influenced by others and personal reflection.
- Understanding situations helps our emotional responses and actions.
- Recognizing and accepting emotions helps people to understand and empathize with others, which supports creating a sense of belonging.

Identity

- Explain how different factors shape a person's identity (e.g., Gender, sexuality, ability, culture) and that this identity may change over time
- Reflect on their own cultural influences and perspectives, and how being open to perspectives of others connects them to the wider community
- Explain how self-talk and self-belief can influence intrinsic motivation, behavior, and positive disposition that lead to increasing independence
- Acknowledge different perspectives that allow for flexible thinking through situations of change
- Demonstrate an understanding of a growth mindset
- Use understanding of their own emotions to interact positively with others
- Identify how attitudes, opinions, and beliefs of self and others relate to action, and understand that others are impacted by their actions
- Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of context
- Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty
- Describe how choices and actions can be influenced by stereotypes

INTERACTIONS

Conceptual Understandings

- Relationships develop through utilizing the skills and strengths of individuals in the group.
- A plan of action is necessary for a group to achieve its goal.
- Communities and societies have their own norms, rules, and regulations.
- People's behavior can be modified through recognizing the need to listen to others and to compromise when faced with disagreements.
- Communities and their citizens have a collective responsibility to care for global environments.

Interactions

- Identify value in interacting, playing, and learning with others, including appreciating the strengths of others that contribute to shared goals
- Give feedback on the ideas of others in an appropriate manner
- Adopt a variety of roles to improve group performance through a shared plan of action
- Apply different strategies when attempting to resolve conflict
- Discuss ideas and ask questions to clarify meaning
- Reflect on the process of achievement and value the achievements of others
- Identify different types of harassment
- Seek to understand and explore constructive ways to support the social and natural environment
- Select, use and refine personal and social skills to establish, manage and strengthen relationships
- Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities
- Explain how and why emotional responses can vary and practice strategies to manage their emotions
- Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required

WELLNESS

Conceptual Understandings

- Societal factors and daily choices all play a role in promoting a balanced life.
- A holistic approach to a balanced lifestyle includes developing beneficial habits and eating a balanced diet.
- Humans go through physical, social, and emotional changes associated with age.
- The use of responsible practices in physical and digital environments can contribute to the safety of the self and others.

Wellness

- Demonstrate an understanding of the relationship between different health practices and their impact
- Examine the information on food labels and how different foods may influence the body
- Describe how substances and addictive behaviors can have a negative effect on health and well-being
- Identify physical, social, and emotional changes associated with growth
- Identify different stages of life and how these can affect physical, mental, and emotional performance
- Identify basic first aid and emergency procedures for various scenarios
- Identify behaviors to reduce or avoid conflict, harassment, or violent situations
- Identify potential personal and group outcomes for risk-taking behaviors
- Describe and apply protective behaviors and help-seeking strategies in a range of online and offline situations
- Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviors
- Investigate and apply behaviors that contribute to their own and others' health, safety, relationships and wellbeing



SOCIAL EMOTIONAL

Collaborative for Academic, Social, and Emotional Learning

Conceptual Understandings

- People may experience the same situation in different ways.
- Understanding the feelings and perspectives of others helps build positive relationships.
- Empathy influences how people interact, communicate, and resolve conflicts.
- Respectful responses to differences can strengthen communities.

Social Emotional Learning

Being Respectful Learners

- Apply focusing-attention and listening skills in response to scenarios.

Planning to Learn

- Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria
- Create a simple, three-step plan that meets the Good Plan Checklist criteria

Using Self-Talk

- Identify classroom distractions
- Demonstrate the use of self-talk in response to scenarios

Managing Test Anxiety

- Identify the first two Calming- Down Steps
- Demonstrate using the first two Calming- Down Steps in response to scenarios

Being Assertive

- Demonstrate assertive communication skills in response to scenarios

Identifying Others' Feelings

- Name a variety of feelings
- Determine others' feelings using
- physical, verbal, and situational clues
- Label their own feelings as the same as or different from others' feelings

Understanding Perspectives

- Identify others' feelings using physical, verbal, and situational clues
- Determine whether others' feelings have changed, in response to scenarios

Conflicting Feelings

- Identify two conflicting feelings a person could have in response to scenarios
- Explain possible reasons for someone's conflicting feelings in response to scenarios

Accepting Differences

- Name similarities and differences between people
- Predict how others will feel when teased for being different

Showing Compassion

- Demonstrate focusing-attention and listening skills in response to scenarios
- Identify ways to show compassion for others in response to scenarios
- Express appreciation for another
- person's concern in response to scenarios

Making Friends

- Demonstrate focusing-attention and listening skills in the context of a game
- Initiate, continue, and end a conversation in a friendly way in the context of a game

Introducing Emotion Management

- Identify physical clues that can help them label their own feelings

Handling Accusations

- Demonstrate correct belly- breathing technique
- Use belly breathing to calm down in response to scenarios
- Demonstrate steps for handling accusations in response to scenarios

Managing Disappointment

- Generate positive self-talk they can use to calm down in response to scenarios
- Make a simple three-step plan to achieve a goal in response to scenarios

Managing Anger

- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

Managing Hurt Feelings

- Identify situations that require using strategies for calming down
- Demonstrate using strategies for calming down
- Generate alternative explanations in response to scenarios

Solving Problems, Part I

- Recall the first Problem-Solving Step
- Identify and state a problem in response to scenarios
- Identify blaming language in response to scenarios
- Propose several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful
- Explore positive and negative consequences of solutions

Solving Classroom Problems

- Apply the Calming-Down Steps to an emotional situation in response to a scenario
- Recall the Problem-Solving Steps
- Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario

Solving Peer Exclusion Problems

- Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios
- Demonstrate assertive communication skills in response to scenarios

Dealing with Negative Peer Pressure

- Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios
- Demonstrate assertive communication in response to scenarios

Safeguarding

Ways to Stay Safe

- Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs
- Recognize safe and unsafe situations
- Demonstrate applying the Ways to Stay Safe in response to scenarios
- Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule

The Always Ask First Rule

- Demonstrate following the Always Ask First Rule in response to scenarios
- Identify the person they should ask first in response to scenarios
- Demonstrate assertively saying who they should ask first in response to scenarios

Safe and Unsafe Touches

- Identify safe and unsafe touches
- Refuse unsafe touches assertively in response to scenarios
- Refuse unwanted touches assertively in response to scenarios

The Touching Rule

- Identify private body parts
- Identify the Touching Rule
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule

Practicing Staying Safe

- Identify the Touching Rule
- Identify the Never Keep Secrets Rule
- Apply assertiveness skills to report in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule

Reviewing Safety Skills

- Identify the Ways to Stay Safe, Never-Never Rules, Always Ask First Rule, Touching Rule, and Never Keep Secrets Rule
- Recognize when a person has broken the Touching Rule
- Apply the Ways to Stay Safe to scenarios from the *David Speaks Up* video

Anti-Bullying:

Recognizing Bullying

- Identify bullying
- Recognize bullying in response to scenarios

Reporting Bullying

- Identify caring adults to talk to about bullying or mean behaviors
- Differentiate between tattling and reporting
- Demonstrate how to report bullying

Refusing Bullying

- Recognize bullying
- Apply assertiveness skills to refuse bullying in response to scenarios

Bystander Power

- Define “bystander”
- Demonstrate ways that bystanders can help stop bullying in response to scenarios



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