



G3  Description	HOW WE EXPRESS OURSELVES  An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	WHERE WE ARE IN PLACE AND TIME  An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.	HOW THE WORLD WORKS  An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	HOW WE ORGANIZE OURSELVES  An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	WHO WE ARE  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; rights and responsibilities; what it means to be human	SHARING THE PLANET  An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Timeline	Yearlong unit	Mid September - December	January - February break	February break - April break	April break – Mid May	Mid May - end June
Central Idea	<b>Film is a powerful medium for communicating ideas about the world.</b>	<b>Exploration leads to discoveries, opportunities, and new understandings.</b>	<b>Human responses to natural geological events reflect a shared humanity and survival instinct.</b>	<b>Marketplaces depend on the ability to produce goods and supply services that can be exchanged.</b>	<b>The effective interactions between human body systems contribute to health and survival.</b>	<b>Children worldwide encounter a range of challenges, risks, and opportunities.</b>
Conceptual lenses	Form Interpretation Perspective Expression	Perspective Discovery	Change Causation Consequences Impact	Function Supply and Demand Organization	Function Connection Systems	Rights Responsibility Scarcity
Approaches to Learning and Learner Profile	Social Communication Communicators	Research Inquirers Risk-takers	Research Communication Knowledgeable	Thinking Self-management Reflective Principled	Research Communication Balanced Knowledgeable	Communication Social Caring Open-minded

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<b>Personal Social Education</b>	<b>Identity</b> identity evolves as a result of many cultural influences	<b>Identity</b> identity evolves as a result of many cultural influences	<b>Interactions</b> communities and their citizens have a collective responsibility to care for local and global environments	<b>Interactions</b> a plan of action is a necessary strategy for a group to achieve its goal	<b>Active Living</b> – regular exercise, hydration, nutrition, and rest are all important in a healthy lifestyle – we can develop and maintain physical fitness by applying basic training principles – people go through different life stages, developing at different rates from one another – attention to technique and regular practice can improve the effectiveness of our movements  <b>Interactions</b> behavior can be modified by applying deliberate strategies	<b>Identity</b> different challenges and situations require different strategies  <b>Interactions</b> responsible citizenship involves conservation and preservation of the local environment
<b>Science</b>	<b>Media Technology</b> – use digital devices to capture simple pictures or sounds – use software / apps to create artworks	<b>Exploration as science</b> – people can often learn about things around them by just observing those things carefully, but sometimes they can learn more by doing something to the things and noting what happens – (prequel to the next as lab report focus) – forces and energy – understand how friction, including air resistance, can affect the motion of objects (e.g. tectonic plates, sails for exploration)	<b>Earth and space</b> – identify the main natural geological features of planet Earth – describe the natural phenomena that work to shape planet Earth – pose questions about the natural and physical worlds – consider scientific models and applications of these models (including their limitations)		<b>Living things</b> – describe the function of the skeleton and major organs of the human body – understand how some body systems are connected and can share example – use scientific knowledge to develop understanding of the biological world – explain some of the factors that can damage a person's health – identify some important ways to keep their own body healthy – make informed decisions to help maintain health and wellbeing	<b>Living things</b> – explain some of the factors that can damage a person's health – describe how water sustains life  <b>Materials and matter</b> – describe methods that can be used to clean and conserve water – it is often helpful to work with a team and to share findings with others/ all team members should reach their own individual conclusions, however, about what the findings mean

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<p><b>Social Studies</b></p>	<p><b>Social organization and culture</b></p> <ul style="list-style-type: none"> <li>– understand people experience and represent places</li> <li>– explain how films may be used to develop or communicate ideas</li> <li>– understands some of the different elements of film</li> <li>– apply some different elements of film to create effects</li> <li>– talk about filmmaking using correct terminology</li> <li>– distinguish between fact and opinion (films)</li> </ul>	<p><b>Continuity and change through time</b></p> <ul style="list-style-type: none"> <li>– name reasons for and consequences of exploration (historical and personal)</li> <li>– describe people who have shaped the future through their actions</li> <li>– ask questions that help extend