

The Ontario Curriculum

GRADE 3

checklist format

compiled by: [The Canadian Homeschooler](#)
using the **2019 Ontario Curriculum Guidelines**



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Introduction

Often in homeschooling, families opt to follow a similar plan as that of publicly schooled children. This involves getting and understanding the governmental outlines for each subject and seeing what they need to learn when.

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

I decided to pull together the curriculum into an easy-to-reference checklist format for each grade, stripped down to the basics, in hopes that it will help families feel a little less overwhelmed. I hope that it will help make planning a little more manageable. Although I originally put this together for homeschoolers, it is a valuable tool for anyone interested in seeing what kids are supposed to be learning at their grade level, and to evaluate what their child already knows.

Below you will find all the expectations for Grade Three Mathematics, Language Arts, Science, Social Studies, the Arts, Health & Physical Education in Ontario.

French as a second language isn't technically required until about the 4th grade, which is why I haven't included it in this Grade 3 checklist. If you are interested in knowing what is required for Immersion French at this level, please check the curriculum listed on the Ministry website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject. I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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Please note that this checklist is a free product and may be distributed freely to whomever can use it.

Math

Number Sense & Numeration

Section	Specific Expectations
<i>Quantity Relationships</i>	
<p>By the end of Grade 3, students will:</p> <p>- read, represent, compare and order whole numbers to 1000, and use concrete materials to investigate fractions and money amounts to \$10.</p>	<input type="checkbox"/> Represent, compare, and order whole numbers to 1000, using a variety of tools and contexts
	<input type="checkbox"/> Read and print in words whole numbers to one hundred using meaningful contexts
	<input type="checkbox"/> Identify and represent the value of a digit in a number according to its position in the number
	<input type="checkbox"/> Compose and decompose numbers three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials
	<input type="checkbox"/> Round two-digit numbers to the nearest ten, in problems arising from real-life situations
	<input type="checkbox"/> Represent and explain, using concrete materials, the relationship among numbers 1, 10, 100, and 1000
	<input type="checkbox"/> Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names, without using numbers in standard fractional notation
	<input type="checkbox"/> Represent and describe the relationships between coins and bills up to \$10
	<input type="checkbox"/> Estimate, count, and represent (using the \$ symbol) the value of a collection of coins and bills with a maximum value of \$10
<input type="checkbox"/> Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000	
<i>Counting</i>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points</p>	<input type="checkbox"/> Count forward by 1s, 2s, 5s, 10s, and 100s to 1000, from various starting points, and by 25s to 1000 starting from multiples of 25, using a variety of tools and strategies
	<input type="checkbox"/> Count backwards by 2s, 5s, and 10s from 100 using multiples of 2, 5, and 10 as starting points, and count backwards by 100s from 1000 and any number less and 1000, using a variety of tools and strategies

<i>Operational Sense</i>	
<p>By the end of Grade 3, students will:</p> <p>-solve problems involving addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate and understanding of multiplication and division</p>	<input type="checkbox"/> Solve a variety of problems involving the addition and subtraction of two-digit numbers using a variety of mental strategies
	<input type="checkbox"/> Add and subtract three-digit numbers, using concrete materials, student generated algorithms, and standard algorithms
	<input type="checkbox"/> Use estimation when solving problems involving addition and subtractions, to help judge the reasonableness of a situation
	<input type="checkbox"/> Add and subtract money amounts, using a variety of tools, to make simulated purchases and change for amounts up to \$10
	<input type="checkbox"/> Relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies
	<input type="checkbox"/> Multiply to 7×7 and divide to $49/7$, using a variety of mental strategies

Measurement

Section	Specific Expectations
<i>Attributes, Units & Measurement Sense</i>	
<p>By the end of Grade 3, students will:</p> <p>-estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units</p>	<input type="checkbox"/> Estimate, measure, and record length, height, and distance, using standard units
	<input type="checkbox"/> Draw items using a ruler, given specific lengths in centimetres
	<input type="checkbox"/> Read time using analogue clocks, to the nearest five minutes, and using digital clocks, and represent time in 12-hour notation
	<input type="checkbox"/> Estimate, read, and record positive temperatures to the nearest degree Celsius
	<input type="checkbox"/> 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 related to air
	<input type="checkbox"/> Estimate, measure, and describe the passage of time, through investigation using non-standard units
	<input type="checkbox"/> Estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units
	<input type="checkbox"/> Estimate, measure, and record area

