

Teacher: Mrs. Lisa Ruddick

Term 2 Overview January 2021 - June 2021



Grade(s): 3/4

Below is a general overview that lists some of the main units, activities, and intended learning outcomes that are planned for the first term, however, adjustments will be made as necessary to accommodate learning styles, needs, and interests. Many assignments in all subject areas throughout the year will be marked using a four point criteria system:

| PROFICIENCY LEVEL | | | |
|---|--|--|--|
| Emerging | Developing | Proficient | Extending |
| <ul style="list-style-type: none"> •The student is beginning to demonstrate basic knowledge in relation to the learning standards •Works with ongoing support | <ul style="list-style-type: none"> •The student demonstrates some knowledge in relation to the learning standards •Works with some support | <ul style="list-style-type: none"> •The student demonstrates good knowledge in relation to the learning standards •Works independently | <ul style="list-style-type: none"> •The student demonstrates knowledge beyond the learning standards •Works independently and can support the learning of others |
| <p>"I am just getting started." "I learn best with help."</p> | <p>"I get some of it." "I am beginning to do more and more on my own."</p> | <p>"I get it." "I can do it on my own."</p> | <p>"I get it and go beyond what is expected of me." "I can teach it to a friend."</p> |

| Term Two | |
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| <p>Core Competencies - <i>The Core Competencies are interwoven in all teaching through all subject areas.</i></p> | <p><u>Communication</u> - <i>The students will be involved in activities where they will:</i></p> <ul style="list-style-type: none"> ● Connect and engage with others ● Acquire and present information ● Collaborate to plan, carry out and review constructions and activities ● Explain and reflect on experiences and accomplishments <p><u>Thinking</u> - <i>The students will be involved in activities where they will:</i></p> <ul style="list-style-type: none"> ● Think creatively ● Think critically ● Think reflectively <p><u>Personal and Social</u> - <i>The students will be involved in activities where they will:</i></p> <ul style="list-style-type: none"> ● Positive personal and cultural identity ● Personal awareness and responsibility ● Social responsibility |
| <p>First Peoples Principles of Learning</p> | <p>The children will be encouraged to respect cultural similarities and differences. The First Peoples Principles will be integrated throughout all teaching. We will be focussing on the following this term:</p> <ul style="list-style-type: none"> ● Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. |

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| | <ul style="list-style-type: none">• Learning is holistic, reflexive, reflective, experiential, and relational (focus on connectedness, on reciprocal relationships, and a sense of place).• Learning is embedded in memory, history, and story.• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations.• Learning involves recognizing the consequences of one's actions.• Learning involves patience and time. |
| Math Big Ideas | <p><i>Fractions are a type of number that can represent quantities. (Gr3)</i></p> <p><i>Standard units are used to describe, measure, and compare attributes of objects' shapes. (Gr3)</i></p> <p><i>The likelihood of possible outcomes can be examined, compared, and interpreted. (Gr3)</i></p> <p><i>Fractions and decimals are types of numbers that can represent quantities. (Gr4)</i></p> <p><i>Polygons are closed shapes with similar attributes that can be described, measured, and compared. (Gr4)</i></p> <p><i>Analyzing and interpreting experiments in data probability develops an understanding of chance. (Gr4)</i></p> |
| Math | <p><u>Students in Grade 3 are expected to:</u></p> <ul style="list-style-type: none">• Understand concepts of multiplication and division in a variety of ways• Understand multiplication and division are related• Measure using cm, m, km for distance, use g and kg for mass, ml and L for capacity• Understand concept of perimeter and area• Understand and use bar graphs, pictographs, charts, and tables• Use comparative language (the likelihood of an outcome) during probability experiments• Demonstrate understanding of fractions as part of a whole or a set• Understand time concepts (second, minute, hour, day, month, year)• Count money (coins and bills up to 100 dollars)• Understand payments can be made in a variety of ways• Understand creating a financial goal and importance of saving for it• Solve word problems using a wide variety of strategies <p><u>Students in Grade 4 are expected to:</u></p> <ul style="list-style-type: none">• Use a variety of strategies to quickly recall multiplication and division facts• Multiply and divide two or three digit numbers by one-digit numbers |

