

## Our Collective Commitments

*At Maryland Park School, our staff are committed to the following beliefs:*

- We believe all stakeholders have a voice in our school community. We will listen and consider all perspectives when making decisions that positively impact our school community.
- We believe positive relationships provide the foundation for learning and foster a sense of belonging. We will build meaningful connections with our students, colleagues, families, and community.
- We believe every child deserves to feel safe, welcome, and valued. We will provide an environment of respect and sense of belonging that supports the social-emotional needs of each child.
- We believe students need to be independent learners who problem solve, think critically, and reflect on their learning. We will ensure students have access to activities that foster exploration and discovery.
- We believe students and staff need to have a growth mindset. We will model and celebrate resilience, perseverance, risk taking, and an “I can” attitude.
- We believe every child has strengths, gifts, and talents. We will provide a variety of opportunities for students to further develop their strengths and share their unique gifts and talents while celebrating their individual growth.
- We believe each child is an active partner in the learning process. We will involve students in their learning by goal setting, identifying clear learning targets, self-assessment, and reflection.
- We believe every child deserves an equitable opportunity to demonstrate their learning. We will provide students with choices and opportunities to demonstrate their learning.
- We believe every child is capable of high levels of academic and social-emotional success. We will differentiate and provide flexible, supportive learning environments to meet the needs of all learners.

## Our Grade 3 Team

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### Bell Times

8:40 a.m. First Bell  
8:45 a.m. Class Begins  
11:30 a.m. - 12:30 p.m. Lunch  
12:30 p.m. First Bell  
12:35 p.m. Class Begins  
3:20 p.m. Dismissal



# MARYLAND PARK SCHOOL



**Our Community. Our Pride. Our Future.**

## Grade 3

Enclosed is a summary of curricular learning targets that have been identified by our teachers.

For a more comprehensive look at Manitoba curriculum please visit:  
<https://www.edu.gov.mb.ca/k12/cur/>

Also see:

My Child in School: A Resource for Parents  
<https://www.edu.gov.mb.ca/k12/mychild/index.html>

## Our Mission

**Maryland Park School is a safe and welcoming community that works together to ensure every student achieves high levels of academic, social, and emotional success.**

# Maryland Park Grade 3 Learning Targets

## English Language Arts

The four practices that the curriculum identifies are interconnected and interrelated. They are used as authentic experiences throughout the school year.

**Language as Sense Making - Language as System**  
**Language as Exploration and Design - Language as Power and Agency**

English Language Arts skills in reading, listening & viewing, writing, speaking & representing, and critical thinking are taught using effective practices. The following student-friendly learning targets have been developed so that students can clearly identify achievement of curricular outcomes.

### Learning Targets

- | Cueing Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading Comprehension & Reading Response                                                                                                                                                                                                                  | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I can self-correct my reading.</li> <li>I can think about what makes sense in my reading.</li> <li>I can make my reading sound right.</li> <li>I can phrase my words to sound like I am talking.</li> <li>I can read prefixes/suffixes in a word.</li> <li>I can break words apart. (contractions, compound words)</li> <li>I can recall high frequency sight words in my reading.</li> <li>I can make my reading look right, sound right, and make sense.</li> </ul> | <ul style="list-style-type: none"> <li>I can share the important information or facts from what I read.</li> <li>I can use what I know to make meaningful predictions when I read.</li> <li>I can share opinions using examples from the text.</li> </ul> | <ul style="list-style-type: none"> <li>I can come up with my own ideas for writing.</li> <li>I can organize my writing in a way that makes sense.</li> <li>I can revise my writing by adding juicy words to make it interesting.</li> <li>I can revise my writing to include different sentence starters.</li> <li>I can edit to begin a sentence with a capital letter.</li> <li>I can edit to end a sentence with a period.</li> </ul> |

Learning Targets in listening & viewing, speaking & representing, and critical thinking under development.

## Science

Teaching and assessing of science learning targets occur throughout the school year with a specific focus on the outcomes integrating the design process. Many concepts are integrated with other subject areas.

### Learning Targets

#### Cluster 1: Growth and Changes in Plants

- I can use vocabulary to describe growth and changes in plants (nutrient, plants, root, stem, leaf, seed, pollen)
- I can use the vocabulary to label the parts of a plant (roots, stem, flower, leaf)
- I can investigate what a plant needs to grow.
- I can make an environment for a plant to grow.

#### Cluster 3: Forces that Attract and Repel

- I can use vocabulary to describe forces (force, push/pull, attract/repel, gravity, magnetic and non-magnetic, north and south pole)
- I can investigate to see what are magnetic and non-magnetic objects.
- I can build a toy or a game that uses magnetic force.

