



LONG RANGE PLANS

School year 2020/2021

GRADE 3 – Unit 2

TEACHERS:

Elina Rafaela Zupanc - Homeroom Teacher (Unit of Inquiry, English, Mathematics, Slovenian, Homeroom lesson, Extra Help)

Denis Divjak - Physical Education

Jasmina Pecić Tagliaferri - Music

Anja Podreka - Visual Arts

Derek Snyder - English Language Assistant

Ognjen Jovanović - ICT

TRANSDISCIPLINARY THEME: Where we are in time and place

CENTRAL IDEA: Exploration leads to discoveries, opportunities and new understandings.

LINES OF INQUIRY:

- Nature and other tools we use to orientate
- Who the early explorers were and their explorations
- Impact of discoveries today

CONCEPTS: Function, Form, Causation.

LEARNER PROFILES: Inquirer, Knowledgeable, Thinker, Open-minded

ATTITUDES: Curiosity, Enthusiasm

Transdisciplinary Skills:

Thinking skills:

- Creative-thinking skills (generating novel ideas and considering new perspectives)
- Transfer skills (using skills and knowledge in multiple contexts)
- Reflection/metacognitive skills ((re)considering the process of learning)

Social skills:

- Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)

Communication skills:

- Exchanging-information skills (listening, interpreting, speaking)
- Literacy skills (reading, writing and using language to gather and communicate information)
- ICT skills (using technology to gather, investigate and communicate information)

Self-management skills:

- Organization skills (managing time and tasks effectively)

Research skills:

- Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

Taught within the Unit of Inquiry - learning through language (English)

ORAL LANGUAGE

Listening:

- Respect the power of language and its effect on others, showing sensitivity
- Listen appreciatively and responsively
- Listen for specific purpose in a variety of situations (e.g. stories, poetry, drama, instructions, discussions, conversations)
- Listen responsively to stories read aloud in order to identify story structures and ideas

Speaking:

- Understand that ideas and opinions can be generated, developed and presented through talk and work in pairs and groups
- Use language confidently, appropriately and with increasing accuracy
- Organise thoughts and feelings before speaking
- Use register, tone and voice level appropriately and purposefully
- Use a range of specific vocabulary to suit different purposes
- Explain and discuss their own stories and writing with peers and adults
- Begin to communicate in more than one language
- Begin to argue persuasively and defend a point of view

VISUAL LANGUAGE

Viewing and presenting:

- Demonstrate an awareness of the presence of the media in the daily life of most people
- Demonstrate an understanding of the basic elements of a poster
- Study and interpret a still representation of a landscape (e.g. Photograph, painting, model), identify what is seen, describe the elements shown and analyse the picture
- Begin to use strategies to identify appropriate resources and find information in visual media
- Use critical and analytical skills to respond to communication media
- Search for, record and present information from a variety of media and texts
- Explore and use visual communication in order to express their own ideas and to interpret the ideas of others
- Begin to select the appropriate presentation format for their work
- Appreciate form and quality of presentation

WRITTEN LANGUAGE

Reading:

- Recognise that there are more complex story structures than beginning, middle and end
- Make inferences and be able to justify them
- Read independently, with increasing fluency, accuracy and with understanding at grade level
- Engage daily in individual silent reading with concentration
- Use reading for pleasure, instruction and information
- Maintain a »reading reflections« journal
- Show an interest in a variety of fiction and non-fiction literature
- Recognise and appreciate different literary styles and genres
- Express preferences in reading materials
- Understand and respond to ideas, feelings and attitudes expressed in various texts
- Begin to recognise the author's purpose (to inform, persuade, entertain, instruct)
- Begin to understand that texts may be interpreted differently by different people
- Identify and describe elements of a story (setting, plot, characters)
- Read to skim and scan in order to find specific information quickly
- Respond to text by identifying the main idea, recognising cause and effect, distinguishing between fact and opinion, questioning, and drawing conclusions
- Read text aloud with increasing fluency, expression and with regard to punctuation
- Locate, select and use reference books, dictionaries and it to find information.

