**New Curriculum Big Ideas  
Reference Document for Teacher Planning and Communicating Student Learning**

The following compilation is from the first draft of the new curriculum. It is a living document and as the Ministry of Education adds to the document this resource will be updated in the portal. Please contact [kdawson@sd71.bc.ca](mailto:kdawson@sd71.bc.ca) if you notice that this reference document has not been undated.

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| **Grade 3** | |
| **Big Idea** | **Pop Out** |
| **Language Arts** | |
| Language and stories can be a source of creativity and joy. | (stories) Narrative texts that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal jour5ney or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers. |
| Stories help us learn about ourselves, our families, and our communities. |  |
| Everyone can be a reader and a writer |  |
| Listening and speaking helps us to explore, share, and develop our ideas. |  |
| Using language in creative and playful ways helps us understand how language works. |  |
| Readers use strategies to make sense of what they read, hear, and view. |  |
| **Mathematics** | |
| Number represents and describes quantity: Parts of wholes can be represented by fractions. |  |
| Developing computational fluency comes from a strong sense of number: Flexible decomposing and composing are used when adding, subtracting, multiplying, and dividing whole numbers. |  |
| We use patterns to represent identified regularities and to form generalizations: The regular change in increasing and decreasing patterns can be identified. |  |
| We can describe, measure, and compare spatial relationships: Standard units are used to measure attributes of objects shapes. |  |
| Analyzing data and chance help us to compare and interpret: The likelihood of possible outcomes can be examined. |  |
| **Science** | |
| Living things are diverse, can be grouped, and interact in their ecosystems. | Questions to support inquiry with students:   * What is biodiversity? * What is the relationship between observable characteristics of living things and biodiversity? * How does Aboriginal knowledge of living things honour interconnectedness? |
| All matter is made of particles. | Questions to support inquiry with students:   * Why is matter known as the material of the universe? * What is an atom? What are its parts? |
| Thermal energy can be produced and transferred. | Questions to support inquiry with students:   * What are the sources of thermal energy? * How is thermal energy transferred between objects? |
| Wind, water, and ice change the shape of the land. | Questions to support inquiry with students:   * How is the shape of the land changed by environmental factors? * What are landforms? * What landforms do you have in your local area? |
| **Social Studies** | |
| Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. |  |
| People from diverse cultures and societies share some common experiences and aspects of life. |  |
| Indigenous knowledge is passed down through oral history, traditions, and collective memory. |  |
| Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. |  |
| **Career Education** | |
| Main focus is on Awareness and Exploration.  Understanding deepens through Awareness and Explorations of: |  |
| * Decision-making and planning processes * Learning styles * Information acquisition and analysis * Leadership * Role of mentors in the learning journey |  |
| **Physical and Health Education** | |
| Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. |  |
| Movement skills and strategies help us learn how to participate in different types of physical activity |  |
| Adopting healthy personal practices and safety strategies protects ourselves and others. |  |
| Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. |  |
| Our physical, emotional, and mental health are interconnected. |  |
| **Arts Education** | |
| The mind and body work together when creating works of art. | (arts) The results of creative processes in disciplines such as dance, drama, music, and visual arts. |
| Creative experiences involve interplay between exploration, inquiry, and purposeful choice. |  |
| Dance, drama, music, and visual arts are each unique languages for creating and communicating. |  |
| The arts connect our experiences to the experiences of others. |  |