#### Cluster 2: Materials and Structures

- I can use vocabulary to describe materials and structures (strength, structure, balance, human built, natural structure, material)
- I can investigate different materials that will help me create a structure.
- I can build a structure that has a function, is strong and stable.

#### Cluster 4: Soils in the Environment

- I can use vocabulary to describe types of soils (soil, loam, clay, sand, pebbles, organic matter, composting, water)
- I can investigate different types of soil.
- I can build a composter.

## Health

Throughout the school year, students will demonstrate knowledge and skills in the ability to make informed decisions for healthy living in the following strands:

**Personal Health Practices- Active Living - Nutrition - Substance Use and Abuse Prevention - Healthy Lifestyle Practices**  
 Specific topics in this area can be found at: <https://www.edu.gov.mb.ca/k12/cur/physhlth/kto4.html>

## Mathematics

Numeracy concepts are integrated into daily routines, morning message, calendar activities and games throughout the year.

**Number - Patterns and Relations - Shape and Space - Statistics and Probability**

### Learning Targets

- | Number                                                                                                                                                                                                                                                                                                                                                                                                                                           | Shape & Space                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Statistics & Probability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I can say a 3-digit number from a picture or from object.</li> <li>I can explain the value of all digits within a 3-digit number.</li> <li>I can double a number.</li> <li>I can double and add one.</li> <li>I can double and subtract one.</li> <li>I can double and add two.</li> <li>I can double and subtract two.</li> <li>I can make 10.</li> <li>I can relate addition to subtraction.</li> </ul> | <ul style="list-style-type: none"> <li>I can skip count by 10, 100, 5.</li> <li>I can skip count by 25</li> <li>I can skip count by 3s and 4s</li> <li>I can read a number word to 1000.</li> <li>I can write number words for multiples of 10</li> <li>I can write number words for multiples of 100</li> <li>I can use base 10 blocks/digi-blocks to show a number in more than one way.</li> <li>I can record a 3-digit number, in standard form, from a picture or from object.</li> </ul> | <ul style="list-style-type: none"> <li>I can use a strategy to solve addition questions (with regrouping) up to 1000</li> <li>I can use a strategy to solve 3-digit subtraction questions (with borrowing)</li> <li>I can find the information I need to solve a word problem using adding or subtracting. (with two numbers)</li> <li>I can make my own story problem using adding or subtracting.</li> <li>I can apply a strategy to multiply numbers up to 5x5.</li> <li>I can solve a word problem using multiplication.</li> <li>I can apply a strategy to divide numbers up to 25.</li> <li>I can solve a word problem using division.</li> <li>I can relate multiplication to division using a fact family.</li> </ul> |

### Patterns & Relations

- I can describe a pattern by stating the rule.
- I can identify the starting point and extend the pattern.
- I can create an increasing pattern in various ways. (manipulatives, drawing, other)

### Shape & Space

- I can choose whether to use cm or m when measuring the length of an object.
- I can show 100 cm are in 1 m.
- I can measure using a ruler.
- I can measure the length of an object.

### Statistics & Probability

- I can record a number using tally marks.
- I can answer questions using tally marks, line plots, charts, and lists.

## Social Studies

Teaching and assessing of Social Studies Units and outcomes occur throughout the school year. Many topics are integrated with other subject areas.

### Learning Targets

#### Connecting with Canadians

- I can understand citizenship in the Canadian community.
- I can list examples of responsibilities and rights of Canadian citizens
- I can describe my identity.

#### Communities of the World

- I can locate countries on a map (Canada, US, China, India, England, etc.)
- I can identify characteristics of daily life in a community in another country.
- I can compare daily life in my own community to a community in another country.

#### Exploring the World

- I can locate the equator, northern and southern hemispheres.
- I can locate the continents and oceans.
- I can compare how people around the world acquire their basic human rights.
- I can learn that people around the world have basic human rights

#### Exploring an Ancient Society

- I can describe daily life in an ancient society (food, clothing, shelter, education, traditions, celebrations)
- I can give examples of traditions of an ancient society. (customs, stories, writing, art)
- I can compare daily life in an ancient society to modern society.

## Visual Arts

The four essential Arts learning areas present a distinct set of learning outcomes and are integrated with other subject areas.

- | Art Language and Tools                                                                                                                      | Creative Expression in Art                                                                                                                                | Understanding Art in Context                                                                                                            | Valuing Artistic Experience                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>I can demonstrate an understanding of using line, colour, texture, shape, form and space.</li> </ul> | <ul style="list-style-type: none"> <li>I can search for and discover ideas for creating art through experimentation and observation of others.</li> </ul> | <ul style="list-style-type: none"> <li>I can demonstrate awareness of art and design from various times, place and cultures.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe my and others' artworks in terms of the elements of art (line, color, texture, shape, form, and space)</li> </ul> |