

# Curriculum Expectations **GRADE 3**

for

**English Language  
Mathematics  
Science and Technology  
Social Studies  
Health & Physical Education (Interim)  
The Arts**





# Curriculum Expectations by Grade

Subject: The Arts

The Arts (None) Expectations

Grade 3

## A. DANCE

### OVERALL EXPECTATIONS

**3a1** A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of dance phrases, using the elements of dance to communicate feelings and ideas;

**3a2** A2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;

**3a3** A3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

### Elements of dance

**3a4** body: body actions, body shapes, locomotor movements (e.g., running, galloping, crawling), non-locomotor movements (e.g., lifting, pulling, marching, waving arms), body bases (e.g., seat as base), use of body zones (e.g., body areas of front and back)

**3a5** space: levels, pathways, directions, size of movement

**3a6** time: freeze, tempo (e.g., slow, sustained, fast)

**3a7** energy: force (e.g., lightness/strength), effort (e.g., pressing, gliding), quality (e.g., smoothly, cautiously, erratically, percussively)

**3a8** relationship: (e.g., interconnected shapes)



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## A1. Creating and Presenting

**3a9** A1.1 imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase (e.g., modify the movements of animals, snow falling to the ground, ice melting, plants growing; connect a series of insect-like movements together to make a phrase) Teacher prompt: “How would the quality of your movements change if you were first moving like a bee and then moving like a butterfly [erratic, gliding]? Would your movements change to sharp and sudden, or smooth and slow? Would your path be direct and gliding or indirect and meandering?”

**3a10** A1.2 use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy (e.g., interpret stories, poems, and texts from other subject areas through dance; respond to a story about insects by depicting the sustained lifting and pulling actions of ants versus the sustained floating actions of butterflies) Teacher Prompts: “When creating a dance phrase to represent the idea of this poem, consider the poem’s punctuation. How would you express the dance equivalent of an exclamation mark for emphasis in the dance?” “Which combination of elements will you choose from the time and energy chart to portray the rest of the insect characters in the story?”

**3a11** A1.3 create dance phrases using a variety of pattern forms (e.g., create dances with distinct, self-contained sections that share movement qualities using AB form, ABA form, or ABBA form; demonstrate a pattern physically by making “A” a soft and fluid section and “B” a fast and percussive section) Teacher prompt: “How would you show the water cycle using a pattern in dance? Which pattern form can you use to convey your idea?”

**3a12** A1.4 demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern (e.g., A: varying the use of space while marching quickly; B: changing levels while waving arms slowly; A: varying locomotor and non-locomotor percussive movements while marching quickly) Teacher prompt: “In an ABA form, how can you vary your gestures and movements to make the A section distinctly different from the B section?”

## A2. Reflecting, Responding, and Analysing

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**3a13** A2.1 demonstrate an understanding of how the elements of dance can be used in their own and others' dance phrases to illustrate or explore learning in other subject areas (e.g., show and explain how the elements of body and relationship can be used to depict the science concept of magnetic attraction) Teacher Prompts: "Kofie's choice to start his dance in a small shape was meant to show he was a seed. How did that information help us predict his ending shape?" "What similarities/ differences can you see between the patterns we used in our dance and the patterns we used in math?"

**3a14** A2.2 identify, using dance vocabulary, the elements of dance used in their own and others' dance phrases and explain their purpose (e.g., the use of body, space, time, and energy to create variety and interest; the use of levels, relationship, pathways, and shape to emphasize a mood; the use of canon, direction, grouping contrast, and repetition to explore pattern) Teacher Prompts: "Which two patterns did we use? Why did we use different patterns?" "How did Antonio's actions help us know how he was feeling?"

**3a15** A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., share with a partner what they did well; write in a journal about what they need to improve) Teacher prompt: "What did you do well, or what would you change next time about your dance (or your use of the creative process)?"

## A3. Exploring Forms and Cultural Contexts

**3a16** A3.1 describe, with teacher guidance, a variety of dances from communities in Canada and around the world that they have seen in the media, at live performances and social gatherings, or in the classroom (e.g., dance numbers in animated movie musicals such as Happy Feet and Ice Age; First Nation dances at a powwow; folk dances of the early settlers; the farandole of France) Teacher Prompts: "When you viewed the sailor's hornpipe, did you see interesting dance movements or patterns that you would like to include in your own dance pieces? Can you describe or demonstrate some of them?" "Can you describe some of the ways in which STOMP uses garbage can lids, brooms, basketballs, and ladders as dance props?" "Can you describe how the dance you experienced with the visiting artist is similar to dance work we have done in class?"

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- 3a17** A3.2 identify and describe the role of dance in the community (e.g., performances as entertainment; community dances as a way of socializing; traditional dances as a way of maintaining cultural connectedness; dance classes for learning and communicating)  
 Teacher prompt: “Why do people in the community dance, even though they are not professionals?”

## B. DRAMA

### OVERALL EXPECTATIONS

- 3a18** B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- 3a19** B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- 3a20** B3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

### Elements of DRAMA

- 3a21** role/character: adopting the attitude/point of view of a number of different fictional characters, dialogue
- 3a22** relationship: listening and responding in role to other characters in role
- 3a23** time and place: establishing a clear setting



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**3a24** tension: identifying factors that contribute to mystery or tension in a drama

**3a25** focus and emphasis: identifying the central theme and/or problem in a drama

## B1. Creating and Presenting

**3a26** B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places (e.g., act out moments from “a day in the life” of a main character from a story; improvise a short dialogue between two characters who are seeking a solution to a problem [as in Aboriginal teacher/trickster stories]) Teacher Prompts: “What if you are the cook? What will you do?” “Which characters should try to solve the problem in this drama?” “What role will you adopt and what will you do to solve the problem in this drama?” “How will you make the audience believe you are the character in the story while in role?”

**3a27** B1.2 demonstrate an understanding of how the element of time and place can support the development of role (e.g., present tableaux, with transitions and thought tracking, that show differences between urban and rural settings and/or lifestyles to convey information about the characters) Teacher prompt: “Make a clear picture of the setting I’ve described in your imagination. As we explore this imaginary place, using all of our senses and some simple actions, how can you show me what you are seeing, smelling, hearing, feeling, or doing?”

**3a28** B1.3 plan and shape the direction of a dramatic play or role play by building on their own and others’ ideas, both in and out of role (e.g., In role: respond in role to extend the developing storyline in the drama [as townsfolk, plead with the mayor to save their town]; Out of role: in partners or small groups, combine their ideas to create a plan for how the characters will solve the problem in the drama) Teacher Prompts: In role: “How will we proceed? What are some possible courses of action?” Out of role: “What key questions should we ask (e.g., where? when? how?) to gain more information for when we go back into role?”



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**3a29** B1.4 communicate feelings and ideas to a familiar audience (e.g., classmates) using audio, visual, and/or technological aids to support or enhance their drama work (e.g., use items found in the classroom to create a feeling or a mood suggested by the teacher; use sound effects or music to create an element of surprise or tension) Teacher prompt: "What music can help to create an energetic mood for this drama? At what point in the drama will you change the music to create a different mood?"

## B2. Reflecting, Responding, and Analysing

**3a30** B2.1 express thoughts, feelings, and ideas about a variety of drama experiences and performances (e.g., in a journal response, in a think-pair-share activity, in class discussion, by writing in role, in a four corners activity, in a small group improvisation or drawing) Teacher Prompts: "Compared to all of the drama experiences we have had, in what ways was this experience unique?" "Describe a moment in the drama where you learned something new about the story or your role." "Which character's situation did you empathize with?"

**3a31** B2.2 describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work (e.g., describe how different characters' actions help create suspense or tension; identify effective elements in a drama presentation; explain how setting highlights theme) Teacher Prompts: "Describe a moment that stood out for you. What drama elements were involved?" "How did the setting help to tell the story of this scene?" "How did the actors communicate to the audience that they were friends (or not friends)?" "Were there any parts that were confusing? How could the meaning have been made clearer?"

**3a32** B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members (e.g., describe how their understanding of role play is developing; identify a role they would like to play, and explain why) Teacher prompt: "Complete the following sentences: 'Two suggestions I made in role that helped build the drama were...'; 'Two suggestions I made out of role that helped build the drama were...'; 'One way I was being a supportive audience member was...'"

## B3. Exploring Forms and Cultural Contexts



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**3a33** B3.1 identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and in the media (e.g., puppet shows and mask plays use easily recognizable character types to tell a story; actors in live theatre productions use exaggerated gestures and reactions designed to project beyond the footlights; street festivals use amplified live and/or recorded music, costumes, emcees, and amplified announcements to celebrate special events; clown acts use mime featuring clumsy gestures and comical accidents)  
Teacher Prompts: “In what ways are puppet shows and plays with actors similar and in what ways are they different?” “What does a clown do to be funny? Why are there different kinds of clowns?”

**3a34** B3.2 demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world (e.g., ideas about friendship or loyalty or power or perseverance in dramas based on fairy tales or myths from different countries; ethics and values found in Aboriginal plays) Teacher Prompts: “Can you remember a character from another play who had the same problem or felt the same way as this character? How would you compare these two characters?” “Can you think of other plays, stories, TV shows, or movies with the same theme?”

## C. MUSIC

### OVERALL EXPECTATIONS

**3a35** C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;

**3a36** C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

**3a37** C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

### ELEMENTS OF MUSIC



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**3a38** duration: three beats per bar (3/4 metre), dotted half note, sixteenth-note patterns, sixteenth rest; very fast (presto), very slow (largo)

**3a39** pitch: low “so”, low “la”, higher and lower pitch, pitch contour

**3a40** dynamics and other expressive controls: standard symbols for soft (e.g., piano – p) and loud (e.g., forte – f); invented symbols for soft and loud; articulation and expression marks encountered in music listened to, sung, and played (e.g., staccato, legato, signs for crescendo and decrescendo)

**3a41** timbre: classification of instruments by means of sound production (e.g., sounds produced by strumming, striking, shaking, blowing)

**3a42** texture/harmony: simple two-part rounds, partner songs, canons

**3a43** form: section, ternary (ABA) form

## C1. Creating and Performing

**3a44** C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (e.g., sing or play an instrument accompanied by body percussion or found sounds; sing or play a rhythmic or melodic ostinato) Teacher Prompts: “Which pitched or non-pitched percussion instrument could you use to accompany this song?” “This song is a round. At what point would the second group begin?”



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**3a45** C1.2 apply the elements of music when singing, playing an instrument, and moving (e.g., timbre: sort sound sources by the way their sound is produced and make choices about which instruments will play in specific sections; form: change direction in a circle to show A and B sections of a song in ABA form; duration: sing a song first very quickly then very slowly, and explain how the different tempi change their experience of the music) Teacher Prompts: “How many different ways can you sort these instruments on the basis of how they are played or what sounds they make?” “Which instrument can you use to try to play this melody?”

**3a46** C1.3 create compositions for a specific purpose and a familiar audience (e.g., create musical accompaniments for poems, stories, or dances they have created; create rhythmic ostinati based on significant words in a poem or words from a classroom topic or theme, then play them using instruments, body percussion, or found sounds; make changes to the rhythm and/or melody in a simple song that they know) Teacher prompt: “What kind of music should we create to introduce each character in our story?”

**3a47** C1.4 use the tools and techniques of musicianship in musical performances (e.g., determine where breaths should be taken in a song; given the shape of a melody, suggest where a change in dynamics would be effective; use available technology such as software, electronic instruments, or recording devices) Teacher Prompts: “What could we do to help the audience hear our words more clearly?” “How can we sing softly and stay in tune?”