Writing:

- To write different types of paragraphs connected with orientation: descriptive;
- To capitalize geographic names; Use correct punctuation and capitalization.
- Experience and appreciate different types of writing structures and styles
- Write legibly in cursive writing; write in consistent, legible style

- Use appropriate punctuation to support meaning at the grade level
- Write according to writing process steps
- Demonstrate an increasing understanding of how and why grammar works
- Accurately spell high-frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity
- Begin to select vocabulary according to the audience and purpose
- Use content-specific vocabulary which may be connected to the unit of inquiry
- Write descriptive, narrative or information paragraph with a topic sentence, supporting details and closing sentence
- Write for a range of purposes, both creative and informational, for themselves and others
- Write independently with confidence, demonstrating increasing development of the individual »voice« of the writer
- Respond to the writing of others with sensitivity and respect
- Compose using a range of structures and styles to reflect the particular purpose of the writing (fiction, realistic stories, poems, reports)
- Reread their written work in order to make revisions and improve their writing
- Start dividing texts into paragraphs

Taught within the Unit of Inquiry - learning through Mathematics

Measurement:

- Understand the use of standard units to measure perimeter
- Begin to understand that measures can fall between numbers on the scale
- Understand relationships between units, e.g. m, cm
- Estimate and measure standard units of measurement: perimeter
- Begin to describe measures that fall between numbers on the scale
- Read and write digital and analogue time on 12-hour clocks.
- Use standard units of measurement to solve problems in real-life
- Select appropriate tools and units of measurement

Space and shape:

- Analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; N, S, E, W, on a compass

Taught within the Unit of Inquiry - learning through Visual Arts

Creating:

- Make predictions, experiment and predict possible outcomes when mixing tempera colours and using different types of brushes
- Identify, plan and make specific choices when getting to know the word 'relief', plan and make one using the right process

Responding:

- Use appropriate terminology to discuss artwork
- Investigate the purposes of artwork from different places

Taught within the Unit of Inquiry - Homeroom Lesson – focus on Personal and Social Education

Identity:

- Recognise their own and others' perspectives and accommodate these to shape a broader view of the world
- Identify attributes of the learner profile

Interactions:

- Reflect on the process of achievement and value the achievements of others when writing self-assessment and personal goals

Taught within the Unit of Inquiry - learning through Music

Responding:

- Sing from memory a varied repertoire of songs representing genres and styles from different cultures
- Perform expressively a varied repertoire of music representing diverse genres and styles
- Identify symbols and traditional terms referring to dynamics and tempo, and interpret them correctly when performing
- Sing in groups, blending vocal timbres, matching dynamic levels and responding to the moves of the conductor.
- Express their responses to music from different cultures and styles

Creating:

- Create dancing movements on sung or listened music using body and in combination with different objects
- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional and non-traditional sounds in the classroom, body sounds, and sounds produced by body means.

Taught as subject specific - learning through ICT

- Modify search terminology for information needs
- Understand why sources need to be acknowledged i.e. for clarity and credibility, to give authors credit and so that original sources can be located
- Set criteria for evaluating searched information compare and evaluate information sources relating to a research topic
- use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated

Taught within the Unit of Inquiry - learning through PE

Adventure challenge:

- Solve challenging problems individually, in pairs or in small groups
- Are able to orientate according to written directions
- Participate in small group activities to accomplish a common goal

Taught as subject-specific:

Inquiry into Maths

Number:

- Model multiplication and division of whole numbers
- Use language of multiplication and division, e.g. factor, multiple, product, quotient
- Use fast recall of multiplication and division (up to 8) number facts in real life situations
- Use mental math and written strategies for \times and division in real-life situations
- Use strategies to evaluate the reasonableness of answers

Pattern and function:

- Understand that multiplication is repeated addition and that division is repeated subtraction
- Understand the inverse relationship between multiplication and division
- Begin to understand the associative and communicative properties of multiplication
- Use the properties and relationships of the four operations to solve problems