understanding of other people’s perspectives about the past</li> <li>– use and analyze evidence from a variety of historical, geographical, and societal sources</li> <li>– use secondary sources of information such as maps, books, museums, and libraries to gather information about human explorations through time</li> <li>– use maps and timelines to help identify and order explorations through history</li> <li>– understand some of the reasons for explorations in the past and give examples</li> <li>– understand the languages on a world map are consequences of exploration</li> </ul>	<p><b>Human and natural environments</b></p> <ul style="list-style-type: none"> <li>– understand the impact of natural disasters on people and the built environment</li> <li>– describe the impact of natural disasters on people and their communities</li> <li>– explore the concepts of borders (natural, social, and political), dependence, geography, impact, landscape</li> <li>– give examples of ways in which humans adapt in response to natural events</li> <li>– identify the effects of geological events on society</li> </ul>	<p><b>Human systems and economic activities</b></p> <ul style="list-style-type: none"> <li>– explain how humans allocate and manage resources, positive and negative effects of this management</li> <li>– describe the role of supply and demand</li> <li>– describe ethical practices in the marketplace</li> <li>– compare different marketplaces and their exchange systems</li> </ul> <p><b>Resources and the environment</b></p> <ul style="list-style-type: none"> <li>– explain how resources are shared and managed</li> <li>– describe the roles, rights, and responsibilities of consumers</li> <li>– give reasons for their own choices as consumers</li> </ul>	<p><b>Human systems and economic activities</b></p> <ul style="list-style-type: none"> <li>– explore systems that support world health</li> <li>– identify some local and global aid networks and describe the work they do</li> </ul>	<p><b>Human systems and economic activities</b></p> <ul style="list-style-type: none"> <li>– understand that children have rights and describe some of them</li> <li>– compare how children’s rights are met in their own and different cultures</li> <li>– explain the ways in which organizations work to protect children at risk</li> <li>– identify some local and global aid networks and describe their roles</li> </ul> <p><b>Social organization and culture</b></p> <ul style="list-style-type: none"> <li>– suggest ways in which children facing challenges and risks can overcome adversity</li> <li>– identify children’s rights and compare how these are met in their own and different cultures</li> <li>– understand what humans need for survival</li> </ul> <p><b>Resources and the environment</b></p> <ul style="list-style-type: none"> <li>– describe challenges faced when water supplies are threatened</li> </ul>

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<b>Mathematics (within the Programme Of Inquiry)</b>	<p>An inquiry into mathematics as a symbolic language. Discuss mathematics as an organizing structure. Reflect on the ways that numbers give meaning to our lives connecting this to a study of place value.</p> <p><b>Pattern and Function:</b> identify, create, and extend patterns</p>	<ul style="list-style-type: none"> <li>– Explore timelines in connection to explorers and the sequencing of important historic events.</li> <li>– Inquire into the role of elapsed time in history, by determining the time passed between important historical events.</li> <li>– Inquire into the role maps play in studying past explorers – connecting map coordinates skills from mathematics lessons to maps used by explorers.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>– time - timelines and elapsed time</li> <li>– coordinates and mapping</li> </ul> <p><b>Number:</b></p> <p>story problem strategies</p>	<ul style="list-style-type: none"> <li>– Reflect on the way graphs allow us to gather information about the world. Explore graphs related to natural disasters and geological events (bar graphs, line graphs, line plots and circle graphs).</li> <li>– Apply linear measurement skills; connecting measuring length in standard units to units used on maps related to geography and geology.</li> </ul> <p><b>Data Handling:</b></p> <ul style="list-style-type: none"> <li>– interpreting and creating graphs</li> <li>– analyzing graphs</li> </ul> <p><b>Number:</b></p> <p>story problem strategies</p>	<ul style="list-style-type: none"> <li>– Discuss the purpose of money and the role money plays in our lives. The class runs a stock exchange throughout the unit and closes the unit with a marketplace event.</li> <li>– Reflect on the value of products and supply and demand, as students will create and market a product themselves.</li> <li>– Apply mass, volume and rate – as students must scale up production of their product to sell to a large market.</li> </ul> <p><b>Measurement:</b></p> <p>mass and volume</p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>– understand and use money (Euros and cents)</li> <li>– story problem strategies</li> </ul>	<ul style="list-style-type: none"> <li>– Use measurement to document and discuss growth in the body.</li> <li>– Measure limbs to explore average lengths and development of the body.