**3a48** C1.5 demonstrate an understanding of standard and non-traditional musical notation (e.g., design melody maps based on the direction of the melody; demonstrate various ways of representing sounds using devised symbols; perform melodic patterns based on the notes “do”, “re”, “mi”, “so”, and “la” by using solfège hand signs; create soundscapes illustrating dynamics and timbre) Teacher Prompts: “Using your hand, how could you map the melody of this song in the air?” “How could we show others from another class how to sing ‘Twinkle, Twinkle, Little Star’ without singing it to them?”

## C2. Reflecting, Responding, and Analysing

**3a49** C2.1 express personal responses to musical performances in a variety of ways (e.g., create a graphic or text response to a musical selection featuring a Latin American dance style) Teacher Prompts: “What does this song remind you of?” “How can you use stick notation to write down the rhythm that I clap?”



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**3a50** C2.2 describe ways in which the elements of music are used in the music they perform, listen to, and create (e.g., use a Venn diagram to compare how the elements of two contrasting pieces create mood) Teacher prompt: “How do these two songs use dynamics differently to create uniquely expressive pieces? In what other ways do these two songs differ?”

**3a51** C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (e.g., singing in tune, breathing at the end of phrases, watching the conductor or teacher while rehearsing and performing) Teacher Prompts: “How has your interpretation of this song changed since we first heard it in class?” “What are some skills that are important for your musical development?”

## C3. Exploring Forms and Cultural Contexts

**3a52** C3.1 identify and describe ways in which music can be used in the community (e.g., to celebrate events, to bring people together, to dance to, to communicate, to entertain, to help people remember product names or telephone numbers in advertising, to help people remember concepts) Teacher Prompts: “When you see a parade, what types of music do you hear? Why is music part of every parade?” “How have songs or chants helped you remember things?” “Are there songs you like to sing only at home with your family?”

**3a53** C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (e.g., songs, instrumental pieces, and dances in social activities or celebrations of early settlers and First Nation communities in Upper Canada) Teacher Prompts: “For what purposes were fiddles used in early settlers’ social occasions?” “For what purposes were drums used by First Nation peoples? What is the cultural meaning of the sound of the rattle?”

## D. VISUAL ARTS

### OVERALL EXPECTATIONS

**3a54** D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;



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**3a55** D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

**3a56** D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## ELEMENTS OF DESIGN

**3a57** line: variety of line (e.g., thick, thin, dotted)

**3a58** shape and form: composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world (e.g., symmetrical: insects, flowers, skyscrapers; asymmetrical: windblown trees, some contemporary additions to buildings [asymmetrical façade in Daniel Libeskind’s design for the Royal Ontario Museum])

**3a59** space: foreground, middle ground, and background to give illusion of depth

**3a60** colour: colour for expression (e.g., warm and cool colours); colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints

**3a61** texture: real versus visual or illusory texture (e.g., smooth surface of a ceramic work versus drawing of rough tree bark); etching by scratching through surfaces (e.g., crayon etching on a scratchboard)

**3a62** value: mixing a range of light colours and dark colours

## PRINCIPLES OF DESIGN



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The Arts (None) Expectations

Grade 3

**3a63** variety: slight variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values, and colours to create interest [bright or light colour values, dark colour values])

## D1. Creating and Presenting

**3a64** D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject (e.g., make a symmetrical sculpture of an insect or a flower, using natural materials such as wood, pebbles, dry seed pods, feathers; draw a picture depicting a solution to the problem of litter in their community; make a painting of nature, focusing on a feature of personal interest or meaning to themselves) Teacher prompt: "Let's look at how artist Andy Goldsworthy uses natural materials in his art. How can you use the textures and shapes of sticks, leaves, or stones to express your ideas about the natural environment?"

**3a65** D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., use shapes of various sizes, in the foreground, middle ground, and background, to create an illusion of depth [perspective] in a painting about a make-believe world; create a mural to express a response to a community celebration, using a variety of lines and shapes; using a scratchboard that has a layer of various colours covered by india ink, make a high-contrast line drawing about a story by scratching the black surface to reveal the colours beneath the surface) Teacher Prompts: "How can you vary the thickness of lines to make your characters stand out from the background?" "How can you use colours to show your feelings about the places in your mural?"

**3a66** D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use asymmetrical cut-paper composite shapes to depict a Canadian landscape, with a clear foreground, middle ground, and background; use colour values and shapes in a "What's inside me?" painting in the X-ray style of Norval Morrisseau to create contrast between the inside and the outside of the figure) Teacher Prompts: "When creating a sense of space in your landscape, should you create the foreground, middle ground, or background first? Why?" "What colour choices did you make to create more or less contrast?" "Why do you think Tom Thomson chose to paint a windswept tree in The Jack Pine instead of a symmetrical tree? How can you use asymmetry in your own art work?"



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3a67

D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g., • drawing: use a variety of lines and shapes, drawn with pencil and marker, to show movement in a flipbook about weather • mixed media: use wax crayons, oil pastels, paint resist, and materials of various textures [e.g. yarn, found objects] to depict a tree or plant above ground, and use the technique of elaboration to depict what is hidden below ground • painting: create a watercolour or tempera painting of animals, using colour in a non-representational and expressive way • printmaking: paint stencil prints in warm and cool colours, creating a simplified pattern inspired by a favourite fruit • sculpture: use modelling clay to create organic forms that are inspired by nature, such as shells, seed pods, and water-worn stones, and that show some kind of metamorphosis or transformation into another form or figure)

Teacher Prompts: “How can you make the shapes move more smoothly in your flipbook? Would small or big changes in movement between one page and the next work better to create smoothness?” “What do the roots of a tree or plant look like below the ground? How could you draw a plant and show its roots?” “How does the emotional impact or mood of your print change when it is printed in warm instead of cool colours?”

## D2. Reflecting, Responding, and Analysing

3a68

D2.1 express personal feelings and ideas about art experiences and images (e.g., create a poster for an exhibition, using words of different sizes and colours to show their excitement about the event; express thoughts and ideas about an art work while in role as the artist in a peer artist interview) Teacher Prompts: “What words will you choose to express your feelings about the exhibition in your poster?” “Using what you know about the artist, and looking carefully at the art work, what might the artist have said about his or her artistic choices?”

3a69

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others’ art work (e.g., colour value in Emily Carr’s Indian Church; organic shapes to make the monsters look less frightening and more like stuffed animals in Where the Wild Things Are by Maurice Sendak) Teacher Prompts: “What do you think this painting is about? What elements has the artist used to make the painting’s message clear?” “What design elements has Sendak used on this book’s cover? How have images, shapes, colours, and the letters of words been arranged on the cover to send a clear message?”



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The Arts (None) Expectations

Grade 3

**3a70** D2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art (e.g., fonts or logos that remind them of specific companies, messages, or moods; the meaning of animals such as the orca in Aboriginal clan symbols or the Inukshuk in Aboriginal art) Teacher Prompts: “Where have you seen this symbol before? What makes it eye-catching?” “Why do companies create logos?” “How many examples can you think of where the same animal represents different ideas or emotions?” “How can you draw letters that suggest the mood or content of a story or movie?”

**3a71** D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art (e.g., keep an art journal to record what they think they have done well in their art works, or learned about in their art works, as they complete them; use the strategy of matching word and image to share their feelings about an art work or its creation) Teacher Prompts: “What did you most enjoy doing when making your mask?” “What do you think is the most important thing in your painting?” “How can you explain to a partner why you chose to place that descriptive word or expressive emoticon on the art work?”

## D3. Exploring Forms and Cultural Contexts

**3a72** D3.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences (e.g., original paintings at a community gallery, sculptures in a local park, art reproductions in offices, murals or sculptural monuments in the community, mixed media art works at arts festivals) Teacher Prompts: “Where do you see art in our community? Where could you imagine there to be more? What are some of the different roles that the visual arts play in the community?” “What is the difference between original art works and reproductions?” “Where have you seen art exhibitions in our community? What did you find there? Why do people go to museums and art galleries?”



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**3a73**

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places (e.g., a picture book that tells a story about people and the time and place in which they work, play, and build their community; George Littlechild’s book *This Land Is My Land*; Daphne Odjig’s historical mural *The Indian in Transition*; Jacob Lawrence’s paintings of African-Americans working, playing, and interacting; classical Greek sculptures of sports figures, and contemporary sports sculptures, such as the fans in Michael Snow’s *The Audience*)  
Teacher Prompts: “Why do you think people create art work about their communities?” “What is the difference between telling a story in a painting and telling a story with words?” “What stands out for you in this art work?” “Which image do you relate to most? Why?” “What other art works are you reminded of?” “How would the image and message change if they were shown from a different point of view or in another style?”



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 3

## Oral Communication

### Overall Expectations

**3i1** listen and respond to a variety of simple spoken texts and media works;

**3i2** express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation.

### Listening

**3i3** follow detailed instructions to perform a task;

**3i4** demonstrate an understanding of short spoken texts and media works (e.g., stories, plays, children’s television programs) (e.g., by completing cloze exercises, identifying main ideas and some supporting details, predicting outcomes, drawing conclusions);

**3i5** listen to discussions and ask questions to clarify meaning;

**3i6** recognize and interpret visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to aid in understanding what they hear.

### Speaking

**3i7** participate in classroom activities by asking and answering questions and expressing feelings about familiar topics;



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**3i8** present ideas and information in logical sequence;

**3i9** use visual and verbal cues (e.g., gestures, facial expressions, tone of voice) to communicate information;

**3i10** use simple and some compound sentences to express feelings, opinions, and ideas;

**3i11** retell stories, demonstrating an understanding of basic story structure;

**3i12** communicate ideas and opinions during small-group activities (e.g., assign roles, indicate agreement or disagreement);

**3i13** give short presentations on a variety of topics.

## Application of Language Conventions

**3i14** recognize and use appropriate language structures in oral communication activities;

**3i15** use correct pronunciation and appropriate intonation in familiar contexts;

**3i16** use linking words such as parce que, après, avant to organize ideas in speech;



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**3i17** recognize and use liaison in speech (e.g., les enfants, nous avons);

**3i18** identify and correct common anglicisms (e.g., il a donné moi/il m'a donné ), with the teacher's assistance.

## Reading

### Overall Expectations

**3i19** read a variety of simple written materials and demonstrate understanding through oral and brief written responses.

### Comprehension and Response to Text

**3i20** read a variety of simple written materials (e.g., stories, poems, chapter books, children's reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures);

**3i21** demonstrate comprehension of text read independently by identifying and discussing features of the text (e.g., descriptions, opinions, ideas) and by summarizing its content;

**3i22** express their opinions of written texts, relating the content to their own knowledge and experiences;

**3i23** follow written instructions (e.g., to play a game, complete a task, solve a problem);

**3i24** demonstrate an understanding of simple texts (e.g., complete cloze exercises, select correct answers, restate the main idea and some supporting details);



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**3i25** extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play, create an alternative ending);

**3i26** identify and describe different forms of writing (e.g., plays, stories, poems);

**3i27** identify the key elements of a story (e.g., setting, plot, characters).

## Application of Language Conventions

**3i28** recognize and use appropriate language structures in their response to written texts;

**3i29** use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions;

**3i30** read aloud, observing the rules of pronunciation and intonation;

**3i31** recognize and use punctuation as an aid to comprehension;

**3i32** use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension;

**3i33** use French-English dictionaries to determine the meaning of unfamiliar vocabulary.



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 3

## Writing

### Overall Expectations

**3i34** produce short pieces of writing in a variety of forms.

### Communication of Information and Ideas

**3i35** create short written texts for specific purposes (e.g., a story, an invitation or simple letter, a description of a school trip, poems), adapting familiar models;

**3i36** create short written texts (e.g., journal notes) in which they express a point of view and reflect on their experiences;

**3i37** organize information into short paragraphs that contain a main idea and related details;

**3i38** produce short written text (e.g., titles, captions, labels) to accompany visual information (e.g., simple charts, illustrations).

