



# GRADE 3 MARCH



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| LEARNING OUTCOMES & ASSESSMENT | <p><b>Oral Language</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Summarize a text in their own words.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the main characters and events in a story.</li> <li>Identify the setting and time period of a story.</li> <li>Identify the main problem and solution in a story.</li> <li>Identify the main theme or message of a story.</li> <li>Identify the main characters and events in a story.</li> <li>Identify the setting and time period of a story.</li> <li>Identify the main problem and solution in a story.</li> <li>Identify the main theme or message of a story.</li> </ul> <p><b>Writing</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Write a short story or narrative.</li> <li>Write a persuasive letter or essay.</li> <li>Write a descriptive paragraph.</li> <li>Write a summary of a text.</li> <li>Write a response to a text.</li> <li>Write a letter to a friend.</li> <li>Write a letter to a family member.</li> <li>Write a letter to a teacher.</li> <li>Write a letter to a friend.</li> <li>Write a letter to a family member.</li> <li>Write a letter to a teacher.</li> </ul> | <p><b>Number</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name numbers up to 1000.</li> <li>Represent numbers up to 1000 using base ten blocks.</li> <li>Read and write numbers up to 1000.</li> <li>Order numbers up to 1000.</li> <li>Compare numbers up to 1000.</li> <li>Add and subtract numbers up to 1000.</li> <li>Multiply and divide numbers up to 1000.</li> <li>Identify and name fractions up to 1/2.</li> <li>Represent fractions up to 1/2 using base ten blocks.</li> <li>Read and write fractions up to 1/2.</li> <li>Order fractions up to 1/2.</li> <li>Compare fractions up to 1/2.</li> <li>Add and subtract fractions up to 1/2.</li> <li>Multiply and divide fractions up to 1/2.</li> </ul> <p><b>Measurement</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and name units of measurement.</li> <li>Measure length, mass, and volume using standard units.</li> <li>Convert units of measurement.</li> <li>Estimate length, mass, and volume.</li> <li>Read and write measurements.</li> </ul> | <p><b>Earth and Space</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the Earth's layers.</li> <li>Identify the Earth's continents and oceans.</li> <li>Identify the Earth's climate zones.</li> <li>Identify the Earth's seasons.</li> <li>Identify the Earth's day and night.</li> <li>Identify the Earth's moon and stars.</li> <li>Identify the Earth's weather and climate.</li> <li>Identify the Earth's natural resources.</li> <li>Identify the Earth's human resources.</li> <li>Identify the Earth's environmental issues.</li> <li>Identify the Earth's conservation efforts.</li> </ul> <p><b>Life Science</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the characteristics of living organisms.</li> <li>Identify the life cycle of a plant or animal.</li> <li>Identify the needs of living organisms.</li> <li>Identify the interactions of living organisms.</li> <li>Identify the changes in living organisms.</li> <li>Identify the diversity of living organisms.</li> <li>Identify the importance of living organisms.</li> <li>Identify the conservation of living organisms.</li> <li>Identify the protection of living organisms.</li> <li>Identify the restoration of living organisms.</li> </ul> | <p><b>History</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the major events in Canadian history.</li> <li>Identify the major figures in Canadian history.</li> <li>Identify the major themes in Canadian history.</li> <li>Identify the major challenges in Canadian history.</li> <li>Identify the major achievements in Canadian history.</li> <li>Identify the major contributions in Canadian history.</li> <li>Identify the major influences in Canadian history.</li> <li>Identify the major legacies in Canadian history.</li> <li>Identify the major lessons in Canadian history.</li> <li>Identify the major warnings in Canadian history.</li> </ul> <p><b>Geography</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the major regions in Canada.</li> <li>Identify the major cities in Canada.</li> <li>Identify the major bodies of water in Canada.</li> <li>Identify the major landforms in Canada.</li> <li>Identify the major climate zones in Canada.</li> <li>Identify the major natural resources in Canada.</li> <li>Identify the major human resources in Canada.</li> <li>Identify the major environmental issues in Canada.</li> <li>Identify the major conservation efforts in Canada.</li> <li>Identify the major protection efforts in Canada.</li> </ul> | <p><b>Physical Education</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the benefits of physical activity.</li> <li>Identify the types of physical activity.</li> <li>Identify the skills for physical activity.</li> <li>Identify the rules for physical activity.</li> <li>Identify the safety for physical activity.</li> <li>Identify the enjoyment for physical activity.</li> <li>Identify the challenge for physical activity.</li> <li>Identify the teamwork for physical activity.</li> <li>Identify the leadership for physical activity.</li> <li>Identify the responsibility for physical activity.</li> </ul> <p><b>Wellness</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the importance of a healthy lifestyle.</li> <li>Identify the components of a healthy lifestyle.</li> <li>Identify the benefits of a healthy lifestyle.</li> <li>Identify the challenges of a healthy lifestyle.</li> <li>Identify the strategies for a healthy lifestyle.</li> <li>Identify the resources for a healthy lifestyle.</li> <li>Identify the support for a healthy lifestyle.</li> <li>Identify the motivation for a healthy lifestyle.</li> <li>Identify the commitment for a healthy lifestyle.</li> <li>Identify the perseverance for a healthy lifestyle.</li> </ul> | <p><b>Computer Science</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the components of a computer system.</li> <li>Identify the functions of a computer system.</li> <li>Identify the uses of a computer system.</li> <li>Identify the benefits of a computer system.</li> <li>Identify the challenges of a computer system.</li> <li>Identify the strategies for a computer system.</li> <li>Identify the resources for a computer system.</li> <li>Identify the support for a computer system.</li> <li>Identify the motivation for a computer system.</li> <li>Identify the commitment for a computer system.</li> </ul> <p><b>Digital Literacy</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the importance of digital literacy.</li> <li>Identify the components of digital literacy.</li> <li>Identify the benefits of digital literacy.</li> <li>Identify the challenges of digital literacy.</li> <li>Identify the strategies for digital literacy.</li> <li>Identify the resources for digital literacy.</li> <li>Identify the support for digital literacy.</li> <li>Identify the motivation for digital literacy.</li> <li>Identify the commitment for digital literacy.</li> <li>Identify the perseverance for digital literacy.</li> </ul> |
| TEACHING STRATEGIES            | <p>Direct instruction</p> <p>Indirect instruction</p> <p>Collaborative learning</p> <p>Self-directed learning</p> <p>Problem-based learning</p> <p>Project-based learning</p> <p>Service learning</p> <p>Peer learning</p> <p>Cooperative learning</p> <p>Group learning</p> <p>Individual learning</p> <p>Whole-classroom learning</p> <p>Small-group learning</p> <p>One-on-one learning</p> <p>Self-paced learning</p> <p>Self-directed learning</p> <p>Self-motivated learning</p> <p>Self-responsible learning</p> <p>Self-empowered learning</p> <p>Self-fulfilling learning</p> <p>Self-actualizing learning</p> <p>Self-actualized learning</p> <p>Self-actualized learning</p> <p>Self-actualized learning</p>                                                                                                                                                                                                                                                                               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# Mde Pacing Guide Jps

**David Baud**



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