

# The Ontario Curriculum

## GRADE 3

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checklist format

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



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## Introduction

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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 4<sup>th</sup> 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

## Social-Emotional Learning (SEL) Skills and the Mathematical Processes

By the end of Grade 3, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

### Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 3, students will:  - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Whole Numbers</i>
	<input type="checkbox"/> Read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life
	<input type="checkbox"/> Compare and order whole numbers up to and including 1000, in various contexts
	<input type="checkbox"/> Round whole numbers to the nearest ten or hundred, in various contexts
	<input type="checkbox"/> Count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies
	<input type="checkbox"/> Use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials
	<i>Fractions</i>
	<input type="checkbox"/> Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts
<input type="checkbox"/> Represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths	
<i>Operations</i>	
By the end of Grade 3, students will:  - use knowledge of	<i>Properties and Relationships</i>
	<input type="checkbox"/> Use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations

numbers and operations to solve mathematical problems encountered in everyday life	<b>Math Facts</b>
	<ul style="list-style-type: none"> <li>□ Recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts</li> </ul>
	<b>Mental Math</b>
	<ul style="list-style-type: none"> <li>□ Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used</li> </ul>
	<b>Addition and Subtraction</b>
	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract</li> </ul>
	<ul style="list-style-type: none"> <li>□ Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms</li> </ul>
	<b>Multiplication and Division</b>
	<ul style="list-style-type: none"> <li>□ Represent multiplication of numbers up to <math>10 \times 10</math> and division up to <math>100 \div 10</math>, using a variety of tools and drawings, including arrays</li> </ul>
	<ul style="list-style-type: none"> <li>□ Represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings</li> </ul>
<ul style="list-style-type: none"> <li>□ Represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings, and standard fractional notation</li> </ul>	
<ul style="list-style-type: none"> <li>□ use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems</li> </ul>	

## Algebra

Section	Specific Expectations
<i>Patterns and Relationships</i>	
By the end of Grade 3, students will:  - identify, describe, extend, create, and make predictions about a	<ul style="list-style-type: none"> <li>□ Identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts</li> </ul>
	<ul style="list-style-type: none"> <li>□ Create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values</li> </ul>

variety of patterns, including those found in real-life contexts	<input type="checkbox"/> Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations
	<input type="checkbox"/> Create and describe patterns to illustrate relationships among whole numbers up to 1000
<b>Equations and Inequalities</b>	
By the end of Grade 3, students will:  - demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	<input type="checkbox"/> Describe how variables are used, and use them in various contexts as appropriate
	<input type="checkbox"/> Determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not
	<input type="checkbox"/> Identify and use equivalent relationships for whole numbers up to 1000, in various contexts
<b>Coding</b>	
By the end of Grade 3, students will:  -solve problems and create computational representations of mathematical situations using coding concepts and skills	<input type="checkbox"/> Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events
	<input type="checkbox"/> Read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes
<b>Mathematical Modelling</b>	
By the end of Grade 3, students will:  -apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	<input type="checkbox"/> <i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.</i>

## Data

Section	Specific Expectations
<i>Data Literacy</i>	
By the end of Grade 3, students will:  - manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	<i>Data Collection and Organization</i>
	<input type="checkbox"/> Sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate
	<input type="checkbox"/> Collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables
	<i>Data Visualization</i>
	<input type="checkbox"/> Display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales
	<i>Data Analysis</i>
<input type="checkbox"/> Determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data	
<input type="checkbox"/> Analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	
<i>Probability</i>	
By the end of Grade 3, students will:  - describe the likelihood that events will happen, and use that information to make predictions	<input type="checkbox"/> Use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions
	<input type="checkbox"/> Make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations

## Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
<p>By the end of Grade 3, students will:</p> <p>-describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p>	<i>Geometric Reasoning</i>
	<ul style="list-style-type: none"> <li>□ Sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles</li> </ul>
	<ul style="list-style-type: none"> <li>□ Compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent</li> </ul>
<i>Location and Movement</i>	
<ul style="list-style-type: none"> <li>□ Give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns</li> </ul>	
<i>Measurement</i>	
<p>By the end of Grade 3, students will:</p> <p>- compare, estimate, and determine measurements in various contexts</p>	<i>Length, Mass, and Capacity</i>
	<ul style="list-style-type: none"> <li>□ Use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy</li> </ul>
	<ul style="list-style-type: none"> <li>□ Compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same</li> </ul>
	<i>Time</i>
<ul style="list-style-type: none"> <li>□ Use analog and digital clocks and timers to tell time in hours, minutes, and seconds</li> </ul>	
<i>Area</i>	

	<input type="checkbox"/> Compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area
	<input type="checkbox"/> Use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy
	<input type="checkbox"/> Use square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides

### Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of the value and use of Canadian currency</p>	<input type="checkbox"/> estimate and calculate the change required for various simple cash transactions involving whole-dollar amounts and amounts of less than one dollar

## 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</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

strategies appropriately to communicate with different audiences for a variety of purposes	<input type="checkbox"/> Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify some vocal effects, including tone, pace, pitch, and volume, and with sensitivity to cultural differences, to help communicate their meaning
	<input type="checkbox"/> 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
	<input type="checkbox"/> Use a variety of appropriate visual aids to support or enhance oral presentations
<i>Reflecting on Oral Communication Skills and Strategies</i>	
<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>	<input type="checkbox"/> Identify, in conversation with the teacher and peers, what strategies they found helpful before, during, and after listening and speaking
	<input type="checkbox"/> 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="561 478 1464 562">☐ Read a variety of literary texts, graphic texts, and informational texts</li> <li data-bbox="561 573 1464 657">☐ Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</li> <li data-bbox="561 667 1464 751">☐ Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts</li> <li data-bbox="561 762 1464 846">☐ Demonstrate understanding of a text by identifying important information ideas and some supporting details</li> <li data-bbox="561 856 1464 940">☐ Make inferences about texts using stated and implied ideas from the texts as evidence</li> <li data-bbox="561 951 1464 1077">☐ 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> <li data-bbox="561 1087 1464 1171">☐ Identify specific elements of texts and explain how they contribute to the meaning of the texts</li> <li data-bbox="561 1182 1464 1224">☐ Express personal opinions about ideas presented in texts</li> <li data-bbox="561 1234 1464 1308">☐ Identify the point of view presented in a text and suggest some possible alternative perspectives</li> </ul>
<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 1377 1464 1535">☐ 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> <li data-bbox="561 1545 1464 1671">☐ Recognize a few organizational patterns in texts of different types and explain how the patterns help readers understand the texts</li> <li data-bbox="561 1682 1464 1755">☐ Identify a variety of text features and explain how they help readers understand texts</li> </ul>

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

## Writing

Section	Specific Expectations
<i>Developing and Organizing Content</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> <li>□ Identify the topic, purpose, audience, and form for writing</li> </ul>
-generate, gather, and organize ideas and information to write for an intended purpose and	<ul style="list-style-type: none"> <li>□ Generate ideas about a potential topic, using a variety of strategies and resources</li> </ul>
	<ul style="list-style-type: none"> <li>□ Gather information to support ideas for writing in a variety of ways and/or from a variety of sources</li> </ul>
	<ul style="list-style-type: none"> <li>□ Sort ideas and information for their writing in a variety of</li> </ul>

audience	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
	<input type="checkbox"/> 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>	<input type="checkbox"/> Write short texts using a variety of simple forms
	<input type="checkbox"/> 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
	<input type="checkbox"/> Use words and phrases that will help convey their meaning as specifically as possible
	<input type="checkbox"/> 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
	<input type="checkbox"/> Identify their point of view and other possible different points of view on the topic, and determine if their information supports their own view
	<input type="checkbox"/> Identify elements of their writing that need improvement, using feedback from the teacher and peer, with a focus on specific features
	<input type="checkbox"/> Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies
	<input type="checkbox"/> 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</p>	<input type="checkbox"/> Spell familiar words correctly
	<input type="checkbox"/> Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations
	<input type="checkbox"/> Confirm spellings and word meanings or word choices using several different types of resources