### Application of Language Conventions

**3i39** use appropriate language structures in their writing;

**3i40** use and spell correctly the vocabulary appropriate for this grade level;



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 3

- 3i41** print legibly and begin to use cursive writing;
- 3i42** begin to use compound sentences and use sentences of varying length;
- 3i43** revise, edit, and proofread their writing, with the teacher's assistance, focusing on grammar, spelling, punctuation, and conventions of style;
- 3i44** use appropriate resources to verify spelling (e.g., word lists, French-English dictionaries).

## Language Structures

### Overall Expectations

- 3i45** identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.

### Nouns and Pronouns

- 3i46** interrogative pronouns qu'est-ce qui/que;
- 3i47** addition of "x" to form the plural of nouns (e.g., un feu/des feux, un chapeau/des chapeaux).

### Verbs



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 3

**3i48** présent of irregular verbs venir, partir, sortir, voir, vouloir, devoir, savoir, prendre;

**3i49** passé composé of regular -er verbs;

**3i50** passé composé of aller.

## Adjectives

**3i51** comparative form of adjectives (plus, moins).

## Adverbs

**3i52** use and position of frequently used adverbs (e.g., bien, vite, lentement, souvent).

## Prepositions and Conjunctions

**3i53** use of comme, après, avant, derrière, sans, parce que.

## Interrogative Constructions

**3i54** questions starting with question words comment, pourquoi.

## Sentence Structure



# Curriculum Expectations by Grade

Subject: French as a Second Language

French Immersion (None) Expectations

Grade 3

**3i55** compound sentences using simple connecting words (e.g., et, ou, mais, puis ).



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

## Living skills

### Overall expectations

**3p1** 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

### 1. Living Skills

**3p2** Personal Skills (PS) 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: monitor their progress towards personal fitness goals, placing a sticker on the Active Living calendar on the fridge in their home each time they participate in a physical activity with a family member; Movement Competence: check whether they feel stable when performing static balances and adjust position if they do not; Healthy Living: identify some of the characteristics that make them unique, and think about things they may have done or said that acknowledged the unique characteristics of others in a positive way or that were disrespectful or hurtful to others)

**3p3** Personal Skills (PS) 1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: engage in a physical activity when they feel anxious or unhappy, to help make them feel better; Movement Competence: experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; Healthy Living: make sure that they are getting enough sleep and eating healthy food to help them learn and grow)

Students: "I have a congenital heart disease. I can do most things in physical education. I do my best, but I also understand how much physical activity I am able to do. If I need to adjust, my teacher and I work together to make the activity work better for me."  
"I had butterflies about being in the play at the assembly this afternoon, but then I ran a lot in physical education, and I felt a lot less nervous afterwards"

# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 3

**3p4** Interpersonal Skills (IS) 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: remind others about safety rules in a positive and supportive way; Movement Competence: talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other in order to practise throwing and catching successfully; Healthy Living: explain to a friend who loves video games how real violence differs from fictional violence, and try to persuade that friend to choose less violent games)  
 Student: “Your bike helmet looks like it is sitting on the back of your head. Do you want help with your straps to make it sit straight?”

**3p5** Interpersonal Skills (IS) 1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., Active Living: be willing to be anyone’s partner for physical activities and be accepting of everyone when working in small groups; Movement Competence: interact positively with others when sharing space; Healthy Living: show leadership in identifying and avoiding peer pressure)  
 Students: “When I am moving around the gym in different ways, I practise being able to move close to others and in my own space, changing directions quickly.” “I don’t think leaving the new girl out is a good idea. I think we should ask her to sit with us at lunch.”

**3p6** Critical and Creative Thinking (CT) 1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: come up with ideas for ways in which they could be physically active inside their family’s house or apartment; Movement Competence: after performing a movement sequence, reflect on what they could have done differently to make the transitions from one movement to another smoother; Healthy Living: plan what they might bring to a family picnic, focusing on local foods, and give reasons for their choices)

### A. Active living

#### Overall expectations



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p7** A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives;

**3p8** A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;

**3p9** A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

## A1. Active Participation

**3p10** A1.1 actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair) [PS, IS]  
Teacher prompt: "You and your classmates will be participating in a lot of different physical activities together this year. Remember, when playing with others, it's always important to show respect and to follow the rules. What are some examples of showing respect and following rules in your daily life?"  
Students: "We show respect for other people and for things, too. We show respect for other cultures, for our own family and other people's families, for our friends, and also for the environment. We show respect for other people by working well together at school or greeting people politely when we are introduced." "We show that we respect the environment by turning off lights when we are not in the room, by not littering, and, whenever we can, by walking, wheeling, or biking instead of using a car." "We also follow many different kinds of rules at home and in our communities. For example, a rule that we follow to stay safe is to always tell an adult when we are going to play outside, so they will know where we are."

# Curriculum Expectations by Grade

Subject: Health and Physical Education

## Health and Physical Education (None) Expectations

Grade 3

**3p11** A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors) as they participate in a wide variety of individual and small-group activities [PS]  
 Teacher prompt: “What kinds of physical activities do you like best?”  
 Student: “I like games in which everyone gets to play and people are not eliminated. If you get eliminated, you do not get the chance to play and get better at the activity.”

**3p12** A1.3 describe the benefits of participating in physical activity every day (e.g., physical benefits, such as better sleep, more energy, reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration) [CT]  
 Teacher prompt: “Being physically active has many benefits, such as giving us more energy to play with friends. What are some other benefits of being active every day?”  
 Student: “I have so much fun when my friend and I go skating after school. Being active every day helps me feel alert and prepared for school.”

## A2. Physical Fitness

**3p13** A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards) [PS]



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p14**

A2.2 identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity) [CT]

Teacher prompt: "We have been doing a lot of physical activities that work our hearts over the past two weeks. How will continuing to do this type of activity improve your fitness?"

Students: "Physical activity is good for the heart because the heart is like other muscles and it works better when it gets exercise.

Today I snowshoed all the way up the hill and didn't need to stop and take a break." "I find it a lot easier to push myself up a ramp in my wheelchair since I've been doing exercises to build up my arm strength."

**3p15**

A2.3 assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods (e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity) [PS]

Teacher prompt: "How did you check how you were feeling during today's activity?"

Student: "I did the talk test. I knew my heart and lungs were working too hard because I couldn't breathe and talk with my partner while I was running. I needed to slow down for a while to catch my breath."

**3p16**

A2.4 develop and act on personal goals related to physical activity (e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend) [PS, CT]

Teacher prompt: "What goal have you set for yourself, and how will this goal help you?"

Student: "My goal is to be able to do all the DPA activities without needing to stop and rest in the middle. When I can do that, I'll know that I'm getting fitter and healthier."

## A3. Safety



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p17** A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground) [PS, IS]

Teacher prompt: "What do you need to do to be safe when playing wall ball? When using a scooter board?"

Students: "When I'm playing wall ball, I need to be aware of how much space there is around me and also of how hard I throw. If I throw the ball too hard at the wall, it may come back really fast and hit me or someone else." "When I'm using a scooter board, I need to be careful not to get my fingers caught underneath. I should always sit or kneel and not stand on the board. I need to keep my hair away from the wheels. I need to stay in control when I move and be careful not to bump into other people or things."

**3p18** A3.2 describe how to respond to accidents or injuries incurred while participating in physical activity (e.g., remain calm, stop all activity and hold the equipment, ask an injured person if he or she needs help, tell an adult what happened, avoid crowding the person who is injured) [PS, CT]

## B. Movement Competence: Skills, Concepts, and Strategies

### Overall expectations

**3p19** B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

**3p20** B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

### B1. Movement Skills and Concepts



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p21** B1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment (e.g., move smoothly between yoga positions, from a stork balance to a standing-scale balance, from a knee scale on a bench to a standing position on the bench) [PS]  
 Teacher prompt: “Create a balance by making a twisted shape with your body at a low level and another using a wide shape at a medium level. When you are ready, demonstrate a controlled transition between the two balances. What helps you control the transition?”  
 Student: “To move in control from one balance to another, I keep my eyes focused on one spot, I move slowly, and I hold my muscles tight. I can move more smoothly if I take a breath before I move, then let my breath out slowly as I’m moving. I also need to think about the order of my movements.”

**3p22** B1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control (e.g., jump high over lines or blocks; jump far past markers, over beanbags, or into a hula hoop that is held horizontally a short distance above the ground) [PS]  
 Teacher prompt: “To jump far or high and land safely, what do you need to do?”  
 Student: “I need to start by bending my knees and crouching, so when I take off, I can push hard on the ground and stretch out my body to get farther or higher. To land safely, I need to bend my knees to cushion my landing and keep my feet apart, my head up, and my arms out.”

**3p23** B1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions (e.g., leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem) [PS, IS]  
 Teacher prompt: “When you are changing direction or moving around an object, how is your movement different from when you are going in a straight line?”  
 Students: “I slow down a little to make sure I am in control.” “I hold tight to my walker, look to make sure the way is clear to move it, and then turn it in the new direction.”

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p24**

B1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (e.g., throw a sponge ball underhand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw and catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping) [PS, IS]

Teacher prompt: "In how many different ways can you and your partner send and receive a tennis ball over a bench? How about a beanbag? A beach ball? What about when you are using scoops?"

Teacher prompt: "As you throw to a partner, what are your feet doing?"

Student: "I take a step as I throw the ball. If I am throwing with my right arm, I step with my left foot because I get more power that way. Stepping towards the target also helps me to make the ball go where I want it to go."

**3p25**

B1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment (e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racket; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling) [PS]

Teacher prompt: "What can you do to maintain control as you are moving (dribbling) a ball with your feet?"

Student: "I bend my knees and use the sides of my feet to keep the ball close to my feet as I move it."

Teacher: "Can you dribble the ball using both your left foot and your right foot? Why is it important to be able to dribble using both feet?"

Student: "It lets me move in different ways quickly and makes it difficult for others to get the ball away from me."

## B2. Movement Strategies



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

3p26

B2.1 demonstrate an understanding that different physical activities have different components (e.g., movement skills, rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

Teacher prompt: "When you are demonstrating your dance sequence to others, what things do you need to think about to make your demonstration most effective?"

Student: "We should have a 'front' for our sequence, so our audience can see well. We should have a starting position that we hold still."

Teacher prompt: "What skills are you using at each station in the activity circuit? What guidelines do you need to follow so that the activity goes well?"

Student: "We are practising different throwing, catching, and jumping skills at different stations. At the first jumping station, we are working on jumping to touch the wall as high up as we can. At the second jumping station, we are trying to jump as far as we can from the line. There are a few throwing and catching stations where we are practising throwing and catching by throwing through hoops, throwing at a target, and catching with our hands, with scoops, and when holding small nets, blankets, or towels with a partner. At each station, we take turns and share the equipment. When the music stops, we stop right away and get ready to move to the next station. We record how we are feeling and how we are doing on our tracking sheets."

Teacher prompt: "When playing a tag game like cat and mouse, how do you play fairly, showing use of etiquette?"

Student: "I follow the rules. If I am tagged, I switch roles to be a chaser without arguing."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

3p27

B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practise a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench) [PS, CT]

Teacher prompt: "What did you and your partner do well when working together in your activity? What could you work on next time?"

Student: "We worked together well when we were playing the 'popcorn' game. In this game, you have to try to bounce the balls off the parachute while other people try to keep throwing the balls back onto the parachute. My partner was beside me and we worked well together because we cooperated to lift the parachute, then 'snap' it down quickly together to bounce the balls off. Next time, we could work at paying attention the whole time so we are ready when the balls come our way."