	<ul style="list-style-type: none"> <input type="checkbox"/> Choose benchmarks for a kilogram and a litre to help them perform measurement tasks
	<ul style="list-style-type: none"> <input type="checkbox"/> Estimate, measure, and record the mass of objects, using the standard unit of the kilogram or parts of a kilogram
	<ul style="list-style-type: none"> <input type="checkbox"/> Estimate, measure, and record the capacity of containers, using the standard unit of litre or parts of a litre
<i>Measurement Relationships</i>	
<p>By the end of Grade 3, students will:</p> <p>- compare, describe, and order objects, using attributes measured in standard units.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Compare standard units of length, and select and justify the most appropriate standard unit to measure length
	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and order objects on the basis of linear measurements in centimetres and/or metres in problem-solving contexts
	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and order various shapes by area, using congruent shapes and grid paper for measuring
	<ul style="list-style-type: none"> <input type="checkbox"/> 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
	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and order a collection of objects, using standard units of mass and/or capacity
	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems involving relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools

Geometry & Spatial Sense

Section	Specific Expectations
<i>Geometric Properties</i>	
<p>By the end of Grade 3, students will:</p> <p>- compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use a reference tool to identify right angles and to describe angles as greater than, equal to, or less than a right angle
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and compare various polygons and sort them by their geometric properties (ie. Number of sides; side lengths, number of angles, number of right angles)
	<ul style="list-style-type: none"> <input type="checkbox"/> Compare various angles, using concrete materials and pictorial representations, and describe angles as <i>bigger than, smaller than, or about the same as</i> other angles
	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and sort prisms and pyramids by geometric properties, using concrete materials

	<ul style="list-style-type: none"> □ Construct rectangular prisms and describe geometric properties of the prisms
<i>Geometric Relationships</i>	
<p>By the end of Grade 3, students will:</p> <p>- describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures</p>	<ul style="list-style-type: none"> □ Solve problems requiring the greatest or least number of two-dimensional shapes needed to compose a larger shape in a variety of ways
	<ul style="list-style-type: none"> □ Explain the relationships between different types of quadrilaterals
	<ul style="list-style-type: none"> □ Identify and describe the two-dimensional shapes that can be found in a three-dimensional figure
	<ul style="list-style-type: none"> □ Describe and name prisms and pyramids by the shape of their base
	<ul style="list-style-type: none"> □ Identify congruent two-dimensional shapes by manipulating and matching concrete materials
<i>Location and Movement</i>	
<p>By the end of Grade 3, students will:</p> <p>- identify and describe the locations and movements of shapes and objects</p>	<ul style="list-style-type: none"> □ Describe movement from one location to another using a grid map
	<ul style="list-style-type: none"> □ Identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides and turns as reflections, translations, and rotations
	<ul style="list-style-type: none"> □ Complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry

Patterning & Algebra

Section	Specific Expectations
<i>Patterns & Relationships</i>	
<p>By the end of Grade 3, students will:</p> <p>-describe, extend, and create a variety of numeric patterns and geometric patterns</p>	<ul style="list-style-type: none"> □ Identify, extend, and create a repeating pattern involving two attributes, using a variety of tools
	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Extend repeating, growing, and shrinking number patterns
	<ul style="list-style-type: none"> □ Create a number pattern involving addition or subtraction, given a pattern represented on a number line or a pattern rule expressed in words

	<ul style="list-style-type: none"> □ Represent simple geometric patterns using a number sequence, a number line, or a bar graph
	<ul style="list-style-type: none"> □ Demonstrate, through investigation, an understanding that a pattern results from repeating an action, repeating an operation, using a transformation, or making some other repeated change to an attribute
<i>Expressions and Equality</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Determine, through investigation, the inverse relationship between addition and subtraction
- demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers	<ul style="list-style-type: none"> □ Determine, the missing number in equations involving addition and subtraction of one- and two-digit numbers, using a variety of tools and strategies
	<ul style="list-style-type: none"> □ Identify, through investigation, the properties of zero and one in multiplication
	<ul style="list-style-type: none"> □ Identify, through investigation, and use the associative property of addition to facilitate computation with whole numbers

Data Management & Probability

Section	Specific Expectations
<i>Collection and Organization of Data</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Demonstrate an ability to organize objects into categories by sorting and classifying objects using two or more attributes simultaneously
- 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	<ul style="list-style-type: none"> □ Collect data by conducting a simple survey about themselves, their environment, issues in their school or community or content from another subject
	<ul style="list-style-type: none"> □ 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