</li> <li>– Use rate to measure body functions: heartbeat, breaths per minute, etc.</li> </ul> <p><b>Measurement:</b></p> <p>estimate, measure and draw linear measurement to the nearest centimeter</p> <p><b>Data Handling:</b></p> <p>use rate to compare amounts</p> <p><b>Number:</b></p> <p>story problem strategies</p>	<ul style="list-style-type: none"> <li>– Explore fractions in connection to large population sets.</li> <li>– Understand the value of fractions by exploring fractions of groups related to statistics and data of children worldwide.</li> </ul> <p><b>Shape and Space:</b> identify, classify, and create 2D and 3D shapes using knowledge of lines and angles</p> <p><b>Number:</b></p> <ul style="list-style-type: none"> <li>– fractions - conceptual investigations</li> <li>– exploring <math>\frac{1}{2}</math> as a unit fraction for comparison to other fractions</li> <li>– fractions as part of the whole and group</li> <li>– comparing fractions with like denominators</li> <li>– adding and subtracting with like denominators</li> <li>– visual representation of simplifying fractions</li> <li>– conceptual understanding of mixed fractions</li> </ul>
<b>Mathematics (outside the Programme of Inquiry)</b>		<b>Measurement: Time</b> reading time to the minute	<b>Measurement:</b> estimate and interpret linear measurements		<b>Measurement:</b> – estimate, measure and record the perimeter – interpret area	
<b>Number</b>	<ul style="list-style-type: none"> <li>– place value of numbers up to 10 000 -</li> <li>– value of individual digits</li> <li>– reading, writing</li> </ul>	<ul style="list-style-type: none"> <li>– begin: mental addition and subtraction with 2-numbers</li> </ul>	<ul style="list-style-type: none"> <li>– finish: mental addition and subtraction with 2-numbers</li> </ul>	<ul style="list-style-type: none"> <li>– multiplication fluency</li> <li>– practice</li> <li>– written multiplication strategies</li> </ul>	<ul style="list-style-type: none"> <li>– multiplication fluency</li> <li>– practice</li> </ul>	

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	comparing and ordering numbers	<ul style="list-style-type: none"><li>– written addition and subtraction strategies for working with 3-digit numbers</li></ul>	<ul style="list-style-type: none"><li>– written addition and subtraction strategies for working with 4-digit numbers</li><li>– multiplication fluency</li><li>– division fluency</li></ul>	<ul style="list-style-type: none"><li>– begin: written division strategies for 2- and 3-digit numbers</li><li>– exploration of remainder</li><li>– division fluency</li></ul>	<ul style="list-style-type: none"><li>– written multiplication strategies for 2-digit by 1 digit</li><li>– finish: written division strategies for 2- and 3-digit numbers</li><li>– exploration of remainder</li><li>– division fluency</li></ul>	
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<p><b>Language Genre</b> <b>German and English</b></p>	<p>NARRATIVE: VARIOUS GENRES</p> <p><b>Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>– Different types of texts serve different purposes.</li> <li>– Thinking about story-book characters and people in real life helps us to develop characters in our own stories.</li> </ul> <p><b>Reading</b> NARRATIVE GENRES study of literary and inferential elements of narrative genres (theatre scripts, mystery, realistic fiction, fantasy) that bring the story and characters to life and connect the stories with elements of film</p> <p><b>Writing</b> PERSONAL NARRATIVE Lessons from the Masters: Improving Narrative Writing</p> <ul style="list-style-type: none"> <li>– create engaging narratives by stretching out small moments, writing in detail and including powerful verbs and adjectives to tell a story</li> <li>– explore and select forms of visual presentation that enhances our ability to express ideas and images</li> </ul>	<p>HISTORICAL/BIOGRAPHICAL NONFICTION &amp; SCIENTIFIC REPORTS</p> <p><b>Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>– The structure of different types of texts includes identifiable features.</li> <li>– Wondering about texts and asking questions helps us to understand the meaning.</li> </ul> <p><b>Reading</b> HISTORICAL NONFICTION/ BIOGRAPHY</p> <ul style="list-style-type: none"> <li>– research and read about explorers and explorations of the past with the goal of learning through history</li> <li>– create personal language portraits and culture maps based on their own backgrounds and life explorations</li> </ul> <p><b>Writing</b> SCIENTIFIC REPORTS Lab Reports (Scientists are Explorers)</p> <ul style="list-style-type: none"> <li>– design and write about experiments and other scientific information in the form of lab reports, exploring and writing as scientist do</li> </ul>	<p>CURRENT EVENTS and REPORTING</p> <p><b>Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>– Applying a range of strategies helps us to read and understand new texts.</li> <li>– Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing.</li> </ul> <p><b>Reading</b> CURRENT NEWS &amp; EVENTS</p> <ul style="list-style-type: none"> <li>– think across digital and nondigital texts to learn more about human responses to current geological events identifying relevant, reliable and useful information and decide on appropriate ways to use it.