## C. Healthy living

### Overall expectations

3p28

C1. demonstrate an understanding of factors that contribute to healthy development;

3p29

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

3p30

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

3p31

(Growth and Development 1998) describe the relationship among healthy eating practices, healthy active living, and healthy bodies;

3p32

(Growth and Development 1998) outline characteristics in the development and growth of humans from birth to childhood;



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

## C1. Understanding Health Concepts

3p33

Healthy Eating C1.1 demonstrate an understanding of how the origins of food (e.g., where the food is grown, how it is made) affect its nutritional value and environmental impact [CT]

Teacher prompt: "What is the difference between processed and unprocessed foods (e.g., processed cheese and a wedge of cheese, toasted oat cereal and large-flake oatmeal, a fruit roll-up and an apple)?"

Student: "Unprocessed foods are foods that are raw or the way they were before they were processed. Processed foods have been changed in some way to help preserve them or make them more convenient to use or easier to sell."

Teacher: "Processed foods lose some of their nutrients when they are manufactured. How else are processed foods different from fresh foods in terms of nutrients? What is the environmental impact of processed foods?"

Student: "Fresh foods can be healthier to eat. Processed foods have more sugar, salt, trans fats, and other things added to improve the flavour or colour or to help preserve them. The way processed foods are made and the way they have to be shipped can make air pollution and other environmental problems worse. Manufacturing them can also make water pollution worse, and the packaging they come in creates extra garbage."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

3p34

Substance Use, Addictions, and Related Behaviours C1.2 demonstrate an understanding of different types of legal and illegal substance abuse (e.g., dependency on nicotine in cigarettes or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and the impacts of abusing these substances on themselves and others (e.g., dependencies or addictions, financial stresses, legal issues, health issues, environmental issues)

Teacher prompt: "When a family member is abusing alcohol, there is an impact on him or her, but there is also an impact on others. What impact does it have on others in the family?"

Student: "People who abuse alcohol may not be able to take good care of their families. They may miss important events, spend money on alcohol that is needed for other things, or get involved in arguments. Sometimes emotional or physical abuse happens in families if someone is abusing alcohol."

Teacher: "Pop and sports drinks are not illegal substances, but consuming too much of them can still lead to problems. What problems might be associated with drinking too much of these kinds of drinks?"

Student: "Drinking too much of these drinks can give you more caffeine, sugar, or salt than is good for your body. Too much caffeine can make you jittery or too excited and may even make you addicted to caffeine. When you are addicted to caffeine, you sometimes get a headache when you do not have the caffeine. Too much sugar can lead to tooth decay. Too much salt makes your blood pressure go up and is not good for the heart. Also, you can get too full drinking these drinks and then not eat enough healthy foods."

## C2. Making Healthy Choices

# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p35**

Healthy Eating C2.1 demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [PS]

Teacher prompt: “Problems with teeth or gums can be painful, can make it difficult to eat, and can affect our appearance. Oral health problems can also contribute to health problems that affect other parts of the body, like the heart, lungs, and digestive system. We can keep our teeth healthy by brushing and flossing and going to the dentist for regular checkups. Being careful about what we eat can also help. What kinds of foods should you limit? What could you eat instead?”

Student: “I should limit the amount of sugary foods that I eat, especially those like sticky popcorn or candy apples that stick to your teeth. I can eat apples without the candy coating instead, or a piece of cheese, or vegetables such as carrots or radishes.”

**3p36**

Personal Safety and Injury Prevention C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [CT]

Teacher prompt: “What are some examples of how you might prepare yourself or your family to respond in an emergency – like a fall into deep water or a house fire?”

Student: “In an emergency, it helps to have a plan. To prepare for an emergency around water, I could learn basic swimming skills, such as finding the surface, supporting myself at the surface, and swimming a short distance. I could also learn about basic boating safety rules, such as wearing a personal flotation device whenever I’m in a boat and staying with the boat if it overturns. To prepare for a home emergency like a fire, I could help make a family escape plan that we could use in case of fire, with escape routes and meeting places.”

Teacher prompt: “How do you stay safe when walking to school?”

Student: “I am careful when going by driveways and parking lots. I make eye contact with drivers before crossing the road, so that I know they have seen me. I walk with someone else.”



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p37**

Substance Use, Addictions, and Related Behaviours C2.3 apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical ailments; cultural teachings can provide guidance when considering the impact of using substances) [CT]

Teacher prompt: "What can you do to make healthier choices about substances or dependent behaviours?"

Student: "I need to think about what is healthy for me and what could be harmful and also what is legal and illegal. I can collect information and check facts about what I hear. I can find out where to get help if needed. I can pay attention to my choices and my behaviour and think about what needs to change. I can discuss things that are a problem with a friend or an adult and start looking for solutions."

## C3. Making Connections for Healthy Living



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p38**

Healthy Eating C3.1 explain how local fresh foods and foods from different cultures (e.g., berries, curries, chapattis, lychees, kale, lentils, corn, nan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [CT]

Teacher prompt: "Why is it a good idea to eat local fresh foods when they are available?"

Student: "They are more nutritious, taste better, and are better for the environment because they don't have to be shipped so far."

Teacher prompt: "Look at these different versions of Canada's Food Guide. This one is in English, these have been translated into different languages, and another is for First Nation, Métis, and Inuit users. What is the same about these guides? What is different about the food choices they recommend, and why are they still healthy choices?"

Student: "All of the guides show four food groups, but the foods in the groups are different. They are still healthy choices because they provide all of the nourishment that people need to stay healthy. The translated versions of the guides all show the same pictures, but the languages are different. All of the guides provide information about healthy choices for different cultures. The First Nation, Métis, and Inuit guide has some different information. The picture on the front shows the food groups as a part of a circle instead of a rainbow. It also shows some pictures of some First Nation, Métis, and Inuit foods, like berries, wild plants, bannock, and wild game, and includes healthy living tips that fit with the lives of First Nation, Métis, and Inuit people."

**3p39**

Personal Safety and Injury Prevention C3.2 explain how the portrayal of fictional violence in various media (e.g., television dramas, video games, Internet, movies) can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [IS]

Teacher prompt: "Watching violence in movies, in video games, and on television might make you think that violent behaviour is normal or acceptable. How is violence in a cartoon different from real life?"

Student: "In a cartoon, characters aren't really hurt. If they are badly hurt in one scene, they may suddenly be all right in the next. In real life, a person involved in violence can be seriously hurt, physically and emotionally."

Teacher: "Why is play fighting not a good idea?"

Student: "Nobody intends to hurt anybody in a play fight, but someone may get hurt accidentally. If the person who gets hurt gets angry, then the play fighting can turn into real fighting."



# Curriculum Expectations by Grade

Subject: Health and Physical Education

Health and Physical Education (None) Expectations

Grade 3

**3p40** (Growth and Development 1998) outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);

**3p41** (Growth and Development 1998) describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height);



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

## Oral Communication

### Overall Expectations

- 3e1** 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 3e2** 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3e3** 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### 1. Listening to Understand

- 3e4** Purpose 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks (e.g., to explore ideas in a book club discussion; to understand and empathize with a favourite character in a play; to express an opinion or offer advice to a partner during a peer conference)
- 3e5** Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas)
- 3e6** Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., list the important ideas in a poem or story read in class; ask questions to monitor understanding of an oral text; visualize and ketch to clarify understanding of an oral text)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e7** Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details (e.g., paraphrase a partner's reflections after a think-pair-share activity; paraphrase the important ideas in a play; engage in relevant dialogue after an oral presentation; create a poster/art work representing the important ideas in a poem or song)

**3e8** Making Inferences/Interpreting Texts 1.5 distinguish between stated and implied ideas in oral texts (e.g., distinguish between the actual words and the emphasis placed on them by the speaker). Teacher prompts: "How does the emphasis that the speaker places on specific words or phrases help you understand what is being said?" "Why do you think the speaker spoke those words so loudly?" "How does the way the speaker chooses to say words change the meaning of what he or she says?"

**3e9** Extending Understanding 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., brainstorm to connect a topic to their background knowledge of the topic; compare oral texts with similar themes from different cultures; connect messages in oral texts to social issues of relevance to the class)

**3e10** Analysing Texts 1.7 identify and explain the importance of significant ideas and information in oral texts (e.g., rank information in order of importance; compare key aspects of two oral texts using a Venn diagram; represent the main elements of an oral text on a web organizer or story map)

**3e11** Point of View 1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification (e.g., the use of first- or third-person personal pronouns in a narrative; the selective use of facts on a given topic; the use of words and phrases that indicate generalizations: all, every, always, never, every single time). Teacher prompts: "What helped you determine the point of view in this text?" "What evidence do you have that this is the speaker's point of view?" "Has the speaker used language that includes everyone?" "Is this point of view a common one in our world today?"



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e12** Presentation Strategies 1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., intonation, eye contact). Teacher prompts: “Do you think the speaker used intonation and eye contact in an appropriate and effective way? How did they influence your response?” “What other strategies might be effective in engaging or influencing the audience?”

## 2. Speaking to Communicate

**3e13** Purpose 2.1 identify a variety of purposes for speaking (e.g., to entertain an audience; to establish positive personal and learning relationships with peers; to ask questions or explore solutions to problems in smallgroup and paired activities; to explain to a small group how to play a new game; to present to the class an item or event of personal interest; to share ideas or information in order to contribute to understanding in large or small groups)

**3e14** Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including smalland large–group discussions (e.g., paraphrase or restate other group members' contributions; acknowledge another person's point of view; link their responses to the topic of conversation and/or what was said by the previous speaker)

**3e15** Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence (e.g., use an organizational pattern such as comparison or chronological order in presenting a short oral report)

**3e16** Appropriate Language 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use alliteration for emphasis; use comparatives such as like, instead of, however, the same as, compared to, unlike to clarify similarities and differences; use appropriate technical terms when explaining a scientific investigation)

**3e17** Vocal Skills and Strategies 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., pause in appropriate places long enough to allow others to respond during dialogue with peers or in small groups)



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e18** Non-Verbal Cues 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

**3e19** Visual Aids 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations (e.g., use a large-size labelled diagram to illustrate an explanation of how soil erodes)

### 3. Reflecting on Oral Communication Skills and Strategies

**3e20** Metacognition 3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking. Teacher prompts: "What questions do you ask yourself after listening to check that you have understood?" "How do you check to be sure that the audience understands what you are saying?"

**3e21** Interconnected Skills 3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills. Teacher prompts: "How does speaking make you a better listener?" "How does seeing a television program on a topic help you when you are discussing that topic in class?" "Does learning new words from your reading help you when you are listening to oral texts?"

### Reading

#### Overall Expectations

**3e22** 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

**3e23** 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

**3e24** 3. use knowledge of words and cueing systems to read fluently;



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e25** 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## 1. Reading for Meaning

**3e26** Variety of Texts 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts (e.g., comic books, posters, charts, tables, maps, graphs), and informational texts (e.g., "How to" books, print and electronic reference sources, magazine articles)

**3e27** Purpose 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events)

**3e28** Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)

**3e29** Demonstrating Understanding 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme)

**3e30** Making Inferences/Interpreting Texts 1.5 make inferences about texts using stated and implied ideas from the texts as evidence. Teacher prompts: "Using information from the story opening, what can you infer about the outcome of the game?" "How do you think the other characters will react to the actions of the main character?" "Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?"



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e31** Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them. Teacher prompts: “How are homes in this book the same as or different from homes today?” “Do you know of other reasons why trees are important besides the reasons mentioned in the book?”

**3e32** Analysing Texts 1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts (e.g., narrative: setting, characters, plot, theme; explanation of a procedure: procedure to be explained, sequence of steps). Teacher prompts: “In what way does knowing more about the characters help you to understand the text?” “How does identifying the setting in the text help you as a reader?” “Why is it important to have the steps in a specific sequence?”