knowledge of language conventions, to correct errors, refine expression, and present their work effectively	<input type="checkbox"/> 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
	<input type="checkbox"/> 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
	<input type="checkbox"/> Proofread and correct their writing using guidelines developed with peers and the teacher
	<input type="checkbox"/> Use some appropriate elements of effective presentation in the finished product, including as print, different fonts, graphics, and layout
	<input type="checkbox"/> 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

*Reflecting on Writing Skills and Strategies*

<p>By the end of Grade 3, students will:</p> <p>-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</p>	<input type="checkbox"/> Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
	<input type="checkbox"/> Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
	<input type="checkbox"/> 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>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate an</p>	<input type="checkbox"/> Identify the purpose and intended audience of some media texts
	<input type="checkbox"/> Use overt and implied messages to draw inferences and make meaning in simple media texts

understanding of a variety of media texts	<input type="checkbox"/> Express personal opinions about ideas presented in media texts
	<input type="checkbox"/> Describe how different audiences might respond to specific media texts
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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:	<input type="checkbox"/> 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	<input type="checkbox"/> 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:	<input type="checkbox"/> 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	<input type="checkbox"/> Identify an appropriate form to suit the purpose and audience for a media text they plan to create
	<input type="checkbox"/> Identify conventions and techniques appropriate to the form chosen for a media text they plan to create
	<input type="checkbox"/> 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:	<input type="checkbox"/> 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	<input type="checkbox"/> 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

strategies they found most helpful in understanding and creating media texts	
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## Science & Technology

### Understanding Life Systems: Growth and Changes in Plants

Section	Specific Expectations
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 3, students will:  -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	<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
	<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>	
By the end of Grade 3, students will:  -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	<input type="checkbox"/> Follow established safety procedures and humane practices during science and technology investigations
	<input type="checkbox"/> Observe and compare the parts of a variety of plants
	<input type="checkbox"/> Germinate seeds and record similarities and differences as seedlings develop
	<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
	<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
	<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"> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding that plants grow and change and have distinct characteristics</p>	<ul style="list-style-type: none"> <li>□ Describe the basic needs of plants, including air, water, light, warmth, and space</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe the changes that different plants undergo in their life cycles</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe ways in which plants and animals depend on each other</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify examples of environmental conditions that may threaten plant and animal survival</li> </ul>

## 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="565 636 1421 709">□ Access effects of strong and stable structures on society and the environment</li> <li data-bbox="565 730 1458 804">□ Assess the environmental impact of structures built by various animals and humans</li> </ul>
<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="565 961 1372 1035">□ Follow established safety procedures during science and technology investigations</li> <li data-bbox="565 1056 1437 1161">□ Investigate , through experimentation, how various materials and construction techniques can be used to add strength to structures</li> <li data-bbox="565 1182 1421 1287">□ Investigate, through experimentation, the effects of pushing, pulling, and other forces on the shape and stability of simple structures</li> <li data-bbox="565 1308 1445 1434">□ Use technological problem-solving skills, and knowledge acquired from previous investigations, to design and build a strong and stable structure for a specific purpose</li> <li data-bbox="565 1455 1445 1560">□ Use appropriate science and technology vocabulary, including <i>compression, tension, strut, ties, strength</i> and <i>stability</i>, in oral and written communication</li> <li data-bbox="565 1581 1323 1654">□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<i>Understanding Basic Concepts</i>	
<p>By the end of Grade 3, students will:</p>	<ul style="list-style-type: none"> <li data-bbox="565 1728 1437 1801">□ Define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load</li> <li data-bbox="565 1822 1453 1856">□ Identify structures in the natural environment and in the built</li> </ul>

- demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them	environment
	<input type="checkbox"/> Identify the stability of a structure as its ability to support a load
	<input type="checkbox"/> Identify the stability of a structure as its ability to maintain balance and stay fixed in one spot
	<input type="checkbox"/> 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>	
By the end of Grade 3, students will:  -assess the impact of various forces on society and the environment	<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>	
By the end of Grade 3, students will:  -investigate devices that use forces to create controlled movement	<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:	<input type="checkbox"/> Identify a force as a push or a pull that causes an object to move
- demonstrate an understanding of how forces cause movement and changes in movement	<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**

<b>Section</b>	<b>Specific Expectations</b>
<i>Relating Science and Technology to Society and the Environment</i>	
By the end of Grade 3, students will:	<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
-assess the impact of soils and the environment, and of society and the environment on soils	<input type="checkbox"/> 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
<i>Developing Investigation and Communication Skills</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Follow established safety procedures during science and technology investigations
-investigate the composition and characteristics of different soils	<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

	<ul style="list-style-type: none"> <li>□ Use scientific inquiry/research skills, and knowledge acquired from previous investigations, to determine which type(s) of soil will sustain life</li> </ul>
	<ul style="list-style-type: none"> <li>□ Investigate the process of composting, and explain some advantages and disadvantages of composting</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use appropriate science and technology vocabulary, including <i>clay, sand, loam, pebbles, earth materials</i> and <i>soil</i>, in oral and written communication</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul>
<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"> <li>□ Identify and describe the different types of soils</li> </ul>
	<ul style="list-style-type: none"> <li>□ Identify additives that might be in soil but that cannot always be seen</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe the interdependence between the living and non-living things that make up soil</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

## Social Studies

### Heritage and Citizenship: Communities in Canada 1780 - 1850

Section	Specific Expectations
<i>Application: Life in Canada – Then &amp; 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>

	<ul style="list-style-type: none"> <li>□ Interpret and analyse information relevant to their investigations, using a variety of tools</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Communicate the results of their inquiries using appropriate vocabulary</li> </ul>
<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"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe some of the major challenges facing communities in Canada during this period</li> </ul>
	<ul style="list-style-type: none"> <li>□ Describe the impact of some different kinds of settlements on the natural environment and on any existing settlements</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<ul style="list-style-type: none"> <li>□ 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</li> </ul>

**Canada and World Connections: Living and Working in Ontario**

Section	Specific Expectations
<i>Application: Land Use and the Environment</i>	
By the end of Grade 3,	<ul style="list-style-type: none"> <li>□ Describe some major connections between features of the</li> </ul>

<p>students will:</p> <p>- demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario</p>	<p>natural environment of a region and the type of land use and/or the type of community that is established in that region</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> </ul>
<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"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Interpret and analyse information and data relevant to their investigations, using a variety of tools</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and formats</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities</li> <li><input type="checkbox"/> Identify the major landform regions in Ontario (<i>e.g., the</i></li> </ul>

various Ontario municipalities addresses human needs and wants, including the need for jobs	<i>Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands</i> ), and describe the major characteristics that make each distinct
	<input type="checkbox"/> 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	
<p><b>Elements of Dance</b></p> <ul style="list-style-type: none"> <li>• <i>body</i>: body actions, body shapes, locomotor movements, non-locomotor movements, body bases, use of body zones</li> <li>• <i>space</i>: levels, pathways, directions, size of movement</li> <li>• <i>time</i>: freeze, tempo</li> <li>• <i>energy</i>: force, effort, quality</li> <li>• <i>relationship</i></li> </ul>	
Section	Specific Expectations
<i>Creating and Presenting</i>	
<p>By the end of Grade 3, students will:</p> <p>-apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrases</li> <li><input type="checkbox"/> Use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy</li> <li><input type="checkbox"/> Create dance phrases using a variety of pattern forms</li> <li><input type="checkbox"/> Demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern</li> </ul>
<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 dance pieces and experiences</p>	<ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> Identify, using dance vocabulary, the elements of dance used in their own and other's dance phrases</li> <li><input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members</li> </ul>
<i>Exploring Forms and Cultural Contexts</i>	
<p>By the end of Grade 3, students will:</p>	<ul style="list-style-type: none"> <li><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</li> </ul>

-demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts	performances and social gatherings, or in the classroom
	<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:	<input type="checkbox"/> 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	<input type="checkbox"/> Demonstrate an understanding of how the element of time and place can support the development of role
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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:	<input type="checkbox"/> 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	<input type="checkbox"/> Describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work
	<input type="checkbox"/> 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:	<input type="checkbox"/> 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	<input type="checkbox"/> Demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world
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## 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,	<input type="checkbox"/> Identify and describe ways in which music can be used in a

students will: -demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts	community
	<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>	
By the end of Grade 3, students will:  -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	<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"> <li><input type="checkbox"/> drawing</li> <li><input type="checkbox"/> mixed media</li> <li><input type="checkbox"/> painting</li> <li><input type="checkbox"/> printmaking</li> <li><input type="checkbox"/> sculpture</li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Express personal feelings and ideas about art experiences and images

<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>	<p><input type="checkbox"/> Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work</p>
	<p><input type="checkbox"/> Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art</p>
	<p><input type="checkbox"/> Identify and document their strengths, their interests, and areas for improvement as creators of art</p>
<p><i>Exploring Forms and Cultural Contexts</i></p>	
<p>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</p>	<p><input type="checkbox"/> Identify and describe visual art forms that they see in their home, at school, in their community, and in visual art experiences</p>
	<p><input type="checkbox"/> Demonstrate an awareness of a variety of works of art from diverse communities, times, and places</p>

## 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><b>Identification and Management of Emotions</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<p><b>Stress Management and Coping</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<p><b>Positive Motivation and Perseverance</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
	<p><b>Self-Awareness and Sense of Identity</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>

	a sense of identity and a sense of belonging
	<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>

## 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"> <li>□ 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</li> <li>□ 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</li> <li>□ Describe the benefits of participating in physical activity every day</li> </ul>
<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"> <li>□ 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</li> <li>□ Identify new capabilities and other benefits that may result from improved cardio-respiratory fitness</li> <li>□ Assess their degree of physical exertion during cardio-respiratory fitness activities, using simple self-assessment methods</li> <li>□ Develop and act on personal goals related to physical fitness</li> </ul>
<i>Safety</i>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate responsibility for their</p>	<ul style="list-style-type: none"> <li>□ 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</li> <li>□ Describe how to respond to accidents, including concussions,</li> </ul>

own safety and the safety of others as they participate in physical activities	or injuries incurred while participating in physical activities
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**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>	<input type="checkbox"/> Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment
	<input type="checkbox"/> Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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
	<input type="checkbox"/> 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>	<input type="checkbox"/> 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
	<input type="checkbox"/> 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><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul> <p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board’s concussion protocol</li> </ul> <p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul> <p><b>Human Development and Sexual Health</b></p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ Identify factors that affect physical development and/or emotional development</li> </ul> <p><b>Mental Health Literacy</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
<i>Making Healthy Choices</i>	
<p>By the end of Grade 3, students will:</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of good oral health to overall health, and assess the effect of different food choices on oral</li> </ul>

<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>health</p> <p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online</li> </ul> <p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>
<p><i>Making Connections for Healthy Living</i></p>	
<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><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ Explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices</li> </ul> <p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Explain how the portrayal of fictional violence in various media, both on- and offline, can create an unrealistic view of consequences of real violence</li> </ul> <p><b>Human Development and Sexual Health</b></p> <ul style="list-style-type: none"> <li>□ Describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others</li> </ul> <p><b>Mental Health Literacy</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>