



# GRADE 3

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## *Curriculum Package* *(September 2010)*



Ministry of  
Education

*For ease of reference, this Grade 3 Curriculum Package compiles all Prescribed Learning Outcomes and Suggested Achievement Indicators from within each subject-based Integrated Resource Package (IRP) into one comprehensive document.*

[www.bced.gov.bc.ca/irp](http://www.bced.gov.bc.ca/irp)



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This document provides basic information about the provincial curriculum requirements for **Grade 3** students in British Columbia. The full text of all provincially prescribed curricula is available online at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

## REQUIRED AREAS OF STUDY

As stated in the *Required Areas of Study In An Educational Program Order* ([www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf](http://www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf)), each school year a board must offer to all students in **Grade 3** an educational program that meets all the Prescribed Learning Outcomes set out in the applicable educational program guide in

- English Language Arts, or in the case of a student enrolled in a francophone educational program, French Language Arts
- Social Studies
- Mathematics
- Science
- Physical Education
- Arts Education: Dance, Drama, Music and Visual Arts
- Health and Career Education
- Daily Physical Activity

## HOW TO USE THIS DOCUMENT

For each required area of study for **Grade 3**, the Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators are presented in a series of tables.

### *Prescribed Learning Outcomes*

*Prescribed Learning Outcomes* are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, prescribed learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools are responsible for ensuring that all Prescribed Learning Outcomes for each required area of study are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

All prescribed learning outcomes complete the stem, “It is expected that students will ....”

Prescribed Learning Outcomes are presented by curriculum organizer (and suborganizer as applicable), and for some subjects are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### *Suggested Achievement Indicators*

Suggested Achievement Indicators in relation to each Prescribed Learning Outcome are included to support the assessment of provincially prescribed curricula.

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Suggested Achievement Indicators describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator presents only one aspect of the corresponding learning outcome, the entire set of achievement indicators can assist teachers when determining whether students have fully met the learning outcome.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

## DAILY PHYSICAL ACTIVITY – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>participate in physical activities for a minimum of 30 minutes during each school day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in daily physical activities</li> <li><input type="checkbox"/> participate in physical activity in blocks of at least 10 minutes at a time, totalling a minimum of 30 minutes per day</li> </ul>
<ul style="list-style-type: none"> <li>participate in a range of endurance activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in physical activities that help develop their cardiovascular endurance</li> <li><input type="checkbox"/> participate daily in endurance activities (e.g., brisk walking, swimming, cycling, jogging, soccer, aerobics, dancing, cross-country skiing, relay games, tag games)</li> </ul>
<ul style="list-style-type: none"> <li>participate in a range of strength activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in activities that help develop their strength</li> <li><input type="checkbox"/> participate daily in activities that help to develop the strength of different muscle groups (e.g., rope climbing, push-ups, racquet and ball games, core strength training, skating)</li> </ul>
<ul style="list-style-type: none"> <li>participate in a range of flexibility activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in activities that help develop their flexibility</li> <li><input type="checkbox"/> participate daily in activities that help to develop the flexibility of different parts of the body (e.g., stretches, pilates, dancing)</li> </ul>





# ENGLISH LANGUAGE ARTS – GRADE 3

## Prescribed Learning Outcomes and Suggested Achievement Indicators



### ORAL LANGUAGE (PURPOSES)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> <li>- contributing to a class goal</li> <li>- sharing and explaining ideas, viewpoints, and opinions</li> <li>- making connections</li> <li>- solving problems</li> <li>- completing tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> share ideas relevant to class activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming)</li> <li><input type="checkbox"/> engage in partner, small group, and whole class discussion to accomplish a structured task (e.g., plan a class celebration)</li> <li><input type="checkbox"/> share ideas, opinions, and feelings relevant to class activities and discussions (e.g., in pairs and small and whole group activities, brainstorming, book club, community circle)</li> <li><input type="checkbox"/> ask for assistance from peers and adults</li> <li><input type="checkbox"/> speak and listen to respond to the needs of others, considering verbal and nonverbal cues (e.g., tone, inflection, facial expression)</li> </ul>
<p>A2 use speaking to explore, express, and present ideas, information, and feelings for different purposes, by</p> <ul style="list-style-type: none"> <li>- staying on topic in a focussed discussion</li> <li>- recounting experiences in a logical sequence</li> <li>- presenting a central idea with supporting details</li> <li>- using specific and descriptive vocabulary</li> <li>- sharing connections made</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify purpose for speaking or presenting (e.g., to deliver short simple report, share an experience, give an oral explanation or instructions)</li> <li><input type="checkbox"/> discuss and present ideas and information that is understandable and generally complete (e.g., states a clear topic, is logically sequenced, includes some explanations, examples, or details)</li> <li><input type="checkbox"/> explain own viewpoint and give reasons</li> <li><input type="checkbox"/> use tone, volume, pace, intonation, and gesture to enhance meaning</li> <li><input type="checkbox"/> provide a beginning, middle, and an end, including concrete details that develop a central idea</li> <li><input type="checkbox"/> plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, and tone</li> <li><input type="checkbox"/> make descriptive presentations that use sensory detail to support unified impressions of people, places, things, or experiences</li> <li><input type="checkbox"/> use clear and specific vocabulary to communicate ideas and establish a tone</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A3 listen purposefully to understand ideas and information, by</p> <ul style="list-style-type: none"> <li>– identifying the main ideas and supporting details</li> <li>– generating questions</li> <li>– visualizing and sharing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and state a purpose for listening</li> <li><input type="checkbox"/> identify and retell main ideas and supporting details</li> <li><input type="checkbox"/> after listening, generate questions with classmates to explore a topic further</li> <li><input type="checkbox"/> follow oral instructions and demonstrations to complete multistep tasks (e.g., simple science experiment, recipes)</li> <li><input type="checkbox"/> demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expressions)</li> <li><input type="checkbox"/> attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak)</li> </ul>

