


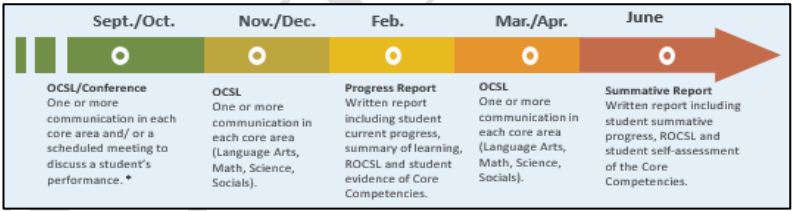




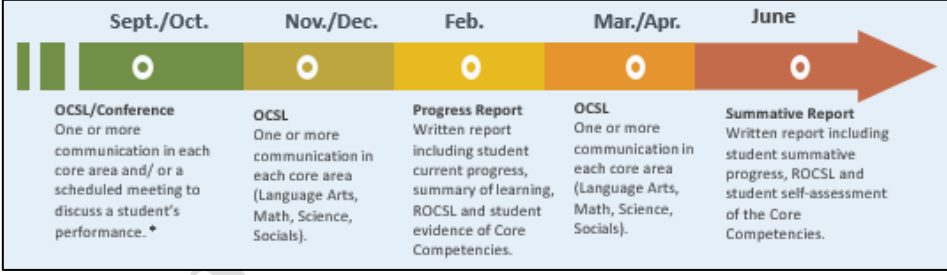



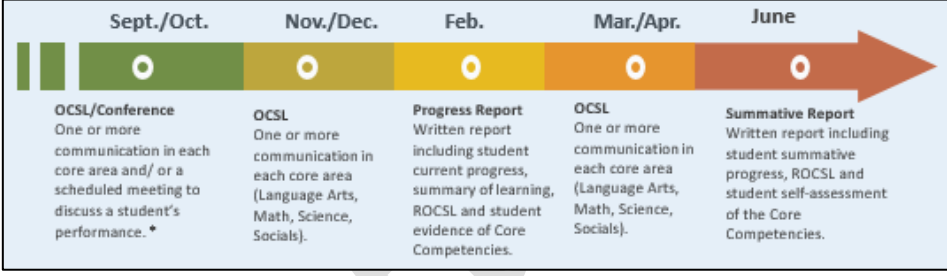



2020-21 Learning Framework -3		September-December				January-June			
English Language Arts	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	Reading, Listening and Viewing <ul style="list-style-type: none"> Using language in creative and playful ways helps us understand how language works Stories and other texts help us learn about ourselves, our families, and our communities Writing, Speaking and Representing <ul style="list-style-type: none"> Language and story can be a source of creativity and joy Using language in playful ways helps us understand how language works 				Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and other texts help us learn about ourselves, our families, and our communities Curiosity and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Stories can be understood from different perspectives 		
		Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June		
		Students will do / know... <i>Learning Standards</i>	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Develop an understanding of self, identity, and community Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Explore concepts of print, oral, and visual texts (<i>word patterns and word families</i>) Explore oral storytelling processes 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Show awareness of how story in First Peoples cultures connects people to family and community Recognize how different text structures reflect different purposes Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (<i>compound sentences</i>) Explore concepts of print, oral, and visual texts (<i>word families and sight words</i>) Develop and apply expanding word knowledge Explore oral storytelling processes 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Identify use personal experience and knowledge to connect to stories and other texts to make meaning (text features and vocabulary associated with texts) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create, and share ideas, feelings, opinions, and preferences Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure and elements of a story (<i>setting, plot & character development</i>) Show awareness of how story in First Peoples cultures connects people to family and community (<i>empathy and connections</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Develop and apply expanding word knowledge 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure and elements of a story (characters and events) Recognize how different text structures reflect different purposes Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Develop and apply expanding word knowledge (<i>sight words</i>) 		
Students will be... <i>Core Competencies</i>	 Communication:		 Thinking:		 Personal and Social:				
		Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness & Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me 	
How will students share their learning?	Assessment and Reporting								
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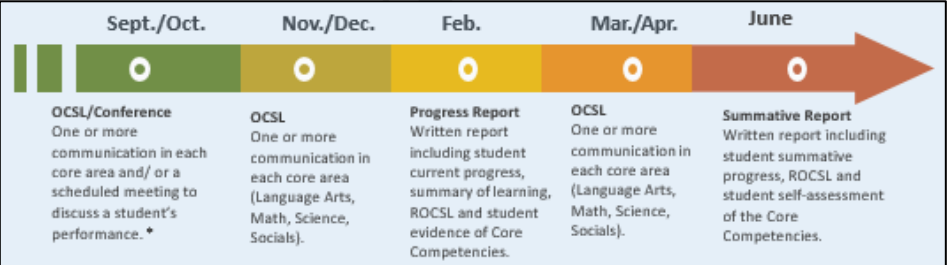
2020-21 Learning Framework -3		September-December				January-June													
Mathematics	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<u>Numbers:</u> Number concepts to one thousand <u>Computational Fluency:</u> Development of computational fluency in addition and subtraction of whole numbers requires flexible decomposing and composing. <u>Patterning:</u> The regular change in increasing patterns can be identified and used to make generalizations.				<u>Numbers:</u> Number concepts to 1000 & fractions are a type of number that can represent quantities. <u>Computational Fluency:</u> Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. <u>Patterning:</u> The regular change in increasing patterns can be identified and used to make generalizations. <u>Geometry & Measurement:</u> Standard units are used to describe, measure, and compare attributes of objects' shapes. <u>Data & Probability:</u> The likelihood of possible outcomes can be examined, compared, and interpreted.												