<i>Data Relationships</i>	
<p>By the end of Grade 3, students will:</p> <p>- read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs</p>	<input type="checkbox"/> read primary data presented in graphs, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language and describe the shape of the data
	<input type="checkbox"/> Interpret and draw conclusions from data presented in charts, tables, and graphs
	<input type="checkbox"/> Demonstrate an understanding of mode, and identify the mode in a set of data
<i>Probability</i>	
<p>By the end of Grade 3, students will:</p> <p>-predict and investigate the frequency of a specific outcome in a simple probability experiment</p>	<input type="checkbox"/> Predict the frequency of an outcome in a simple probability experiment or game, then perform the experiment, and compare the results with the predictions, using mathematical language
	<input type="checkbox"/> Demonstrate, through investigation, an understanding of fairness in a game and relate this to the occurrence of equally likely outcomes

Language Arts

Oral Communication

Section	Specific Expectations
<i>Listening to Understand</i>	
<p>By the end of Grade 3, students will:</p> <p>-listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<input type="checkbox"/> Identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks
	<input type="checkbox"/> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
	<input type="checkbox"/> 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 text
	<input type="checkbox"/> Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
	<input type="checkbox"/> Distinguish between stated and implied ideas in oral texts
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify and explain the importance of significant ideas and information in oral texts
	<input type="checkbox"/> Identify the point of view in different types of oral text and cite words, phrases, ideas, and information from the texts that confirm their identification
	<input type="checkbox"/> Identify some of the presentation strategies used in oral text and explain how they influence the audience
<i>Speaking to Communicate</i>	
<p>By the end of Grade 3, students will:</p> <p>- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<input type="checkbox"/> Identify a variety of purposes for speaking
	<input type="checkbox"/> Demonstrate an understanding of appropriate speaking behaviour in a variety of different situations, including small- and large-group discussions
	<input type="checkbox"/> Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence

	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Identify some vocal effects, including tone, pace, pitch, and volume, and with sensitivity to cultural differences, to help communicate their meaning
	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Use a variety of appropriate visual aids to support or enhance oral presentations
<p><i>Reflecting on Oral Communication Skills and Strategies</i></p>	
<p>By the end of Grade 3, students will:</p> <p>-reflect on and identify their strengths as listeners and speakers, areas of improvement and the strategies they found most helpful in oral communication situations</p>	<ul style="list-style-type: none"> □ Identify, in conversation with the teacher and peers, what strategies they found helpful before, during, and after listening and speaking
	<ul style="list-style-type: none"> □ Identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

Reading

Section	Specific Expectations
<i>Reading for Meaning</i>	
<p>By the end of Grade 3, students will:</p> <p>-read and demonstrate an understanding of a variety of literary, graphic, and informational text, using a range of strategies to construct meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1464 394">☐ Read a variety of literary texts, graphic texts, and informational texts <li data-bbox="561 415 1464 489">☐ Identify a variety of purposes for reading and choose reading materials appropriate for those purposes <li data-bbox="561 510 1464 583">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts <li data-bbox="561 604 1464 678">☐ Demonstrate understanding of a text by identifying important information ideas and some supporting details <li data-bbox="561 699 1464 772">☐ Make inferences about texts using stated and implied ideas from the texts as evidence <li data-bbox="561 793 1464 909">☐ 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 <li data-bbox="561 930 1464 1003">☐ Identify specific elements of texts and explain how they contribute to the meaning of the texts <li data-bbox="561 1024 1464 1056">☐ Express personal opinions about ideas presented in texts <li data-bbox="561 1077 1464 1150">☐ Identify the point of view presented in a text and suggest some possible alternative perspectives
<i>Understanding Form and Style</i>	
<p>By the end of Grade 3, students will:</p> <p>- recognize a variety of text forms, text feature, and stylistic elements and demonstrate understanding of how they help communicate meaning</p>	<ul style="list-style-type: none"> <li data-bbox="561 1224 1464 1371">☐ Identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine <li data-bbox="561 1392 1464 1507">☐ Recognize a few organizational patterns in texts of different types and explain how the patterns help readers understand the texts <li data-bbox="561 1528 1464 1602">☐ Identify a variety of text features and explain how they help readers understand texts <li data-bbox="561 1623 1464 1738">☐ Identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts

<i>Reading with Fluency</i>	
<p>By the end of Grade 3, students will:</p> <p>-use knowledge of words and cueing systems to read fluently</p>	<input type="checkbox"/> 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
	<input type="checkbox"/> Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <input type="checkbox"/> semantic (meaning) cues <input type="checkbox"/> syntactic (language structure) cues <input type="checkbox"/> graphophonic (phonological and graphic) cues
	<input type="checkbox"/> Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and an audience
<i>Reflecting on Reading Skills and Strategies</i>	
<p>By the end of Grade 3, students will:</p> <p>-reflect on and identify their strengths as readers, areas of improvement and the strategies they found most helpful before, during, and after reading</p>	<input type="checkbox"/> Begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading
	<input type="checkbox"/> Explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
<p>By the end of Grade 3, students will:</p> <p>-generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<input type="checkbox"/> Identify the topic, purpose, audience, and form for writing
	<input type="checkbox"/> Generate ideas about a potential topic, using a variety of strategies and resources
	<input type="checkbox"/> Gather information to support ideas for writing in a variety of ways and/or from a variety of sources
	<input type="checkbox"/> Sort ideas and information for their writing in a variety of ways, with support and direction
	<input type="checkbox"/> Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph using graphic organizers

	<ul style="list-style-type: none"> □ Determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary
<i>Using Knowledge of Form and Style in Writing</i>	
<p>By the end of Grade 3, students will:</p> <p>- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<ul style="list-style-type: none"> □ Write short texts using a variety of simple forms
	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Use words and phrases that will help convey their meaning as specifically as possible
	<ul style="list-style-type: none"> □ Vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
	<ul style="list-style-type: none"> □ Identify their point of view and other possible different points of view on the topic, and determine if their information supports their own view
	<ul style="list-style-type: none"> □ Identify elements of their writing that need improvement, using feedback from the teacher and peer, with a focus on specific features
	<ul style="list-style-type: none"> □ Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
	<ul style="list-style-type: none"> □ Produce revised draft pieces of writing to meet criteria based on the expectations related to content, organization, style, and use of conventions
<i>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</i>	
<p>By the end of Grade 3, students will:</p> <p>-use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p>	<ul style="list-style-type: none"> □ Spell familiar words correctly
	<ul style="list-style-type: none"> □ Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations
	<ul style="list-style-type: none"> □ Confirm spellings and word meanings or word choices using several different types of resources
	<ul style="list-style-type: none"> □ Use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end

	<ul style="list-style-type: none"> □ Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles, 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
	<ul style="list-style-type: none"> □ Proofread and correct their writing using guidelines developed with peers and the teacher
	<ul style="list-style-type: none"> □ Use some appropriate elements of effective presentation in the finished product, including as print, different fonts, graphics, and layout
	<ul style="list-style-type: none"> □ 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
<i>Reflecting on Writing Skills and Strategies</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
-reflect on and identify their strengths as writers, areas of improvement and the strategies they found most helpful at different stages in the writing process	<ul style="list-style-type: none"> □ Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<ul style="list-style-type: none"> □ Select pieces of writing they think show their best work and explain the reasons for their selection

Media Literacy

Section	Specific Expectations
<i>Understanding Media Texts</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Identify the purpose and intended audience of some media texts
-demonstrate an understanding of a variety of media texts	<ul style="list-style-type: none"> □ Use overt and implied messages to draw inferences and make meaning in simple media texts
	<ul style="list-style-type: none"> □ Express personal opinions about ideas presented in media texts
	<ul style="list-style-type: none"> □ Describe how different audiences might respond to specific media texts

	<ul style="list-style-type: none"> □ 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
	<ul style="list-style-type: none"> □ Identify who produces selected media texts and why those text are produced
<i>Understanding Media Forms, Conventions, and Techniques</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Identify some of the elements and characteristics of some media forms
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning	<ul style="list-style-type: none"> □ Identify, the conventions and techniques used in some familiar media forms and explain how they help convey meaning
<i>Creating Media Texts</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Identify the topic, purpose, and audience for media texts they plan to create
-create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques	<ul style="list-style-type: none"> □ Identify an appropriate form to suit the purpose and audience for a media text they plan to create
	<ul style="list-style-type: none"> □ Identify conventions and techniques appropriate to the form chosen for a media text they plan to create
	<ul style="list-style-type: none"> □ Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
<i>Reflecting on Media Literacy Skills and Strategies</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
-reflect on and identify their strengths as media interpreters and creators, areas of improvement and the strategies they found most helpful in understanding and creating media texts	<ul style="list-style-type: none"> □ Begin to explain, initially with support and direction, how their skills with listening, speaking, reading, and writing help them to make sense of and produce media texts