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| | <ul style="list-style-type: none">• Apply a variety of multiplication strategies to move from one known fact to another (ie. $2 \times 3 = 6$, so $6 \div 3 = 2$)• Measure using mm, cm, dm, m, use g and kg for mass, ml and L for capacity• Calculate perimeter and area• Design and complete probability experiments• Understand decimals to hundredths• Add and subtract decimals to hundredths• Order and compare fractions• Tell time with analog and digital clocks, using 12- and 24-hour clocks• Identify regular and irregular polygons• Identify and create line symmetry in various 2D objects• Make monetary calculations, making change with amounts to \$100• Create a financial goal and a plan to save for it• Solve word problems using a wide variety of strategies |
| <p>Language Arts Big Ideas</p> | <p><i>Language and text (story) can be a source of creativity and joy. (Gr3) (Gr4)</i> <i>Texts (Stories) can be explored from different perspectives. (Gr3) (Gr4)</i> <i>Using language in creative and playful ways helps us understand how language works. (Gr3) (Gr4)</i> <i>Curiosity and wonder lead us to new discoveries about ourselves and the world around us (Gr3)</i> <i>Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.(Gr4)</i></p> |
| <p>Reading (Comprehending & Connecting)</p> | <p>Students are expected to:</p> <ul style="list-style-type: none">• Continue with the Home Reading Program, 20 minutes a day, 5 days a week• Select and read materials appropriate to reading ability and interests• Consider different purposes, audiences, and perspectives in exploring texts• Read fluently at grade level <p>Students in Grade 3 are expected to:</p> <ul style="list-style-type: none">• Use prior knowledge to build understanding• Recognize how different texts reflect different purposes• Recognize text features (headings, diagrams, columns)• Show an awareness of how story in First Peoples' communities connects people to family and community, and to the land• Respond to text in personal ways and make meaning• Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community |

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| | <p>Students in Grade 4 are expected to:</p> <ul style="list-style-type: none">• Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding• Identify how differences in context, perspectives and voice influence meaning in texts• Demonstrate use of elements of non-fiction texts (index, glossary, table of contents)• Demonstrate an awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts• Identify how story in First Peoples' cultures connects people to land• Respond to text in personal and creative ways (use evidence and support)• Recognize the role of language in personal, social and cultural identity• Recognize how literary elements, techniques, and devices (imagery, sensory detail, simile) enhance meaning in texts |
| <p>Writing (Creating & Communicating)</p> | <p>Students in Grade 3 are expected to:</p> <ul style="list-style-type: none">• Use legible handwriting and spacing between words• Create full and complete simple and compound sentences• Revise, edit, and consider audience in writing• Use appropriate spelling, capitals, periods and apostrophes <p>Students in Grade 4 are expected to:</p> <ul style="list-style-type: none">• Show an increasing understanding of the role of organization (paragraphs, sequencing)• Create full paragraphs including: topic sentence, details, and concluding sentences• Revise, edit, and consider audience in writing• Use appropriate spelling, capitals, periods, apostrophes, commas, and quotation marks |
| <p>Speaking & Listening (Creating & Communicating)</p> | <p>Students in Grade 3 and 4 are expected to:</p> <ul style="list-style-type: none">• Exchange ideas and perspectives to create shared understanding.• Focus on the speaker• Ask questions to clarify• Express opinions, speak with expression• Take turns and listen respectfully |
| <p>Arts Education</p> | <p><i>Exploring works of art exposes us to diverse values, knowledge, and perspectives. (Grade 4)</i></p> |

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| Big Ideas | <p><i>Dance, drama, music, and visual arts are each unique languages for creating and communicating. (Grade 4 and Grade 3)</i></p> <p><i>Artists experiment in a variety of ways to discover new possibilities. (Grade 4)</i></p> <p><i>The arts connect our experiences to the experiences of others. (Grade 3)</i></p> <p><i>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. (Grade 3)</i></p> |
| Arts Education | <p>Students in Grade 3 and 4 are expected to:</p> <p><u><i>In Music:</i></u></p> <ul style="list-style-type: none">• Develop an understanding of musical structures• Identify notation to represent sounds, ideas, movements, elements and actions• apply and identify beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture <p><u><i>In Drama:</i></u></p> <ul style="list-style-type: none">• Identify character, mood, tension and focus in dramatic activities• Experiment with a variety of dramatic forms (tableau, role play, readers theatre)• Identify traditional and contemporary Aboriginal arts and arts-making processes• Experiment with a variety of dramatic forms (tableau, role play, readers theatre)• Experience, document, perform, and share creative works in a variety of ways <p><u><i>In Visual Art:</i></u></p> <ul style="list-style-type: none">• Understand use of line, shape, space, texture and colour• Determine use of principles of design and balance (pattern, repetition, balance) |
| Career Education Big Ideas | <p><i>Confidence develops through the process of self-discovery. (Grade 3)</i></p> <p><i>Strong communities are the result of being connected to family and community and working together toward common goals. (Grade 3)</i></p> <p><i>Effective collaboration relies on clear, respectful communication. (Grade 3)</i></p> <p><i>Public identity is influenced by personal choices and decisions. (Grade 4)</i></p> <p><i>Family and community relationships can be a source of support and guidance when solving problems and making decisions. (Grade 4)</i></p> |