**3e33** Responding to and Evaluating Texts 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters). Teacher prompts: “Do any of the characters in this story remind you of someone you know?” “What do you think about the way this story ends?”

**3e34** Point of View 1.9 identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., retell the story from the point of view of someone other than the author). Teacher prompts: “How does the author show his/her point of view on this poster?” “How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?”

## 2. Understanding Form and Style

**3e35** Text Forms 2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (e.g., plot development, characters, setting), graphic texts such as a comic book (e.g., speech bubbles, illustrations, captions), and informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions)

**3e36** Text Patterns 2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (e.g., classification/grouping of ideas in a report or a factual recount). Teacher prompt: “How does this pattern help you understand the text?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e37** Text Features 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu). Teacher prompt: “What is the purpose of a glossary in a non-fiction text? How could you use it to help you understand the text?”

**3e38** Elements of Style 2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas – questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement)

### 3. Reading With Fluency

**3e39** Reading Familiar Words 3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts e.g., words from gradelevel texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts, and some regularly used resource materials in the curriculum subject areas)

**3e40** Reading Unfamiliar Words 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);syntactic (language structure) cues (e.g., word order, language patterns, punctuation);graphophonic (phonological and graphic) cues (e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words). Teacher prompt (for cross-checking of cues): “Does the word sound right and make sense given your understanding of the text?”

**3e41** Reading Fluently 3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience (e.g., read a poem for two voices with a partner, using appropriate phrasing and expression)

### 4. Reflecting on Reading Skills and Strategies



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e42** Metacognition 4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers. Teacher prompts: “What questions do you ask yourself to make sure you are understanding what you are reading?” “How do you know if you are on the right track?” “When you come to a word or phrase you don’t understand, how do you solve it?” “How do you figure out what information is important to remember?” “What do you do when you get confused during reading?”

**3e43** Interconnected Skills 4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read. Teacher prompts: “How does hearing a similar text read aloud help you when you read a new text independently?” “How does knowing specific words or phrases from speaking or listening help you as a reader?” “How does dialogue with the teacher or peers in conferences help you as a reader?” “What do you know about writing that helps you as a reader?”

## Writing

### Overall Expectations

**3e44** 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

**3e45** 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**3e46** 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

**3e47** 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### 1. Developing and Organizing Content



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

- 3e48** Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing (e.g., an original fable, modelled on the structures and conventions of fables read, to entertain the class; a scientific explanation demonstrating how some common levers make work easier, for a peer group; a labelled map with a legend identifying the key components of an early settlement in Upper Canada, to accompany a small-group project). Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”
- 3e49** Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)
- 3e50** Research 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from discussions with family and friends; from teacher read-alouds, mentor texts, shared-, guided-, and independent-reading texts, and media texts)
- 3e51** Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)
- 3e52** Organizing Ideas 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order)
- 3e53** Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary (e.g., discuss the content with a peer or reading buddy; review material using a story map or web)

## 2. Using Knowledge of Form and Style in Writing



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e54** Form 2.1 write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition)

**3e55** Voice 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (e.g., words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)

**3e56** Word Choice 2.3 use words and phrases that will help convey their meaning as specifically as possible (e.g., comparative adjectives such as smaller, smallest; adverbs)

**3e57** Sentence Fluency 2.4 vary sentence structures and maintain continuity by using joining words (e.g., and, or) to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later)

**3e58** Point of View 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view. Teacher prompt: "What supporting details have you included for your point of view? Would this point of view be accepted by others? Why, or why not?"

**3e59** Preparing for Revision 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., a strong opening or "lead"; the clarity of the main idea). Teacher prompts: "Can you think of another way you might get the attention of your audience at the beginning?" "Have you provided enough detail to support your main idea?"



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e60** Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (e.g., reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate). Teacher prompts: “What similar words or phrases could you use instead of...?” “What time order words might help clarify the sequence of events in your story?”

**3e61** Producing Drafts 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

### 3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

**3e62** Spelling Familiar Words 3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts)

**3e63** Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization)

**3e64** Vocabulary 3.3 confirm spellings and word meanings or word choice using several different types of resources (e.g., locate words in an alphabetized personal word book or dictionary using first, second, third, and fourth letters, entry words, or pronunciation; use a variety of dictionaries, such as a rhyming dictionary or a dictionary of synonyms and antonyms; use a thesaurus to find alternative words)

**3e65** Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e66** Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles (e.g., of businesses, teams); the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words (e.g., when, where, why, how)

**3e67** Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., a checklist modified in a teacher–student conference to support individual writing strengths and indicate next steps; a posted class writing guideline)

**3e68** Publishing 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and some cursive writing; use different font sizes and colours on a poster to attract attention; use proper paragraph form including spacing and margins; supply captions for photographs)

**3e69** Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

## 4. Reflecting on Writing Skills and Strategies

**3e70** Metacognition 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (e.g., use a writer's notebook to record ideas, sources for future reference, and useful types of organizers for sorting information). Teacher prompts: "How does your writer's notebook help you generate ideas for writing?" "How did you choose the resources you used? How were they helpful?" "What strategy did you use to organize your information before you began writing?"

**3e71** Interconnected Skills 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers. Teacher prompts: "How does what you know about reading help you when you are writing?" "How does listening to or viewing different kinds of texts help you generate ideas for writing?"

**3e72** Portfolio 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

## Media Literacy

### Overall Expectations

- 3e73** 1. demonstrate an understanding of a variety of media texts;
- 3e74** 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- 3e75** 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 3e76** 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

### 1. Understanding Media Texts

- 3e77** Purpose and Audience 1.1 identify the purpose and intended audience of some media texts (e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children). Teacher prompt: "Who is this intended for? Who else would like it? Who would not like it? Why, or why not?"
- 3e78** Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and make meaning in simple media texts (e.g., overt message of toys, clothing, or games associated with movies, television shows, or books: This product is closely connected to the characters you admire in your favourite book; implied message: If you own this product, you will be more closely connected to your favourite book and more like the characters you admire). Teacher prompts: "What things do you have that are related to a TV show, a movie, or a book? What do they mean to you?" "Are the roles of girls and boys similar or different in the television shows that you watch?"



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e79** Responding to and Evaluating Texts 1.3 express personal opinions about ideas presented in media texts (e.g., respond to the messages in a public service announcement about recycling; explain why the Internet safety rules outlined in a school pamphlet are important). Teacher prompt: “Do you agree or disagree with the message that we all have a responsibility to reduce, reuse, and recycle? Why?” “Why do parents worry about Internet safety? What online rules should you know?”

**3e80** Audience Responses 1.4 describe how different audiences might respond to specific media texts (e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions). Teacher prompt: “Why do you like the magazine? Who else would like it? Why? Who would not like it? Why not?”

**3e81** Point of View 1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used (e.g., a poster advertising the zoo aimed at younger children might emphasize baby animals, whereas one aimed at adults or older children might emphasize unusual or dangerous animals). Teacher prompt: “Who is the intended audience for this poster? How do you know? Whose perspective is reflected? Whose perspective is not reflected?”

**3e82** Production Perspectives 1.6 identify who produces selected media texts and why those texts are produced (e.g., companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money). Teacher prompt: “Where do we often find logos?”

## 2. Understanding Media Forms, Conventions, and Techniques

**3e83** Form 2.1 identify elements and characteristics of some media forms (e.g., newspapers use print and mostly black-and-white photographs; television news coverage has colour, sound, and “live” action reporting; cartoons use animated drawings of characters, while movies and plays use live actors). Teacher prompt: “What would you look for in a television news show that you wouldn’t find in a newspaper? And vice versa?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e84** Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., DVDs/videos use dialogue, music, and sound effects to help explain the visual images; picture books use illustrations, layout, and different kinds of print to help explain and dramatize the printed words). Teacher prompt: “Watch a section of this DVD without the sound. Watch again with sound. How does the soundtrack help convey the message?”

### 3. Creating Media Texts

**3e85** Purpose and Audience 3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a collage of images conveying the mood of a poem to help classmates understand the poem). Teacher prompts: “How will understanding the mood help us understand the poem’s meaning?” “Which of the images in the collage help us understand the poem better?”

**3e86** Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a tape-recorded interview to present a classmate’s opinion about a favourite show, toy, or game). Teacher prompt: “Why would a taperecording be better than a written record of the interview?”

**3e87** Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations). Teacher prompt: “How can you use these features to help you communicate your ideas effectively?”



# Curriculum Expectations by Grade

Subject: Language

English Language (2006) (None) Expectations

Grade 3

**3e88** Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,  
 a series of video stills or photographs about a topic of their choice to display to the class;  
 a simple slide show for a multimedia presentation to a younger class;  
 a tape-recorded interview with a classmate about a favourite show, toy, or game;  
 a comic strip for publication in a class newsletter;  
 a skit, including sound effects, based on a photograph;  
 a compilation of images from magazines, newspapers, or the Internet that convey the mood of a poem or song;  
 an illustrated pamphlet about a unit of study;  
 a storyboard for the climactic scene in a short story;  
 a scrapbook of images from newspapers, magazines, posters, the Internet, and so on, illustrating camera shots from different angles and distances)

## 4. Reflecting on Media Literacy Skills and Strategies

**3e89** Metacognition 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts. Teacher prompt: "What skills did you use to understand this book/video/ Internet site? Would you use your skills differently or the same way the next time you view a similar work?"

**3e90** Interconnected Skills 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts. Teacher prompt: "What language skills did you need to use to make sense of the video? How does your knowledge of fiction and non-fiction help you understand videos/movies/DVDs?"



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

## Mathematical Process Expectations

### Problem Solving

**3m1** apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding.

### Reasoning And Proving

**3m2** apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others).

### Reflecting

**3m3** demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct).

### Selecting Tools and Computational Strategies

**3m4** select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems.

### Connecting

**3m5** make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts.

### Representing

**3m6** create basic representations of simple mathematical ideas (e.g., using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems.



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

## Communicating

**3m7** communicate mathematical thinking orally, visually, and in writing, using everyday language, a developing mathematical vocabulary, and a variety of representations.

## Number Sense and Numeration

### Overall Expectations

**3m8** read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10;

**3m9** demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points;

**3m10** solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.

### Quantity Relationships

**3m11** represent, compare, and order whole numbers to 1000, using a variety of tools (e.g., base ten materials or drawings of them, number lines with increments of 100 or other appropriate amounts);

**3m12** read and print in words whole numbers to one hundred, using meaningful contexts (e.g., books, speed limit signs);

**3m13** identify and represent the value of a digit in a number according to its position in the number (e.g., use base ten materials to show that the 3 in 324 represents 3 hundreds);



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

**3m14** compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials (e.g., use base ten materials to decompose 327 into 3 hundreds, 2 tens, and 7 ones, or into 2 hundreds, 12 tens, and 7 ones);

**3m15** round two-digit numbers to the nearest ten, in problems arising from real-life situations;

**3m16** represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000, (e.g., use base ten materials to represent the relationship between a decade and a century, or a century and a millennium);

**3m17** divide whole objects and sets of objects into equal parts, and identify the parts using fractional names (e.g., one half; three thirds; two fourths or two quarters), without using numbers in standard fractional notation;

**3m18** represent and describe the relationships between coins and bills up to \$10 (e.g., "There are eight quarters in a toonie and ten dimes in a loonie.");

**3m19** estimate, count, and represent (using the \$ symbol) the value of a collection of coins and bills with a maximum value of \$10;

**3m20** solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000 (Sample problem: Do you know anyone who has lived for close to 1000 days? Explain your reasoning.).

## Counting

**3m21** count forward by 1's, 2's, 5's, 10's, and 100's to 1000 from various starting points, and by 25's to 1000 starting from multiples of 25, using a variety of tools and strategies (e.g., skip count with and without the aid of a calculator; skip count by 10's using dimes);

**3m22** count backwards by 2's, 5's, and 10's from 100 using multiples of 2, 5, and 10 as starting points, and count backwards by 100's from 1000 and any number less than 1000, using a variety of tools (e.g., number lines, calculators, coins) and strategies.



