

Oopsie!

Grade 3

ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques• Reflect on creative processes and make connections to personal experiences• Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form• processes, materials, technologies, tools, and techniques to support arts activities• a variety of dramatic forms

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/arts-education>

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Grade 3

ENGLISH LANGUAGE ARTS BIG IDEAS

Stories and other **texts** help us learn about ourselves, our families, and our communities.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community• Use personal experience and knowledge to connect to text and make meaning• Recognize the structure and elements of story	<p><i>Students are expected to know the following:</i></p> <p>Story</p> <ul style="list-style-type: none">• structure of story• functions and genres of stories and other texts• literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>

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Grade 3

PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Our physical, emotional, and mental health are interconnected.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Mental well-being</p> <ul style="list-style-type: none">• Identify and apply strategies that promote mental well-being	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention• relationship between worries and fears

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core>