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| Career Education | <p>Students in Grade 3 are expected to:</p> <ul style="list-style-type: none">• develop cultural and social awareness• identify roles and responsibilities at home, at school, and in the local community• identify jobs in the local community• identify and appreciate their own personal attributes, skills, interests, and accomplishments• recognize the importance of positive relationships in their lives• work respectfully and constructively with others to achieve common goals• identify and appreciate the roles and responsibilities of people in their schools, families, and communities• recognize the basic skills required in a variety of jobs in the community <p>Students in Grade 4 are expected to:</p> <ul style="list-style-type: none">• develop cultural and social awareness• identify generational roles and responsibilities• identify safety hazards and rules at school, at home, and in the community• identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time• recognize the need for others who can support their learning and personal growth• Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences• Demonstrate respect for differences in the classroom• Question self and others about the role of technology in the changing workplace• Appreciate the influence of peer relationships, family, and community on personal choices and goals |
| Science Big Ideas | <p><i>All matter is made up of particles. (Grade 3)</i> <i>Thermal energy can be produced and transferred (Grade 3)</i> <i>Matter has mass, takes up space, and can change phase. (Grade 4_</i> <i>Energy can be transformed (Grade 4)</i> <i>The motions of the Earth and the moon cause observable patterns that affect living and non-living systems (Grade 4)</i></p> |
| Science | <p>Students in Grade 3 are expected to:</p> <ul style="list-style-type: none">• Understand matter is anything that has mass and takes up space• Understand that atoms are the building blocks for matter• identify the sources of thermal energy• understand that thermal energy can be transferred <p>Students in Grade 4 are expected to:</p> |

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| | <ul style="list-style-type: none">• understand and identify the phases of matter• explain the effect of temperature on particle movement• identify various forms of energy• explain energy can be conserved• identify devices that can transform energy• identify local changes that are affected by the Earth's axis, rotation and orbit• identify the effects of the relative positions of the sun, moon, and earth |
| Social Studies Big Ideas | <p><i>The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. (Grade 4)</i></p> <p><i>British Columbia followed a unique path in becoming a part of Canada. (Grade 4)</i></p> <p><i>Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity. (Grade 4)</i></p> <p><i>Indigenous knowledge is passed down through oral history, traditions, and collective memory. (Grade 3)</i></p> |
| Social Studies | <p>Students in Grade 3 are expected to:</p> <ul style="list-style-type: none">• understand that oral history, traditional stories, and artifacts are evidence about past First Peoples cultures• explain why people, events, or places are significant to various individuals and groups.• ask questions, make inferences, and draw conclusions about the content and features of different types of sources.• sequence objects, images, or events, and explain why some aspects change and others stay the same.• use inquiry processes to ask questions, gather, interpret and analyze ideas and communicate findings and decisions. <p>Students in Grade 4 are expected to:</p> <ul style="list-style-type: none">• demonstrate understanding of early contact, trade, cooperation and conflict between First Peoples and European peoples.• show the importance of the fur trade in pre-Confederation Canada and British Columbia.• understand demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities.• use inquiry processes to ask questions, gather, interpret and analyze ideas and communicate findings and decisions.• ask questions, corroborate inferences and draw conclusions about the content and origins of different sources.• sequence objects, images and events and determine continuities and changes between different time periods and places |