**ORAL LANGUAGE (STRATEGIES)**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A4 use a variety of <b>strategies</b> when interacting with others, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making and sharing connections</li> <li>– asking questions for clarification and understanding</li> <li>– taking turns as speaker and listener</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task</li> <li><input type="checkbox"/> connect and relate prior experiences, insights, and ideas to those of a speaker</li> <li><input type="checkbox"/> make connections to personal and shared ideas and experiences by talking in pairs (e.g., listen and add to partner’s ideas)</li> <li><input type="checkbox"/> follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions)</li> <li><input type="checkbox"/> respond to questions with appropriate elaboration</li> <li><input type="checkbox"/> balance role of self as speaker and listener, and follow the rules of conversation</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A5 use a variety of strategies when interacting with others including presenting ideas, information, and feelings, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– accessing prior knowledge</li> <li>– generating ideas</li> <li>– making and sharing connections</li> <li>– asking questions to clarify and confirm meaning</li> <li>– organizing information</li> <li>– practising delivery</li> <li>– self-monitoring and self-correcting in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify topic, audience, and purpose for their oral presentations</li> <li><input type="checkbox"/> discuss what they already know about the topic and what the audience needs to know</li> <li><input type="checkbox"/> ask and answer questions to focus topics or identify need for further information</li> <li><input type="checkbox"/> organize information and ideas chronologically or around major points of information (e.g., use graphic organizers, generate research questions, and collect information)</li> <li><input type="checkbox"/> provide a context for an incident that is the subject of the presentation</li> <li><input type="checkbox"/> practise delivery for presentations (e.g., speak clearly and audibly, face audience)</li> <li><input type="checkbox"/> clarify and enhance oral presentations through the use of appropriate visual aids</li> <li><input type="checkbox"/> monitor volume and tone of voice, depending on the situation (e.g., speaking to a guest vs. interacting at recess)</li> </ul>
<p>A6 use a variety of <b>strategies</b> when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> <li>– accessing prior knowledge</li> <li>– making predictions about content before listening</li> <li>– focussing on the speaker</li> <li>– listening for specifics</li> <li>– asking questions</li> <li>– recalling and summarizing</li> <li>– visualizing</li> <li>– monitoring comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use prior knowledge and understanding of a topic to make reasonable predictions</li> <li><input type="checkbox"/> contribute to an advance list of questions about a topic or story</li> <li><input type="checkbox"/> focus on a particular aspect of a presentation (e.g., descriptive language, evidence of bias, new vocabulary)</li> <li><input type="checkbox"/> ask questions to clarify (e.g., recognize when information is not making sense, ask speaker to clarify)</li> <li><input type="checkbox"/> identify main ideas and supporting details</li> <li><input type="checkbox"/> use techniques to aid memory retention when listening (e.g., sketch, connect with a personal experience or other known idea, visualize, use a graphic organizer)</li> <li><input type="checkbox"/> retell, paraphrase, and explain what has been said by a speaker</li> </ul>