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

## Operational Sense

**3m23** solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies (e.g., to add  $37 + 26$ , add the tens, add the ones, then combine the tens and ones, like this:  $30 + 20 = 50$ ,  $7 + 6 = 13$ ,  $50 + 13 = 63$ );

**3m24** add and subtract three-digit numbers, using concrete materials, student-generated algorithms, and standard algorithms;

**3m25** use estimation when solving problems involving addition and subtraction, to help judge the reasonableness of a solution;

**3m26** add and subtract money amounts, using a variety of tools (e.g., currency manipulatives, drawings), to make simulated purchases and change for amounts up to \$10 (Sample problem: You spent 5 dollars and 75 cents on one item and 10 cents on another item. How much did you spend in total?);

**3m27** relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies (e.g., place objects in equal groups, use arrays, write repeated addition or subtraction sentences) (Sample problem: Give a real-life example of when you might need to know that 3 groups of 2 is  $3 \times 2$ .);

**3m28** multiply to  $7 \times 7$  and divide to  $49 \div 7$ , using a variety of mental strategies (e.g., doubles, doubles plus another set, skip counting).

## Measurement

### Overall Expectations

**3m29** estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units;



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

**3m30** compare, describe, and order objects, using attributes measured in standard units.

## Attributes, Units, and Measurement Sense

**3m31** estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre) (Sample problem: While walking with your class, stop when you think you have travelled one kilometre.);

**3m32** draw items using a ruler, given specific lengths in centimetres (Sample problem: Draw a pencil that is 5 cm long);

**3m33** read time using analogue clocks, to the nearest five minutes, and using digital clocks (e.g., 1:23 means twenty-three minutes after one o'clock), and represent time in 12-hour notation;

**3m34** estimate, read (i.e., using a thermometer), and record positive temperatures to the nearest degree Celsius (i.e., using a number line; using appropriate notation) (Sample problem: Record the temperature outside each day using a thermometer, and compare your measurements with those reported in the daily news.);

**3m35** identify benchmarks for freezing, cold, cool, warm, hot, and boiling temperatures as they relate to water and for cold, cool, warm, and hot temperatures as they relate to air (e.g., water freezes at 0°C; the air temperature on a warm day is about 20°C, but water at 20°C feels cool);

**3m36** estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units (Sample problem: Estimate, measure, and record the perimeter of your notebook.);

**3m37** estimate, measure (i.e., using centimetre grid paper, arrays), and record area (e.g., if a row of 10 connecting cubes is approximately the width of a book, skip counting down the cover of the book with the row of cubes [i.e., counting 10, 20, 30, ...] is one way to determine the area of the book cover);



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 3

**3m38** choose benchmarks for a kilogram and a litre to help them perform measurement tasks;

**3m39** estimate, measure, and record the mass of objects (e.g., can of apple juice, bag of oranges, bag of sand), using the standard unit of the kilogram or parts of a kilogram (e.g., half, quarter);

**3m40** estimate, measure, and record the capacity of containers (e.g., juice can, milk bag), using the standard unit of the litre or parts of a litre (e.g., half, quarter).

### Measurement Relationships

**3m41** compare standard units of length (i.e., centimetre, metre, kilometre) (e.g., centimetres are smaller than metres), and select and justify the most appropriate standard unit to measure length;

**3m42** compare and order objects on the basis of linear measurements in centimetres and/or metres (e.g., compare a 3 cm object with a 5 cm object; compare a 50 cm object with a 1 m object) in problem-solving contexts;

**3m43** compare and order various shapes by area, using congruent shapes (e.g., from a set of pattern blocks or Power Polygons) and grid paper for measuring (Sample problem: Does the order of the shapes change when you change the size of the pattern blocks you measure with?);

**3m44** describe, through investigation using grid paper, the relationship between the size of a unit of area and the number of units needed to cover a surface (Sample problem: What is the difference between the numbers of squares needed to cover the front of a book, using centimetre grid paper and using two-centimetre grid paper?);

**3m45** compare and order a collection of objects, using standard units of mass (i.e., kilogram) and/or capacity (i.e., litre);



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

**3m46** solve problems involving the relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools (e.g., clocks, calendars, calculators).

## Geometry and Spatial Sense

### Overall Expectations

**3m47** compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties;

**3m48** describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures;

**3m49** identify and describe the locations and movements of shapes and objects.

### Geometric Properties

**3m50** use a reference tool (e.g., paper corner, pattern block, carpenter's square) to identify right angles and to describe angles as greater than, equal to, or less than a right angle (Sample problem: Which pattern blocks have angles bigger than a right angle?);

**3m51** identify and compare various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort them by their geometric properties (i.e., number of sides; side lengths; number of interior angles; number of right angles);

**3m52** compare various angles, using concrete materials and pictorial representations, and describe angles as bigger than, smaller than, or about the same as other angles (e.g., "Two of the angles on the red pattern block are bigger than all the angles on the green pattern block.");



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

**3m53** compare and sort prisms and pyramids by geometric properties (i.e., number and shape of faces, number of edges, number of vertices), using concrete materials;

**3m54** construct rectangular prisms (e.g., using given paper nets; using Polydrons), and describe geometric properties (i.e., number and shape of faces, number of edges, number of vertices) of the prisms.

## Geometric Relationships

**3m55** solve problems requiring the greatest or least number of two-dimensional shapes (e.g., pattern blocks) needed to compose a larger shape in a variety of ways (e.g., to cover an outline puzzle) (Sample problem: Compose a hexagon using different numbers of smaller shapes.);

**3m56** explain the relationships between different types of quadrilaterals (e.g., a square is a rectangle because a square has four sides and four right angles; a rhombus is a parallelogram because opposite sides of a rhombus are parallel);

**3m57** identify and describe the two-dimensional shapes that can be found in a three-dimensional figure (Sample problem: Build a structure from blocks, toothpicks, or other concrete materials, and describe it using geometric terms, so that your partner will be able to build your structure without seeing it.);

**3m58** describe and name prisms and pyramids by the shape of their base (e.g., rectangular prism, square-based pyramid);

**3m59** identify congruent two-dimensional shapes by manipulating and matching concrete materials (e.g., by translating, reflecting, or rotating pattern blocks).

## Location and Movement

**3m60** describe movement from one location to another using a grid map (e.g., to get from the swings to the sandbox, move three squares to the right and two squares down);



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

**3m61** identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations (e.g., a slide to the right is a translation; a turn is a rotation);

**3m62** complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry (Sample problem: Draw the missing portion of the given butterfly on grid paper.).

## Patterning and Algebra

### Overall Expectations

**3m63** describe, extend, and create a variety of numeric patterns and geometric patterns;

**3m64** demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.

### Patterns and Relationships

**3m65** identify, extend, and create a repeating pattern involving two attributes (e.g., size, colour, orientation, number), using a variety of tools (e.g., pattern blocks, attribute blocks, drawings) (Sample problem: Create a repeating pattern using three colours and two shapes.);

**3m66** identify and describe, through investigation, number patterns involving addition, subtraction, and multiplication, represented on a number line, on a calendar, and on a hundreds chart (e.g., the multiples of 9 appear diagonally in a hundreds chart);

**3m67** extend repeating, growing, and shrinking number patterns (Sample problem: Write the next three terms in the pattern 4, 8, 12, 16, ....);



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 3

**3m68** create a number pattern involving addition or subtraction, given a pattern represented on a number line or a pattern rule expressed in words (Sample problem: Make a number pattern that starts at 0 and grows by adding 7 each time.);

**3m69** represent simple geometric patterns using a number sequence, a number line, or a bar graph (e.g., the given growing pattern of toothpick squares can be represented numerically by the sequence 4, 7, 10, ..., which represents the number of toothpicks used to make each figure);

**3m70** demonstrate, through investigation, an understanding that a pattern results from repeating an action (e.g., clapping, taking a step forward every second), repeating an operation (e.g., addition, subtraction), using a transformation (e.g., slide, flip, turn), or making some other repeated change to an attribute (e.g., colour, orientation).

## Expressions and Equality

**3m71** determine, through investigation, the inverse relationship between addition and subtraction (e.g., since  $4 + 5 = 9$ , then  $9 - 5 = 4$ ; since  $16 - 9 = 7$ , then  $7 + 9 = 16$ );

**3m72** determine, the missing number in equations involving addition and subtraction of one- and two-digit numbers, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator) (Sample problem: What is the missing number in the equation  $25 - 4 = 15 + \underline{\quad}$ ?);

**3m73** identify, through investigation, the properties of zero and one in multiplication (i.e., any number multiplied by zero equals zero; any number multiplied by 1 equals the original number) (Sample problem: Use tiles to create arrays that represent  $3 \times 3$ ,  $3 \times 2$ ,  $3 \times 1$ , and  $3 \times 0$ . Explain what you think will happen when you multiply any number by 1, and when you multiply any number by 0.);

**3m74** identify, through investigation, and use the associative property of addition to facilitate computation with whole numbers (e.g., "I know that  $17 + 16$  equals  $17 + 3 + 13$ . This is easier to add in my head because I get  $20 + 13 = 33$ .");

## Data Management and Probability



# Curriculum Expectations by Grade

Subject: Mathematics

Mathematics (None) Expectations

Grade 3

## Overall Expectations

**3m75** collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed;

**3m76** read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs;

**3m77** predict and investigate the frequency of a specific outcome in a simple probability experiment.

## Collection and Organization of Data

**3m78** demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously (Sample problem: Sort a collection of buttons by size, colour, and number of holes.);

**3m79** collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject;

**3m80** collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence (e.g., in a pictograph, one car sticker represents 3 cars; on a bar graph, one square represents 2 students) (Sample problem: Graph data related to the eye colour of students in the class, using a vertical bar graph. Why does the scale on the vertical axis include values that are not in the set of data?).

## Data Relationships



# Curriculum Expectations by Grade

Subject: Mathematics

## Mathematics (None) Expectations

Grade 3

**3m81** read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data (e.g., "Most of the data are at the high end."; "All of the data values are different.");

**3m82** interpret and draw conclusions from data presented in charts, tables, and graphs;

**3m83** demonstrate an understanding of mode (e.g., "The mode is the value that shows up most often on a graph."), and identify the mode in a set of data.

## Probability

**3m84** predict the frequency of an outcome in a simple probability experiment or game (e.g., "I predict that an even number will come up 5 times and an odd number will come up 5 times when I roll a number cube 10 times."), then perform the experiment, and compare the results with the predictions, using mathematical language;

**3m85** demonstrate, through investigation, an understanding of fairness in a game and relate this to the occurrence of equally likely outcomes.