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| | <ul style="list-style-type: none">differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes |
| Applied Design Skills & Tech. | <p><i>Designs can be improved with prototyping and testing(Grade 4)</i> <i>Skills are developed through practice, effort and action. (Grade 4)</i> <i>Designs grow out of natural curiosity. (Grade 3)</i> <i>Skills can be developed through play. (Grade 3)</i></p> <p>This subject will be integrated with other subjects throughout the school year. Students will be able to build, create and solidify their learning through hands-on practice.</p> <p>Students in Grade 3 are expected to:</p> <ul style="list-style-type: none">generate ideas from their experiences and interestsmake a product using known procedures or through modelling of othersuse personal preferences to evaluate the success of their productreflect on their ability to work effectively as an individual and collaboratively in a group <p>Students in Grade 4 are expected to:</p> <ul style="list-style-type: none">generate ideas and add to others'outline a general plan, identifying tools and materialsconstruct a product and make alterations as neededtest the productreflect on their design thinking and processes, their ability to work effectively both as individuals and collaboratively in a group, including the ability to share and maintain a cooperative work space |
| Physical & Health Education Big Ideas | <p>The Big Ideas in Physical Education and Health are:</p> <ul style="list-style-type: none">Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-beingMovement skills and strategies help us learn how to participate in different types of physical activityHaving good communication skills and managing our emotions enables us to develop and maintain healthy relationshipsOur physical, emotional, and mental health are interconnected |
| Physical Education - taught by Mrs. Wiebe Health Education - taught by Mrs. Straker | <p>Ways students will learn these Big Ideas:</p> <ul style="list-style-type: none">Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments <p>Basketball Unit:</p> <ul style="list-style-type: none">-dribbling-passing |

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-jump stop
-2 step lay-ups
-2 on 2 mini games
-shooting
-getting open to receive a pass
-defensive stance and positioning
Basic rules

Badminton Unit

-racquet grip
-serve
-overhand/underhand clear
-court
-feet movement
-basic strategies

Minor Games

Soccer Unit

-dribbling
-passing
-shooting
-skills in a game-like situation

Cooperative Games

-Introduce offence/defence, getting open, and having a check
Name body parts and discuss appropriate and inappropriate touch
Discuss the worry monster
Demonstrate ways to deal with anxiety (belly breathing, 4 corner breathing)

- Identify and apply strategies that promote mental well-being
EASE Program
Introduce worry/anxiety and strategies to calm your body
- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
Kids in the Know Program

Assessment/Evaluation:

Daily observation
Self-assessment
Written assignments

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Class discussions

Learning Resources/ Materials

Math:

Canadian Daily Math 3 and 4, JumpMath 3.1, 3.2, 4.1, and 4.2, Problem Solver 3 and 4, [University of Waterloo Math Problems](#), Good Questions: Great Ways to Differentiate Mathematics (Marian Small), District Numeracy Assessment, Island Numeracy Diagnostic Assessment, assorted children's literature

Language Arts:

Variety of children's stories for literature circles, Adrienne Gear - Writing Power, Non-Fiction Writing Power and Reading Power, Powerful Understanding, <http://www5.sd71.bc.ca/literacy/>, assorted children's literature, non-fiction library resources

Social Studies:

Early European Explorers Non-Fiction texts

[Henry Hudson video](#) [Henry Hudson](#)

[Jacques Cartier video](#) [Jacques Cartier](#)

[James Cook site](#) [James Cook](#)

[Samuel de Champlain video](#) [Samuel de Champlain](#)

Charlotte Thompson (historian) - Fur Trade

mrsruddick.weebly.com, assorted children's literature

ADST

TypingPal, Tux Typing, Common Sense Media, Media Smarts, Digital Passport, Destiny Quest/Discover, Makerspace workshop manual

Career

Virtues Project Teacher Resource Manual, agendas

Science

<https://www.tigtagworld.com/>

<https://www.sciencebuddies.org/>

<https://mysteryscience.com>

www.liveit.earth

Science Probe 4 & 5

Bill Nye Science guy videos

Physical Education:

Courses: Fundamental Movement Skills

Physical Literacy

EASE PRogram Everyday Anxiety Strategies for Educators

Kids in the Know

You Tube

Communication

Parent/Teacher Conferences

emails

Freshgrade

Agenda

Class website: www.mrsruddick.weebly.com

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| | Presentations of Learning via freshgrade digital portfolios | |
|-----------------------------------|---|--|
| Assessment/ Evaluation | Daily home reading Assignments NFRA/PRA/DNA Class discussions Rubrics Projects- class created criteria | Small group work Responses/Reflections Individual conferences Tests/tasks Observations |