Science & Technology

Understanding Life Systems: Growth and Changes in Plants

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 3, students will:</p> <p>-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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Access ways in which plants are important to humans and other living things, taking different points of view into consideration and suggest ways in which human can protect plants
	<ul style="list-style-type: none"> <input type="checkbox"/> 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
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 3, students will:</p> <p>-investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants related to the environment in which they grow</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follow established safety procedures and humane practices during science and technology investigations
	<ul style="list-style-type: none"> <input type="checkbox"/> Observe and compare the parts of a variety of plants
	<ul style="list-style-type: none"> <input type="checkbox"/> Germinate seeds and record similarities and differences as seedlings develop
	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate the physical characteristics of plants and explain how they help the plant meet its basic needs, using a variety of methods and resources
	<ul style="list-style-type: none"> <input type="checkbox"/> Use scientific inquiry/experimentation skills, and knowledge acquired from previous investigations, to investigate a variety of ways in which plants meet their basic needs
	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>stem, leaf, root, pistil, stamen, flower, adaptation, and germination</i> in oral and written communication
	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

Understanding Basic Concepts

By the end of Grade 3, students will:

- demonstrate an understanding that plants grow and change and have distinct characteristics

- Describe the basic needs of plants, including air, water, light, warmth, and space
- Identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plants survival within the plant's environment
- Describe the changes that different plants undergo in their life cycles
- Describe how most plants get energy to live directly from the sun and how plants help other living things to get energy from the sun
- Describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing
- Describe ways in which plants and animals depend on each other
- Describe the different ways in which plants are grown for food and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits
- Identify examples of environmental conditions that may threaten plant and animal survival

Understanding Structures and Mechanisms: Strong and Stable Structures

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 3, students will:</p> <p>-assess the importance of form, function, strength, and stability in structures through time</p>	<ul style="list-style-type: none"> <li data-bbox="561 321 1422 394">☐ Access effects of strong and stable structures on society and the environment <li data-bbox="561 415 1458 489">☐ Assess the environmental impact of structures built by various animals and humans
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 3, students will:</p> <p>-investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function</p>	<ul style="list-style-type: none"> <li data-bbox="561 651 1373 724">☐ Follow established safety procedures during science and technology investigations <li data-bbox="561 745 1438 850">☐ Investigate , through experimentation, how various materials and construction techniques can be used to add strength to structures <li data-bbox="561 871 1425 976">☐ Investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures <li data-bbox="561 997 1446 1113">☐ Use technological problem-skills, and knowledge acquired from previous investigations, to design and build a strong and stable structure for a specific for a specific purpose <li data-bbox="561 1134 1446 1249">☐ Use appropriate science and technology vocabulary, including <i>compression, tension, strut, ties, strength</i> and <i>stability</i>, in oral and written communication <li data-bbox="561 1270 1325 1344">☐ Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them</p>	<ul style="list-style-type: none"> <li data-bbox="561 1413 1438 1486">☐ Define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load <li data-bbox="561 1507 1455 1581">☐ Identify structures in the natural environment and in the built environment <li data-bbox="561 1602 1414 1675">☐ Identify the stability of a structure as its ability to support a load <li data-bbox="561 1696 1406 1770">☐ Identify the stability of a structure as its ability to maintain balance and stay fixed in one spot <li data-bbox="561 1791 1398 1864">☐ Identify properties of materials that need to be considered when building structures

	<input type="checkbox"/> Describe the ways in which the strength of different materials can be altered
	<input type="checkbox"/> Describe ways to improve a structure's strength and stability
	<input type="checkbox"/> Explain how strength and stability enable a structure to perform a specific function
	<input type="checkbox"/> Describe ways in which different forces can affect the shape, balance, or position of structures
	<input type="checkbox"/> Identify the roles of struts and ties in structures under load

Understanding Matter and Energy: Forces Causing Movement

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
<p>By the end of Grade 3, students will:</p> <p>-assess the impact of various forces on society and the environment</p>	<input type="checkbox"/> Access the effects of the action of forces in natural (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact
	<input type="checkbox"/> Access the impact of safety devices that minimize the effects of forces in various human activities
<i>Developing Investigation and Communication Skills</i>	
<p>By the end of Grade 3, students will:</p> <p>-investigate devices that use forces to create controlled movement</p>	<input type="checkbox"/> Follow established safety procedures during science and technology investigations
	<input type="checkbox"/> Investigate forces that cause an object to start moving, stop moving, or change direction
	<input type="checkbox"/> Conduct investigations to determine the effects of increasing or decreasing the amount of force applied to an object
	<input type="checkbox"/> Use technological problem-solving skills, and knowledge acquired from previous investigations, to design and build devices that use forces to create controlled movement
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>push, pull, load, distance, and speed</i> , in oral and written communication
	<input type="checkbox"/> Use a variety of forms to communicate with different audiences and for a variety of purposes