		Months	Sept-Oct	Nov-Dec		Jan-Feb	March-April	May-June											
		Students will do / know... <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> number concepts to 1000 addition and subtraction facts to 20 (emerging computational fluency) 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> number concepts to 1000 addition and subtraction to 1000 one-step addition and subtraction equations with an unknown number pattern rules using words and numbers, based on concrete experiences 		Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> addition and subtraction to 1000 financial literacy – fluency with coins and bills to 100 dollars, and earning and payment measurement, using standard units (linear, mass, and capacity) construction of 3D objects one-to-one correspondence with bar graphs, pictographs, charts, and tables 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> multiplication and division concepts increasing and decreasing patterns likelihood of simulated events, using comparative language 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> fraction concepts construction of 3D shapes time concepts 											
Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Communication: </div> <div style="text-align: center;">  Thinking: </div> <div style="text-align: center;">  Personal and Social: </div> </div>																		
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2020-21 Learning Framework-3		September-January			February-June			
Social Studies	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i> <ul style="list-style-type: none"> Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors 				<ul style="list-style-type: none"> Indigenous knowledge is passed down through oral history, traditions, and collective memory People from diverse cultures and societies share some common experiences and aspects of life. 		
		Months	Sept-Oct <ul style="list-style-type: none"> Explain why people, events, or places are significant to various individuals and groups (<i>cultural characteristics and ways of life of local First Peoples and global indigenous peoples</i>) 	Nov-Dec <ul style="list-style-type: none"> Ask questions, make inferences, draw conclusions about the content and features of different types of sources (<i>oral history, traditional stories, and artifacts as evidence about past First Peoples cultures</i>) Use inquiry processes and skills to ask questions, gather, interpret, and analyze ideas 	Jan-Feb <ul style="list-style-type: none"> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (<i>relationship between humans and their environment</i>) Recognize causes and consequences of events, decisions, or developments in their lives (<i>aspects of life shared by and common to peoples and cultures</i>) 	March-April <ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	May-June <ul style="list-style-type: none"> Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (<i>governance and social organization in local and global indigenous societies</i>) 	
	Students will do / know... <i>Learning Standards</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Communication:</p> </div> <div style="text-align: center;">  <p>Thinking:</p> </div> <div style="text-align: center;">  <p>Personal and Social:</p> </div> </div>						
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2020-21 Learning Framework-3		September-January	February-June										
Science	What students will know, do and understand?	<p>Students will Understand...</p> <p><i>Big Ideas</i></p> <ul style="list-style-type: none"> Living things are diverse, can be grouped, and interact in their ecosystems Wind, water, and ice change the shape of the land 	<ul style="list-style-type: none"> All matter is made of particles Thermal energy can be produced and transferred 										
		<p>Students will ...</p> <p><i>Learning Standards</i></p> <ul style="list-style-type: none"> Question & Predict: demonstrate curiosity, observe, ask questions, make predictions Plan & Conduct: suggest ways to conduct and conduct an inquiry, consider ethical responsibilities, make observations in the local environment, collect simple data Analyze: experience & interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / simple bar graphs etc to represent patterns and trends, compare results with predictions and suggest possible reasons for findings Communicate: represent and communicate ideas and findings in a variety of ways, express and reflect on personal experiences of place 	<ul style="list-style-type: none"> Question & Predict: demonstrate curiosity, observe, ask questions, make simple predictions Analyze: experience & interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / simple bar graphs etc to represent patterns and trends, compare results with predictions and suggest possible reasons for findings Evaluate: make simple inferences based on results and prior knowledge, reflect on whether an investigation was a fair test, demonstrate an understanding / appreciation of evidence Apply and Innovate: take part in caring for self, family, classroom and school through personal / collaborative approaches, co-operatively design projects, transfer and apply learning to new situations, generate ideas when problem solving Communicate: represent and communicate ideas and findings in a variety of ways, express and reflect on personal experiences of place 										
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2020-21 Cadre pédagogique – 3 ^e année		Septembre-Décembre			Janvier-Juin			
Français langue seconde - immersion	Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre?	Les élèves comprendront... <i>Grandes idées</i>	<ul style="list-style-type: none"> La structure, les indices textuels et les mots contribuent à véhiculer un message. Établir des liens entre son vécu et celui des autres aide à mieux comprendre et à réagir à un message. 			<ul style="list-style-type: none"> Le conte met en scène des aspects universels de la vie humaine. Les textes présentent des éléments culturels qui permettent d'entrevoir d'autres points de vue. Chaque langue obéit à un système de règles qui la distingue des autres langues. 		