</li> <li>– realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</li> </ul> <p><b>Writing</b> SCIENTIFIC REPORTS &amp; REPORTING CURRENT EVENTS Science Books</p>	<p>MEDIA LITERACY and PERSUASIVE SPEECHES</p> <p><b>Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>– Written language works differently from spoken language.</li> <li>– The structure of different types of texts includes identifiable features.</li> </ul> <p><b>Reading</b> MEDIA &amp; VISUAL LITERACY</p> <ul style="list-style-type: none"> <li>– analyze the persuasive power of media and current methods of targeted advertising (including advertising tools such as internet cookies, product placement in film and celebrity endorsement)</li> <li>– build understanding around their responsibility as consumers of media to be aware of data protection rights and internet media safety</li> <li>– learn that visual texts have the power to influence thinking and behavior</li> <li>– research fair trade arrangements, specifically related to the production of chocolate</li> </ul>	<p>POETRY</p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– The structure and organization of written language influences and conveys meaning.</li> <li>– When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</li> </ul> <p><b>Reading</b> POETRY</p> <ul style="list-style-type: none"> <li>– explore and compare a variety of poetry styles to identify purpose and message of the author</li> <li>– interpret figurative and descriptive language of poetry in a way that allows us to connect words with the 5 senses</li> <li>– understand importance of word choice within each line a of poem</li> </ul> <p>NONFICTION RESEARCH (MULTIMEDIA)</p> <ul style="list-style-type: none"> <li>– consolidate nonfiction research skills from previous units to investigate organs, body systems and their interconnectivity</li> <li>– summarize findings and practice citation of sources</li> </ul>	<p>BIOGRAPHIES and LITERARY RESPONSE (OPINION)</p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>– What we already know enables us to understand what we read.</li> </ul> <p><b>Reading</b> BIOGRAPHIES</p> <ul style="list-style-type: none"> <li>– gain perspective and make connections by reading true stories about experiences of children from around the world</li> </ul> <p><b>Writing</b> LITERARY RESPONSE Writing About Reading</p> <ul style="list-style-type: none"> <li>– read biographical stories about children and gather evidence from texts to craft persuasive arguments about the story.</li> </ul>

	<p><b>Fictional Narrative</b> (UoI 2 connection) use the story structure of beginning, middle, end to bring fictional explorers to life through stories and scripts</p>		<ul style="list-style-type: none"> <li>– write about scientific topics incorporating the common features of scientific texts to inform and teach the reader.</li> <li>– write a current event piece (newspaper, blog, vlog, newscast) to recount current or recent geological events</li> </ul>	<p><b>Writing</b> <b>PERSUASIVE</b> Changing the World: Persuasive Speeches, Petitions, and Editorials: (bend 1)</p> <ul style="list-style-type: none"> <li>– gather, organize and publish information to persuade people about unit related causes the children believe matter</li> <li>– create persuasive materials to market their own product or service for the Grade 3 Market Place</li> </ul>	<p><b>Writing POETRY</b> Big Thoughts in Small Packages</p> <ul style="list-style-type: none"> <li>– use visualization and figureative language to connect with human senses making writing more clear and powerful</li> </ul> <p><b>Viewing &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>– prepare, individually or in collaboration, visual research presentations about specific body systems using a range of media, including computer and web-based applications</li> </ul>	
<p><b>German and English Language outside the Programme of Inquiry</b></p>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>– Establish reading routines and habits</li> <li>– Identify the structure of a story</li> <li>– Identify genre</li> <li>– Recount stories</li> <li>– Determine central message, lesson, or moral</li> <li>– Identify character, setting, plot</li> <li>– Make predictions</li> <li>– Author study (mid-year)</li> </ul>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>– Use non-fiction text features to support comprehension</li> <li>– -key words</li> <li>– -subheadings</li> <li>– -graphic organizer</li> <li>– Explore author and/or character points of view</li> <li>– Ask questions prior to, during and after reading</li> </ul>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>– Summarizing longer texts</li> <li>– Identify main idea</li> <li>– Describe connections between various historical and current events</li> <li>– Critically review sources</li> </ul>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>– Present ‘book talks’</li> <li>– Identify text purpose</li> <li>– Describe how reasons support specific points the author makes in a text</li> <li>– Compare and contrast the most important points presented by two texts on the same topic</li> </ul>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>– Determine the meaning of words and figurative phrases in a text</li> <li>– Interpret texts for deeper meaning</li> </ul>	<p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>– Summarize key events chronologically</li> <li>– Use title page information (date of publication, origin of text) to realize how this may impact meaning or perspective</li> </ul>