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 3

## Oral Communication, Reading, and Writing

### Overall Expectations

- 3n1** communicate in simple contexts using basic vocabulary and phrases;
- 3n2** demonstrate an understanding of spoken language in simple contexts, using both verbal and non-verbal cues;
- 3n3** demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- 3n4** read phrases in the writing system used in the program;
- 3n5** write phrases in the writing system used in the program;
- 3n6** demonstrate an appreciation and understanding of aspects of the Native culture under study. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

### Oral Communication

- 3n7** communicate in simple contexts using basic vocabulary and phrases (e.g., close the door, come here );
- 3n8** participate in structured oral language activities appropriate for the grade (e.g., provide appropriate phrases for pictures or illustrations);



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 3

**3n9** respond appropriately to questions using phrases (e.g., I have two books, there are three bears );

**3n10** demonstrate an understanding of simple oral messages using both verbal and non-verbal cues.

## Reading

**3n11** read phrases using the alphabet or syllabics chart, pictures, and other visual aids;

**3n12** demonstrate an understanding of the phrases they read (e.g., by matching phrases to pictures);

**3n13** participate in structured reading activities appropriate for the grade (e.g., identify phrases that describe an action);

**3n14** use visual cues (e.g., pictures, illustrations) to determine the meaning of phrases;

**3n15** recognize phrases that have been introduced orally;

**3n16** read a variety of phrases aloud using pictures.

## Writing



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 3

**3n17** write phrases using the alphabet or syllabics chart;

**3n18** form phrases using familiar vocabulary;

**3n19** participate in structured writing activities appropriate for the grade (e.g., write phrases that include new vocabulary);

**3n20** spell simple words and phrases correctly, using available resources (e.g., alphabet or syllabics chart, classroom-displayed vocabulary lists, print materials);

**3n21** demonstrate an understanding of phrases by creating lists of phrases around a familiar topic or idea (e.g., phrases that indicate possession - this is my book; phrases that describe a person or thingshe/he is big ).

## Grammar, Language Conventions, and Vocabulary

### Language elements: nouns and pronouns

**3n22** possessive form of nouns (incorporation of nouns with possessive pronouns) using new vocabulary (e.g., my arm, his hand );

**3n23** adjectival constructions (e.g., nice house, big boy);

**3n24** formation of the locative form of nouns through the addition of suffixes (e.g., under the table, on the bed ).

### Language elements: verbs



# Curriculum Expectations by Grade

Subject: Native Languages

## Native Languages (None) Expectations

Grade 3

**3n25** present, past, and future tenses of verbs with singular pronoun or noun (e.g., he is eating, he was eating, he will eat; the bear sleeps, the bear slept, the bear will sleep );

**3n26** imperative forms (e.g., go home! come here! ).

### Language elements: interrogative constructions

**3n27** question words in phrases (e.g., how many dogs, which birds).

### Language elements: negative constructions

**3n28** formation of the negative, using new vocabulary (e.g., the dog does not eat );

**3n29** formation of the negative with personal pronouns (e.g., no, it is not I; no, it is not my chair ).

### Vocabulary

**3n30** words used in adding;

**3n31** words associated with domestic and wild animals, and parts of the body;

**3n32** phrases used for various purposes (e.g., to express possession - it is his book; to express a command - go home!).



# Curriculum Expectations by Grade

Subject: Native Languages

Native Languages (None) Expectations

Grade 3

## Spelling

**3n33** correct spelling of words and phrases studied;

**3n34** use of resources to confirm spelling (e.g., classroom-displayed vocabulary lists, syllabics chart).



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

## UNDERSTANDING LIFE SYSTEMS: Growth and Changes in Plants

### Overall Expectations

**3s1** 1. assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;

**3s2** 2. investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;

**3s3** 3. demonstrate an understanding that plants grow and change and have distinct characteristics.

### 1. Relating Science and Technology to Society and the Environment

**3s4** 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration (e.g., the point of view of home builders, gardeners, nursery owners, vegetarians), and suggest ways in which humans can protect plants. Sample prompts: Plants provide oxygen and food that other living things need to survive. Plants use and store carbon dioxide, helping reduce the amount of this greenhouse gas in the atmosphere. Trees reduce humans' energy use in summer by providing cooling shade. Leaves, twigs, and branches of trees and shrubs block erosion-causing rainfall. Grass and shrubs prevent soil from washing away. Roots, leaves, and trunks provide homes for wildlife. Aboriginal people use plants for many medicines.



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s5** 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects. Sample prompts: When humans provide common house plants and blooming potted plants with an appropriate environment, they help fight pollution indoors. When humans plant trees, they benefit the environment in many different ways. When humans fill in wetlands to build houses, they destroy an important habitat that supports many plants. When humans pick wildflowers or dig them up to replant in their home gardens, they harm a natural habitat that supports many living things. When humans plant non-native plants and trees that need pesticides and/or a lot of water to survive, they drive out native plants and trees that are adapted to our climate and that provide habitat and food for native birds, butterflies, and mammals.

## 2. Developing Investigation and Communication Skills

**3s6** 2.1 follow established safety procedures during science and technology investigations (e.g., avoid touching eyes when handling plants; never taste any part of a plant unless instructed to do so by the teacher)

**3s7** 2.2 observe and compare the parts of a variety of plants (e.g., roots of grass, carrot, dandelion; stem of cactus, carnation, tree; leaves of geranium, spider plant, pine tree)

**3s8** 2.3 germinate seeds and record similarities and differences as seedlings develop (e.g., plant quick-growing seeds – nasturtium, morning glory, sunflower, tomato, beet, or radish seeds – in peat pellets to observe growth)

**3s9** 2.4 investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods (e.g., read a variety of non-fiction texts; interview plant experts; view DVDs or CD-ROMs)

**3s10** 2.5 use scientific inquiry/experimentation skills (see page 12), and knowledge acquired from previous investigations, to investigate a variety of ways in which plants meet their basic needs. Sample guiding questions: How do plants meet their need for air, water, light, warmth, and space? What are different ways in which we can help plants meet their needs?



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s11** 2.6 use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication

**3s12** 2.7 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., make illustrated entries in a personal science journal to describe plant characteristics and adaptations to harsh environments)

### 3. Understanding Basic Concepts

**3s13** 3.1 describe the basic needs of plants, including air, water, light, warmth, and space

**3s14** 3.2 identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment (e.g., the roots soak up food and water for the plant; the stem carries water and food to the rest of the plant; the leaves make food for the plant with help from the sun; the flowers grow fruit and seeds for new plants)

**3s15** 3.3 describe the changes that different plants undergo in their life cycles (e.g., some plants grow from bulbs to flowers, and when the flowers die off the bulb produces little bulbs that will bloom the next year; some plants grow from germination of a seed to the production of a fruit containing seeds that are then scattered by humans, animals, or the wind so that new plants can grow)

**3s16** 3.4 describe how most plants get energy to live directly from the sun (e.g., plants turn the energy from the sun into food for themselves) and how plants help other living things to get energy from the sun (e.g., Other living things, which cannot "eat" sunshine, eat the plants to get the energy. They also get energy when they eat the animals that eat the plants.)

**3s17** 3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (e.g., food – from rice plants; houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants)



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s18** 3.6 describe ways in which plants and animals depend on each other (e.g., plants provide food for energy; animals help disperse pollen and seeds, and provide manure that fertilizes the soil in which plants grow; plants need the carbon dioxide that animals breathe out, and animals need the oxygen that plants release into the air)

**3s19** 3.7 describe the different ways in which plants are grown for food (e.g., on farms, in orchards, greenhouses, home gardens), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits

**3s20** 3.8 identify examples of environmental conditions that may threaten plant and animal survival (e.g., extreme heat and cold; floods and/or droughts; changes in habitat because of human activities such as construction, use of gas-powered personal watercraft on lakes)

## UNDERSTANDING STRUCTURES AND MECHANISMS: Strong and Stable Structures

### Overall Expectations

**3s21** 1. assess the importance of form, function, strength, and stability in structures through time;

**3s22** 2. investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function;

**3s23** 3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.

## 1. Relating Science and Technology to Society and the Environment

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 3

**3s24** 1.1 assess effects of strong and stable structures on society and the environment (e.g., reliable loadbearing structures are essential in all areas of life for shelter, transportation, and many other everyday purposes; strong and stable structures can endure for long periods of time and provide a historical record of other societies and cultures; strong and stable structures can be hard to dispose of when their usefulness is ended and may then have a negative effect on the environment). Sample guiding questions: What are some structures that we see or use every day that we depend on to be strong and stable (e.g., bicycle, table, airplane, bridge, tractor, skyscraper)? What features of structures such as old covered bridges, heritage homes, the Pyramids, and the Parthenon have enabled them to still be standing today? What can we learn about strength, stability, form, and function from studying these structures?

**3s25** 1.2 assess the environmental impact of structures built by various animals and those built by humans. Sample guiding questions: What kinds of materials are used in human constructions (e.g., bricks, cement, wood, adobe, clay/mud, ice/snow)? In animal constructions? How do the purposes of animal structures compare to those of humans? What is the impact on the environment of a dam built by a beaver? Of a nest built by a tent caterpillar in a tree? Of an anthill built in a backyard? What is the impact of homes, shopping plazas, playgrounds, and bridges built by humans? What effects do traditional Aboriginal homes have on the environment?

## 2. Developing Investigation and Communication Skills

**3s26** 2.1 follow established safety procedures during science and technology investigations (e.g., carry scissors and other cutting tools in a safe manner)

**3s27** 2.2 investigate, through experimentation, how various materials (e.g., paper and wood) and construction techniques (e.g., folding, adding layers, twisting/braiding, changing shapes) can be used to add strength to structures

**3s28** 2.3 investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures (e.g., the effect of adding one or more struts on the strength of a tower; the effect of adding ties on the strength of a bridge; the effect of adding weight to the base of a tower on the stability of the tower)



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s29** 2.4 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design and build a strong and stable structure that serves a purpose (e.g., a place to store lunch bags, a place to put wet boots)

**3s30** 2.5 use appropriate science and technology vocabulary, including compression, tension, strut, ties, strength, and stability, in oral and written communication

**3s31** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., an oral report to the class on the results of experiments to strengthen materials)

### 3. Understanding Basic Concepts

**3s32** 3.1 define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load (e.g., a running shoe, a tepee, a bicycle, an igloo)

**3s33** 3.2 identify structures in the natural environment (e.g., a tree, a bees' nest/hive) and in the built environment (e.g., a totem pole, a fence, a pyramid, the CN Tower)

**3s34** 3.3 identify the strength of a structure as its ability to support a load

**3s35** 3.4 identify the stability of a structure as its ability to maintain balance and stay fixed in one spot

**3s36** 3.5 identify properties of materials (e.g., strength, flexibility, durability) that need to be considered when building structures

**3s37** 3.6 describe ways in which the strength of different materials can be altered (e.g., by folding, adding layers, twisting/braiding, changing their shape)



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s38** 3.7 describe ways to improve a structure's strength (e.g., by using triangulation or crossmembers) and stability (e.g., by lowering the centre of gravity)

**3s39** 3.8 explain how strength and stability enable a structure (e.g., bridge, tent) to perform a specific function

**3s40** 3.9 describe ways in which different forces can affect the shape, balance, or position of structures (e.g., a load may cause a cardboard box to buckle)

**3s41** 3.10 identify the role of struts and ties in structures under load (e.g., a strut is added to a wooden frame to resist compression that might cause its collapse; a tie is added to a roof truss to resist tension that might cause the roof to collapse from the weight of the shingles)

## UNDERSTANDING MATTER AND ENERGY: Forces Causing Movement

### Overall Expectations

**3s42** 1. assess the impact of various forces on society and the environment;

**3s43** 2. investigate devices that use forces to create controlled movement;

**3s44** 3. demonstrate an understanding of how forces cause movement and changes in movement.

### 1. Relating Science and Technology to Society and the Environment

# Curriculum Expectations by Grade

Subject: Science and Technology

## Science and Technology (None) Expectations

Grade 3

**3s45** 1.1 assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact. Sample prompts: Erosion: Heavy rains and water run-off naturally erode soil. Humans make erosion happen faster by cutting down trees, removing shrubs and plants, and having too many animals on farmland. When soil is lost through erosion, it pollutes rivers, lakes, and other water systems. When soil is lost on farmlands, farmers cannot grow as many crops. Depleted soil produces crops that provide less nourishment to people. What action can humans take to help prevent erosion? Landslides: Landslides can happen anywhere and are triggered by rains, floods, earthquakes, and other natural events. Humans contribute to landslides when they change the land to put in lawns, gardens, roads, and houses. Landslides can destroy houses, transportation routes, and utilities. They can cause flooding and pollute water. They can carry trees and plants away with them. What action can humans take to help prevent landslides?