		Mois	Sept-Oct	Nov-Déc	Jan-Fév	Mars-Avril	Mai-Juin	
		Les élèves pourront faire / sauront... <i>Normes d'apprentissage</i>	Explorer et réfléchir: <ul style="list-style-type: none"> Découper la phrase en groupes de mots pour en améliorer sa compréhension Se servir des éléments textuels pour améliorer sa compréhension d'un texte Créer et communiquer: <ul style="list-style-type: none"> Exprimer ses opinions, idées et sentiments à l'aide de phrases composées 	Explorer et réfléchir: <ul style="list-style-type: none"> Découper la phrase en groupes de mots pour en améliorer sa compréhension Se servir des éléments textuels pour améliorer sa compréhension d'un texte Identifier l'idée principale d'un texte Créer et communiquer: <ul style="list-style-type: none"> Exprimer ses opinions, idées et sentiments à l'aide de phrases composées Réagir à un texte en s'appuyant sur ses connaissances antérieures Lire un texte avec fluidité et intonation 	Explorer et réfléchir: <ul style="list-style-type: none"> Identifier l'idée principale d'un texte Faire des prédictions en se basant sur des indices textuels Identifier les valeurs véhiculées par les personnages et le récit Créer et communiquer: <ul style="list-style-type: none"> Réagir à un texte en s'appuyant sur ses connaissances antérieures Poser des questions et y répondre afin de tenir une conversation spontanée Lire un texte avec fluidité et intonation 	Explorer et réfléchir: <ul style="list-style-type: none"> Faire des prédictions en se basant sur des indices textuels Identifier les valeurs véhiculées par les personnages et le récit Organiser des informations et ses idées pour mieux transmettre un message Créer et communiquer: <ul style="list-style-type: none"> Poser des questions et y répondre afin de tenir une conversation spontanée Rédiger des textes détaillés en respectant les structures à l'étude S'exprimer en évitant les calques et les traductions littérales 	Explorer et réfléchir: <ul style="list-style-type: none"> Organiser des informations et ses idées pour mieux transmettre un message Reconnaître qu'il existe des similarités et des différences entre sa culture et les autres cultures Créer et communiquer: <ul style="list-style-type: none"> Rédiger des textes détaillés en respectant les structures à l'étude S'exprimer en évitant les calques et les traductions littérales 	
Les élèves seront... <i>Compétences essentielles</i>	 La compétence de communication	 La compétence de réflexion	 La compétence personnelle et sociale					
	Interaction <ul style="list-style-type: none"> Je peux partager mes idées. Je peux écouter les autres. Je peux poser des questions. 	Collaboration <ul style="list-style-type: none"> Je peux travailler en groupe. Je peux coopérer durant une activité de groupe. Je respecte les idées des autres. 	Pensée créatrice <ul style="list-style-type: none"> Je trouve des idées quand je joue. Je peux résoudre des problèmes. Je me sers de mon imagination pour trouver de nouvelles idées	Pensée critique et réflexive <ul style="list-style-type: none"> Je suis capable de montrer si quelque chose me plaît ou non. Je peux explorer mon environnement. Je peux réfléchir sur mon travail et ce que j'ai appris. 	Conscience de soi et responsabilité personnelle <ul style="list-style-type: none"> Je peux exprimer mes émotions. Je célèbre mes efforts. Je peux faire des choix qui me rendent heureux et qui sont sécuritaire. 	Identité personnelle et Culturelle positive <ul style="list-style-type: none"> Je peux parler de moi. Je connais certaines de mes forces. Je peux décrire ce qui est important pour moi. 	Responsabilité sociale <ul style="list-style-type: none"> Je peux aider et être gentil. Je peux résoudre des problèmes seuls ou demander de l'aide. Je réalise que les autres peuvent être différents de moi. 	
Comment les élèves partageront leurs apprentissages?	Évaluation et transmission des résultats							
		Pour plus d'information, visitez: nplpslearns.sd68.bc.ca/communicating-learning/						