<p><b>German Language Use &amp; Conventions</b> Yearlong Progressions: language inquiry (explore, understand and apply increasingly complex German language conventions and spelling patterns) increase use of academic and subject specific vocabulary in German improve oral German skills through a variety of presentation opportunities throughout the year</p>						
<p><b>English Language Use &amp; Conventions</b> Yearlong Progressions: English spelling &amp; word study groups use personal dictionaries, academic language word walls, dictionaries, and thesauri to expand vocabulary and spell new words understand and apply increasingly complex English language conventions</p>						

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<p><b>Arts within the Programme of Inquiry</b></p>	<p><b>Visual Arts:</b> create stop motion films using modeling clay. (November-February)</p> <p><b>Music:</b> (Nov-February): – explore the role of music and sound effects in film &amp; TV. Diegetic vs. Non-Diegetic, Theme and Motif, Foley Effects, – Create their own Foley effects to a silent film</p> <p><b>Drama:</b> adapt and create their own scripts based on Reader’s Theater</p>	<p><b>Visual Arts:</b> – explore color through inquiry into maps of the world – know where certain colors originate</p> <p><b>Music:</b> develop presentation and performance skills</p> <p><b>Drama:</b> develop presentation skills through practice of creating characters and characterization</p>	<p><b>Visual Arts:</b> construct 3D topographical sculptures based upon their knowledge and understanding of topographical features</p> <p><b>Music:</b> inquire into change and interaction (between rhythmic values)</p> <p><b>Drama:</b> – create imagery or performances connected to natural disasters. – make connections to the sculptures created in visual arts</p>	<p><b>Visual Arts:</b> – explain the different features of logos and posters in advertising. – reflect upon the use of color, font and images in advertising – Design and create promotional materials for their marketplace to advertise their good or service – use printmaking techniques</p>	<p><b>Visual Arts:</b> – engage in art journaling as a means through which to explore feelings and develop independence as an artist – relate colors and themes to emotions and feelings</p> <p><b>Music:</b> – know and evaluate how to maintain a Healthy Musician’s Body. – explain how vocal and auditory systems function and how to take care of these</p> <p><b>Drama:</b> represent body systems and their functions through use of dramatic techniques</p>	<p><b>Music, Drama, Visual Arts:</b> – build and reflect upon skills development: Communication and social skills</p>
<p><b>Arts outside the Programme of Inquiry</b></p>		<p><b>Visual Arts:</b> identify warm and cool colors and apply contrasts and mixing techniques</p> <p><b>Music:</b> Program music and the elements of music, ¾ meter</p> <p><b>Drama:</b> develop foundational drama Skills and introduce students to basic techniques.</p>	<p><b>Music:</b> build upon rhythm patterns; Sixteenth notes</p>	<p><b>Music:</b> explore the Pentatonic, improvising and composing within Pentatonic Scale (connection through reflection)</p> <p><b>Drama:</b> develop self-management and teamwork skills through drama games and activities</p>	<p><b>Visual Arts:</b> explore abstract thinking</p> <p><b>Music:</b> – explore the purpose and common characteristics of folk music from many world perspectives; folk dancing – understand a variety of musical phrases.</p> <p><b>Drama:</b> use freeze frames, dance, movement and mime as dramatic techniques</p>	<p><b>Visual Arts:</b> engage in creating collaborative art pieces; large scale art works</p> <p><b>Music:</b> – apply ostinatos; compose and improvise in teams. – incorporate rest note values into rhythmic patterns</p> <p><b>Drama:</b> collaborate and cooperate as an ensemble</p>

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<p><b>Physical Education within the Programme of Inquiry</b></p>	<p><b>Movement Composition:</b> recognize movements can be linked together and refined to create a sequence of aesthetic movements</p>	<p><b>Games:</b></p> <ul style="list-style-type: none"> <li>– identify and develop appropriate skills and strategies</li> <li>– recognize the importance of rules and how they define the nature of a game</li> </ul>	<p><b>Active Living</b></p> <ul style="list-style-type: none"> <li>– use responsible practices in physical environments that contribute</li> <li>– to our personal safety and the safety of others</li> </ul>	<p><b>Adventure Challenges:</b> accept challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal – overcoming obstacles</p>	<p><b>Health-Related Fitness:</b></p> <ul style="list-style-type: none"> <li>– understand the body’s response to exercise, including the interaction of body systems and the development of physical fitness</li> <li>– review the purpose of different systems and how they are connected to exercise</li> </ul>	<p><b>Individual Pursuits:</b> develop basic motor skills and the body’s capacity for movement through locomotor and manipulative skills and/or experiences</p>