<i>Understanding Basic Concepts</i>	
By the end of Grade 3, students will: - demonstrate an understanding of how forces cause movement and changes in movement	<input type="checkbox"/> Identify a force as a push or a pull that causes an object to move
	<input type="checkbox"/> Identify different kinds of forces
	<input type="checkbox"/> Describe how different forces applied to an object at rest can cause the object to start, stop, attract, repel, or change direction
	<input type="checkbox"/> Explain how forces are exerted through direct contact or through interaction at a distance
	<input type="checkbox"/> Identify ways in which forces are used in their daily lives

Understanding Earth and Space Systems: Soils in the Environment

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 3, students will: -assess the impact of soils and the environment, and of society and the environment on soils	<input type="checkbox"/> 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
	<input type="checkbox"/> Assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lesson or prevent harmful effects on soils
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 3, students will: -investigate the composition and characteristics of different soils	<input type="checkbox"/> Follow established safety procedures during science and technology investigations
	<input type="checkbox"/> Investigate the components of soil, the condition of soil, and additives found in soil, using a variety of soil samples from different local environments, and explain how the different amounts of these components in a soil sample determine how the soil can be used
	<input type="checkbox"/> Use scientific inquiry/research skills, and knowledge acquired from previous investigations, to determine which type(s) of soil will sustain life
	<input type="checkbox"/> Investigate the process of composting, and explain some advantages and disadvantages of composting
	<input type="checkbox"/> Use appropriate science and technology vocabulary, including <i>clay, sand, loam, pebbles, earth materials</i> and <i>soil</i> , in oral and written communication

	<ul style="list-style-type: none"> □ Use a variety of forms to communicate with different audiences and for a variety of purposes
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things</p>	<ul style="list-style-type: none"> □ Identify and describe the different types of soils
	<ul style="list-style-type: none"> □ Identify additives that might be in soil but that cannot always be seen
	<ul style="list-style-type: none"> □ Describe the interdependence between the living and non-living things that make up soil
	<ul style="list-style-type: none"> □ 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

Social Studies

Heritage and Citizenship: Communities in Canada 1780 - 1850

Section	Specific Expectations
<i>Application: Life in Canada – Then & Now</i>	
<p>By the end of Grade 3, students will:</p> <p>- compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p>	<p><input type="checkbox"/> Describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850</p>
	<p><input type="checkbox"/> Compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day</p>
	<p><input type="checkbox"/> Identify some key components of the Canadian identity (<i>e.g., bilingualism, multiculturalism, founding nations, religious freedom</i>), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity</p>
<i>Inquiry: Community Challenge and Adaptations</i>	
<p>By the end of Grade 3, students will:</p> <p>- use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges</p>	<p><input type="checkbox"/> Formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 and measures taken to address these challenges</p>
	<p><input type="checkbox"/> Gather and organize information on major challenges facing different groups and communities, and on measures taken to address these challenges, using a variety of primary and/or secondary sources</p>
	<p><input type="checkbox"/> Analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges</p>
	<p><input type="checkbox"/> Interpret and analyse information relevant to their investigations, using a variety of tools</p>
	<p><input type="checkbox"/> Evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges</p>

	<ul style="list-style-type: none"> □ Communicate the results of their inquiries using appropriate vocabulary
<i>Understanding Context: Life in Colonial Canadian Communities</i>	
<p>By the end of Grade 3, students will:</p> <p>- identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other</p>	<ul style="list-style-type: none"> □ Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
	<ul style="list-style-type: none"> □ Identify various settler communities in Canada during this period and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
	<ul style="list-style-type: none"> □ Identify some of the main factors that helped shape the development of settlements in Canada during this period, and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life
	<ul style="list-style-type: none"> □ Describe some of the major challenges facing communities in Canada during this period
	<ul style="list-style-type: none"> □ Describe the impact of some different kinds of settlements on the natural environment and on any existing settlements
	<ul style="list-style-type: none"> □ Describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children
	<ul style="list-style-type: none"> □ Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation

Canada and World Connections: Living and Working in Ontario

Section	Specific Expectations
<i>Application: Land Use and the Environment</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of some key aspects of the interrelationship between</p>	<ul style="list-style-type: none"> □ Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region
	<ul style="list-style-type: none"> □ Describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions in Ontario