**3s46** 1.2 assess the impact of safety devices that minimize the effects of forces in various human activities. Sample prompts: What are the costs and benefits of using seatbelts in cars, knee and elbow pads and wrist guards for roller blading, helmets for cycling and hockey, sport shoes designed for high impact sports like aerobics and basketball?

## 2. Developing Investigation and Communication Skills

**3s47** 2.1 follow established safety procedures during science and technology investigations (e.g., use eye protection when twisting, bending, compressing, or stretching materials)

**3s48** 2.2 investigate forces that cause an object to start moving, stop moving, or change direction (e.g., release a wound-up elastic band to propel a toy vehicle; pull on a leash to stop a dog; hit a ball with a bat; hold papers on a refrigerator door using magnets)

**3s49** 2.3 conduct investigations to determine the effects of increasing or decreasing the amount of force applied to an object (e.g., using two magnets instead of one to pick up pins; changing the number of people on one side of a tug of war; rubbing a balloon ten times instead of five times on a wool sweater to create a static charge)



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s50** 2.4 use technological problem-solving skills (see page 16), and knowledge acquired from previous investigations, to design and build devices that use forces to create controlled movement (e.g., an airplane propelled by hand or by an elastic band; a boat that holds paper clips and moves through water using magnets; a crane that lifts a load; a timed marble run). Sample guiding questions: What is the purpose of your device? What force(s) are being used? How does your device move? How do the force(s) control the movement? How might your device be improved?

**3s51** 2.5 use appropriate science and technology vocabulary, including push, pull, load, distance, and speed, in oral and written communication

**3s52** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., give a demonstration to show how a device was constructed and how it performs; use a drawing to illustrate the design alterations needed to improve a device; describe with pictures and/or in writing the steps required to build a device)

### 3. Understanding Basic Concepts

**3s53** 3.1 identify a force as a push or a pull that causes an object to move

**3s54** 3.2 identify different kinds of forces (e.g., gravity – the force that pulls objects towards the earth; electrostatic force – the push or pull that happens with charged objects; magnetic force – the force of a magnet that attracts objects containing iron or nickel)

**3s55** 3.3 describe how different forces (e.g., magnetism, muscular force, gravitational force, friction) applied to an object at rest can cause the object to start, stop, attract, repel, or change direction

**3s56** 3.4 explain how forces are exerted through direct contact (e.g., pushing a door, pulling a toy) or through interaction at a distance (e.g., magnetism, gravity)

# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s57** 3.5 identify ways in which forces are used in their daily lives (e.g., magnetism – fridge magnet; gravity – a falling ball; friction – bicycle brakes)

## UNDERSTANDING EARTH AND SPACE SYSTEMS: Soils in the Environment

### Overall Expectations

**3s58** 1. assess the impact of soils on society and the environment, and of society and the environment on soils;

**3s59** 2. investigate the composition and characteristics of different soils;

**3s60** 3. demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.

### 1. Relating Science and Technology to Society and the Environment

**3s61** 1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects. Sample prompts: Poor soil affects both a plant's ability to take up the nutrients it needs and the quality of the nutrients that are passed from the plant to humans. Some soils do not provide any of the nutrients that are needed to support plant life (e.g., sand in the desert). Landslides can be caused in part by soil conditions and the type of soil in a particular area.

**3s62** 1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils. Sample prompts: Erosion caused by natural events such as heavy rain or waves and erosion caused by human actions affect soil conditions and cause water pollution. When houses and other buildings are constructed, trees and plants and the top or best layer of soil are often removed from the building site.



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

## 2. Developing Investigation and Communication Skills

**3s63** 2.1 follow established safety procedures during science and technology investigations (e.g., wash hands after working with soil samples)

**3s64** 2.2 investigate the components of soil (e.g., nonliving things such as pebbles and decaying matter; living things such as organic matter, bacteria, earthworms, and insects), the condition of soil (e.g., wet, dry), and additives found in soil (e.g., pesticides, fertilizers, salt), using a variety of soil samples (e.g., sand, clay, loam) from different local environments, and explain how the different amounts of these components in a soil sample determine how the soil can be used

**3s65** 2.3 use scientific inquiry/experimentation skills (see page 12), and knowledge and skills acquired from previous investigations, to determine which type(s) of soil (e.g., sandy soil, clay soil, loam) will sustain life. Sample guiding questions: What question(s) are you trying to answer with your experiment? What do you predict will happen in your experiment? In what ways will you control the light and/or water? In what ways will you record your observations? What conclusions can you make from your observations? How would this information help someone else (e.g., a gardener)?

**3s66** 2.4 investigate the process of composting, and explain some advantages and disadvantages of composting (e.g., set up a pop-bottle composter in the classroom, and observe what happens over time). Sample guiding questions: What is composting? Where does composting happen naturally? What are some good things about composting? Why might people not be able to or want to compost? What “ingredients” do we need to start a classroom composter? What things should not go into the composter? As the compost “cooks”, what changes do you notice? What happens to the things that we put into the classroom composter? How will we use our compost?

**3s67** 2.5 use appropriate science and technology vocabulary, including clay, sand, loam, pebbles, earth materials, and soil, in oral and written communication



# Curriculum Expectations by Grade

Subject: Science and Technology

Science and Technology (None) Expectations

Grade 3

**3s68** 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., record in words and pictures what happens when soil and water are shaken together in a container; prepare a display comparing the composition of soils from different locations)

### 3. Understanding Basic Concepts

**3s69** 3.1 identify and describe the different types of soils (e.g., Sandy soil is made up of minerals and tiny pieces of rock that have come from the erosion and weathering of rocks. It feels gritty and does not stick together well. Sandy soil drains easily and quickly after a rain and warms up quickly in the spring, but does not hold water and nutrients as well as clay soil, and is eroded more easily. Loamy soil is made up of sand, silt, and clay in relatively equal amounts. It sticks together better than sand but not as well as clay. Loamy soil holds water and nutrients well, and also drains well so that sufficient air can reach the roots. Clay soil is a very fine-grained soil that is plastic when wet but hard when dried. It feels slick and smooth. Clay soils have poor drainage and aeration.)

**3s70** 3.2 identify additives that might be in soil but that cannot always be seen (e.g., pesticides, fertilizers, salt)

**3s71** 3.3 describe the interdependence between the living and non-living things that make up soil (e.g., earthworms ingest the soil and absorb the nutrients, then their castings return the nutrients to the soil; the roots of plants use the soil as an anchor to keep the plants from blowing away)

**3s72** 3.4 describe ways in which the components of various soils enable the soil to provide shelter/ homes and/or nutrients for different kinds of living things (e.g., microscopic bacteria and micro-organisms feed on decaying matter in the soil; roots of plants absorb minerals from the soil)



# Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 3

## HC: Early Settlements in Upper Canada

### Overall Expectations

**3z1** describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;

**3z2** use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;

**3z3** compare aspects of life in early settler communities and present-day communities.

### Knowledge and Understanding

**3z4** identify the countries of origin of the people who settled in Upper Canada around 1800 (e.g., United States, United Kingdom, France, Germany);

**3z5** identify the areas of early settlement in Upper Canada (e.g., English/Niagara; Francophone/Penetanguishene; African-American/Chatham; Mennonite/Kitchener; Mohawk/Brantford);

**3z6** identify the First Nation peoples in Upper Canada around 1800 (i.e., Ojibway, Iroquois Confederacy), say where they lived, and describe their lifestyles;

**3z7** identify factors that helped shape the development of early settlements (e.g., lakes and rivers for trade and transportation; origins of early settlers; climate; natural resources);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 3

**3z8** explain how the early settlers valued, used, and looked after natural resources (e.g., water, forests, land);

**3z9** describe what early settlers learned from First Nation peoples that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation);

**3z10** describe the major components of an early settlement (e.g., grist mill, church, school, general store, blacksmith's shop);

**3z11** describe the various roles of male and female settlers (e.g., farm worker, minister, teacher, merchant, blacksmith, homemaker).

### Inquiry/Research and Communication Skills

**3z12** ask questions to gain information and explore alternatives (e.g., concerning relationships between community and environment);

**3z13** use primary and secondary sources to locate key information about early settler communities (e.g., primary sources: diaries or journals, local museums, early settlers' houses, forts, villages; secondary sources: maps, illustrations, print materials, videos, CD-ROMs);

**3z14** collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);

**3z15** make and read a wide variety of graphs, charts, diagrams, maps, and models to understand and share their findings about early settlements in Upper Canada (e.g., a research organizer showing trades and tools; illustrations of period clothing; maps of settlements, including First Nations communities);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 3

**3z16** use media works, oral presentations, written notes and descriptions, and drawings to communicate research findings (e.g., a model of an early settler home, a diorama of a First Nation settlement, a poster encouraging immigration to Upper Canada);

**3z17** use appropriate vocabulary (e.g., pioneer, settlers, grist mill, settlement, general store, blacksmith, First Nation peoples ) to describe their inquiries and observations.

### Application

**3z18** compare and contrast aspects of daily life for early settler and/or First Nation children in Upper Canada and children in present-day Ontario (e.g., food, education, work and play);

**3z19** compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today (e.g., services, jobs, schools, stores, use and management of natural resources);

**3z20** compare and contrast buildings/dwellings in early settler and/or First Nation communities in Upper Canada with buildings and dwellings in present-day Ontario;

**3z21** compare and contrast tools and technologies used by early settlers and/or First Nation peoples with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products);

**3z22** re-create some social activities or celebrations of early settler and/or First Nation communities in Upper Canada.

### CWC: Urban and Rural Communities

### Overall Expectations

**3z23** identify and compare distinguishing features of urban and rural communities;



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 3

**3z24** use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;

**3z25** explain how communities interact with each other and the environment to meet human needs.

### Knowledge and Understanding

**3z26** identify geographic and environmental factors that explain the location of various urban and rural communities, with examples from Ontario (e.g., Sudbury/mining, Ottawa/government, Hamilton/industry, Bradford/farming);

**3z27** compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities;

**3z28** compare transportation in urban and rural communities;

**3z29** compare population density and diversity in urban and rural communities;

**3z30** compare buildings and structures in urban and rural communities.

### Inquiry/Research and Communication Skills

**3z31** ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry in Sudbury? How does population growth affect life in an urban or rural setting?);



# Curriculum Expectations by Grade

Subject: Social Studies

## Social Studies (None) Expectations

Grade 3

**3z32** use primary and secondary sources to locate key information about urban and rural communities (e.g., primary sources: surveys, interviews, fieldwork; secondary sources: charts, graphs, maps, models, CD-ROMs);

**3z33** sort and classify information about communities to identify issues and solve problems;

**3z34** construct and read graphs, charts, diagrams, maps, and models to clarify and display information about urban and rural communities (e.g., to provide a profile of a community and its environment);

**3z35** use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features);

**3z36** use appropriate vocabulary (e.g., urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population ) to communicate the results of inquiries and observations about urban and rural communities.

### Map, Globe, and Graphic Skills

**3z37** make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions;

**3z38** consult map legends when looking for selected features (e.g., H hospital);

**3z39** recognize a range of features that may be represented by different colours on maps (e.g., pink to represent residential areas, brown to represent relief features);

**3z40** use familiar units of scale (e.g., centimetre, metre, kilometre) to measure distance on maps of urban and rural communities.



# Curriculum Expectations by Grade

Subject: Social Studies

Social Studies (None) Expectations

Grade 3

## Application

- |             |   |
|-------------|---|
| <b>3z41</b> | describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy);   |
| <b>3z42</b> | compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to isolated northern and First Nation communities); |
| <b>3z43</b> | describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).            |