<p>the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario</p>	<ul style="list-style-type: none"> □ Identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, using mapping and globe skills
<p><i>Inquiry: The Impact of Land and Resource Use</i></p>	
<p>By the end of Grade 3, students will:</p> <p>- use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use</p>	<ul style="list-style-type: none"> □ Formulate questions to guide investigations into some of the short- and/or long-term effects on the environment of different types of land and/or resource use in two or more municipal regions of Ontario □ Gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use □ Analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions □ Interpret and analyse information and data relevant to their investigations, using a variety of tools □ Evaluate evidence and draw conclusions about some of the short- and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impact of that use □ Communicate the results of their inquiries, using appropriate vocabulary and formats
<p><i>Understanding Context: Regions and Land Use in Ontario</i></p>	
<p>By the end of Grade 3, students will:</p> <p>-describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs</p>	<ul style="list-style-type: none"> □ Demonstrate an understanding that Ontario is divided into different municipal or regional entities and that local governments within these entities provide specific services and regulate development according to local needs □ Demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities □ Identify the major landform regions in Ontario (<i>e.g., the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands</i>), and describe the major characteristics that make each distinct □ Identify and describe the main types of employment that are available in two or more municipal regions in Ontario

	<input type="checkbox"/> Describe major types of land use and how they address human needs and wants
	<input type="checkbox"/> Compare some aspects of land use in two or more municipalities
	<input type="checkbox"/> Construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, using appropriate elements of a map, including standard units of measurement

The Arts

Dance

Fundamental Concepts for Grade 3

Elements of Dance

- *body*: body actions, body shapes, locomotor movements, non-locomotor movements, body bases, use of body zones
- *space*: levels, pathways, directions, size of movement
- *time*: freeze, tempo
- *energy*: force, effort, quality
- *relationship*

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrases
-apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.	<input type="checkbox"/> Use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy
	<input type="checkbox"/> Create dance phrases using a variety of pattern forms
	<input type="checkbox"/> Demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> 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
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> Identify, using dance vocabulary, the elements of dance used in their own and other's dance phrases
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Describe, with teacher guidance, a variety of dances from different communities in Canada that they have seen in the media, at live performances and social gatherings, or in the classroom
-demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts	<input type="checkbox"/> Identify and describe the role of dance in the community

Drama

Fundamental Concepts in Grade 3

Elements of Drama

- *role/character*: adopting the attitude/point of view of a number of different fictional characters, dialogue
- *relationships*: listening and responding in role to other characters in role
- *time and place*: establishing a clear setting
- *tension*: identifying factors that contribute to mystery or tension in a drama
- *focus and emphasis*: identifying the central theme and/or problem in a drama

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ 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
-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories	<ul style="list-style-type: none"> □ Demonstrate an understanding of how the element of time and place can support the development of role □ Plan and shape the direction of dramatic place or role play by building on their own and others' ideas, both in and out of role □ Communicate feelings and ideas to a familiar audience using audio, visual, and/or technological aids to support or enhance their drama work to support and enhance their drama work
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Express thoughts, feelings, and ideas about a variety of drama experiences and performances
-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<ul style="list-style-type: none"> □ Describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work □ Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> □ Identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and the media
- 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	<ul style="list-style-type: none"> □ Demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world

Music

Fundamental Concepts for Grade 3

Elements of Music

- *duration*: three beats per bar (3/4 metre), dotted half note, sixteenth-note patterns, sixteenth rest; very fast (presto), very slow (largo)
- *pitch*: low “so”, low “la”, higher and lower pitch, pitch contour
- *dynamics and other expressive controls*: standard symbols for soft and loud; invented symbols for soft and loud; articulation and expression marks encountered in music listened to, sung, and played
- *timbre*: classification of instruments by means of sound production
- *texture/harmony*: simple two-part rounds, partner songs, canons
- *form*: section, ternary (ABA) form

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods
-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Apply the elements of music when singing, playing, and moving <input type="checkbox"/> Create compositions for specific purpose and a familiar audience <input type="checkbox"/> Use the tools and techniques of musicianship in musical performances <input type="checkbox"/> Demonstrate an understanding of standard and non-traditional musical notation
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Express personal reactions to musical performances in a variety of ways
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create <input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Identify and describe ways in which music can be used in a community
-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts	<input type="checkbox"/> Identify, through performing and/or listening to them, a variety of musical forms or pieces from different communities, times, and places

Visual Arts

Fundamental Concepts for Grade 3

Elements of Design

- *line*: variety of line
- *shape and form*: composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world
- *space*: foreground, middle ground, and background to give illusion of depth
- *colour*: colour for expression, colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints
- *texture*: real versus visual or illusory texture; etching by scratching through surfaces
- *value*: mixing a range of light colours and dark colours

Principles of Design

- *variety*: slight variations on a major theme; strong contrasts

Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 3, students will:</p> <p>-apply the creative process 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</p>	<input type="checkbox"/> 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
	<input type="checkbox"/> Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
	<input type="checkbox"/> Use elements of design in art works to communicate ideas, messages, and personal understandings
	<input type="checkbox"/> Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> <input type="checkbox"/> drawing <input type="checkbox"/> mixed media <input type="checkbox"/> painting <input type="checkbox"/> printmaking <input type="checkbox"/> sculpture
<i>Reflecting, Responding, and Analysing</i>	
<p>By the end of Grade 3, students will:</p> <p>- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences</p>	<input type="checkbox"/> Express personal feelings and ideas about art experiences and images
	<input type="checkbox"/> Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
	<input type="checkbox"/> Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art
	<input type="checkbox"/> Identify and document their strengths, their interests, and areas for improvement as creators of art

Exploring Forms and Cultural Contexts

By the end of Grade 3, students will:

-demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

- Identify and describe visual art forms that they see in their home, at school, in their community, and in visual art experiences
- Demonstrate an awareness of a variety of works of art from diverse communities, times, and places

Health & Physical Education

Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 3, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p>Identification and Management of Emotions</p> <ul style="list-style-type: none"> □ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others
	<p>Stress Management and Coping</p> <ul style="list-style-type: none"> □ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience
	<p>Positive Motivation and Perseverance</p> <ul style="list-style-type: none"> □ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope
	<p>Healthy Relationships</p> <ul style="list-style-type: none"> □ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity
	<p>Self-Awareness and Sense of Identity</p> <ul style="list-style-type: none"> □ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> □ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Living

Section	Specific Expectations
<i>Active Participation</i>	
<p>By the end of Grade 3, students will:</p> <p>-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;</p>	<ul style="list-style-type: none"> □ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part □ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities □ Describe the benefits of participating in physical activity every day
<i>Physical Fitness</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living</p>	<ul style="list-style-type: none"> □ 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 20 minutes each day □ Identify new capabilities and other benefits that may result from improved cardio-respiratory fitness □ Assess their degree of physical exertion during cardio-respiratory fitness activities, using simple self-assessment methods □ Develop and act on personal goals related to physical fitness
<i>Safety</i>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities</p>	<ul style="list-style-type: none"> □ Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity □ Describe how to respond to accidents, including concussions, or injuries incurred while participating in physical activities

Movement Competence: Skills, Concepts, and Strategies

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>- 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</p>	<ul style="list-style-type: none"> <li data-bbox="561 306 1448 415">□ Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment <li data-bbox="561 436 1430 510">□ Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control <li data-bbox="561 531 1448 640">□ 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 <li data-bbox="561 661 1414 770">□ Send and receive objects of different shapes and sizes in different ways, using different body parts, in different ways, and using various types of equipment <li data-bbox="561 791 1430 865">□ Retain objects of different shapes and sizes in different ways, using different body parts and equipment
<i>Movement Strategies</i>	
<p>By the end of Grade 3, students will:</p> <p>- 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</p>	<ul style="list-style-type: none"> <li data-bbox="561 940 1430 1087">□ Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities <li data-bbox="561 1108 1455 1182">□ Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others (<i>e.g., the way we consume and dispose of food</i>) can affect the environment
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board’s concussion protocol
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of different types of legal and illegal substance use and both the mental and physical impacts of problematic use of these substances on themselves and others
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges and of communicating consent in their interactions with others □ Identify factors that affect physical development and/or emotional development
	<p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ Explain how the brain responds (<i>i.e., the brain’s stress response – fight, flight, freeze</i>) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions
<i>Making Healthy Choices</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Demonstrate an understanding of good oral health to overall health, and assess the effect of different food choices on oral health
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online
	<p>Substance Use, Addictions, and Related Behaviours</p> <ul style="list-style-type: none"> □ 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

<i>Making Connections for Healthy Living</i>	
<p>By the end of Grade 3, students will:</p> <p>-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</p>	<p>Healthy Eating</p> <ul style="list-style-type: none"> □ Explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices
	<p>Personal Safety and Injury Prevention</p> <ul style="list-style-type: none"> □ Explain how the portrayal of fictional violence in various media, both on- and offline, can create an unrealistic view of consequences of real violence
	<p>Human Development and Sexual Health</p> <ul style="list-style-type: none"> □ Describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others
	<p>Mental Health Literacy</p> <ul style="list-style-type: none"> □ Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry and identify ways to help them manage these feelings