ORAL LANGUAGE (THINKING)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A7 demonstrate enhanced vocabulary knowledge and usage</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> talk about new words and ideas with others</li> <li><input type="checkbox"/> use clear language that incorporates specific vocabulary from content areas, texts, and class discussion</li> <li><input type="checkbox"/> use specific vocabulary when describing events or aspects of texts</li> <li><input type="checkbox"/> use language to compare and contrast items and ideas (e.g., same as, different from)</li> </ul>
<p>A8 engage in speaking and listening activities to develop a deeper understanding of <b>texts</b> (e.g. creative responses to <b>text</b>)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> make inferences about characters’ feelings or the story problem</li> <li><input type="checkbox"/> select a personally significant idea or item and explain its importance</li> <li><input type="checkbox"/> make some connections to other selections (e.g., compare a character in a poem to one represented in a painting)</li> <li><input type="checkbox"/> express a personal viewpoint and recognize that it may differ from others’ views</li> <li><input type="checkbox"/> compare ideas and viewpoints expressed in broadcast and print media</li> <li><input type="checkbox"/> relate their understanding of the responses of peers to what they have heard, read, or viewed</li> </ul>
<p>A9 use speaking and listening to extend thinking, by</p> <ul style="list-style-type: none"> <li>– acquiring new ideas</li> <li>– making connections</li> <li>– inquiring</li> <li>– comparing and contrasting</li> <li>– summarizing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify logical connections between new information and ideas</li> <li><input type="checkbox"/> ask a question and speculate about new possibilities (e.g., “I wonder if...,” “What would happen if...”)</li> <li><input type="checkbox"/> use oral language to describe similarities and differences among texts in various genres (e.g., compare stories from various cultures, such as several versions of a fairy tale; compare film and print versions of a story)</li> <li><input type="checkbox"/> compare their own predictions and opinions with those of others</li> <li><input type="checkbox"/> describe the essence of the author’s message</li> <li><input type="checkbox"/> explain a simple problem or issue (e.g., class, school, or community)</li> <li><input type="checkbox"/> in structured situations (e.g., role play, A/B partners, class discussions) suggest alternative ways to use language to resolve problems and, with teacher support, consider the impact of the various choices</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– reflecting on and discussing peer and adult feedback</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> review recent speaking and listening activities to identify the qualities of good listeners and speakers, including those that they demonstrate</li> <li><input type="checkbox"/> contribute a relevant idea to discussions to develop a class generated criteria list about effective speaking and listening activities (e.g., focus on speaker, face audience, do not interrupt)</li> <li><input type="checkbox"/> describe their own strengths and feelings (e.g., comfort level) while presenting or listening, informally or formally</li> <li><input type="checkbox"/> using class-generated criteria, set a goal for improvement and reflect on progress toward meeting the goal</li> <li><input type="checkbox"/> state an achievable goal for future speaking and listening, with teacher support</li> </ul>

**ORAL LANGUAGE (FEATURES)**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A11 use the <b>features</b> of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> <li>– <b>text structure</b></li> <li>– sentence lengths and types</li> <li>– transitions</li> <li>– <b>syntax</b> (i.e., grammar and usage)</li> <li>– enunciation</li> <li>– receptive listening posture</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> during presentations, stay on topic, sequence ideas in meaningful ways, and include a beginning, middle, and end</li> <li><input type="checkbox"/> use a variety of statements, commands, and questions; may make a few errors, but these do not interfere with meaning</li> <li><input type="checkbox"/> speak with subject-verb agreement, and use pronouns, adjectives, compound words, and articles correctly</li> <li><input type="checkbox"/> use past, present, and future tenses properly</li> <li><input type="checkbox"/> use a variety of simple ordering or connecting words to link ideas in their speech (e.g., but, because, who, first, finally)</li> <li><input type="checkbox"/> self-correct most errors of <b>syntax</b></li> <li><input type="checkbox"/> speak clearly and audibly (e.g., pronounce familiar words correctly; may stumble over newly acquired vocabulary)</li> <li><input type="checkbox"/> focus on the speaker when listening</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A12 recognize the <b>structures</b> and patterns of language in oral <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– word families</li> <li>– root words</li> <li>– <b>sound devices</b>, such as rhyme, repetition, and alliteration</li> <li>– structural sequencing cues</li> <li>– <b>idiomatic expressions</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate knowledge of root words, compound words, and syllabication</li> <li><input type="checkbox"/> identify and effectively use common prefixes, suffixes, and word endings</li> <li><input type="checkbox"/> follow a simple rhythmic pattern when reciting a poem (e.g., a rap, limerick, or verse used to skip rope)</li> <li><input type="checkbox"/> recognize obvious alliteration in songs, chants, stories, or poems</li> <li><input type="checkbox"/> discuss language patterns in simple poems (e.g., rhyme and repetition)</li> <li><input type="checkbox"/> identify and use structural sequencing cues (e.g., first, next)</li> <li><input type="checkbox"/> begin to identify some <b>idiomatic expressions</b> and their meanings and purposes (e.g., “It’s raining cats and dogs.”)</li> </ul>

READING AND VIEWING (PURPOSES)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 read <b>fluently</b> and demonstrate comprehension of a range of <b>grade-appropriate</b> literary <b>texts</b>, such as</p> <ul style="list-style-type: none"> <li>– stories from various Aboriginal and other cultures</li> <li>– stories from a variety of <b>genres</b> (e.g., folktales, legends, adventure, humour, biographies, mysteries)</li> <li>– series and chapter books</li> <li>– picture books</li> <li>– poems</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> read grade-appropriate literary texts independently and collectively (e.g., choral reading and readers’ theatre), with accuracy, comprehension, and fluency, including expression and phrasing</li> <li><input type="checkbox"/> summarize major points from fiction and retell events in the correct general sequence</li> <li><input type="checkbox"/> make inferences (e.g., about characters or situations)</li> <li><input type="checkbox"/> describe similarities and differences among texts and among genres</li> <li><input type="checkbox"/> make text-to-text, text-to-self, and text-to-world connections</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text</li> <li><input type="checkbox"/> identify images, rhythmic patterns, and themes in poems, citing</li> <li><input type="checkbox"/> specific words or phrases</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 read <b>fluently</b> and demonstrate comprehension of <b>grade-appropriate</b> information texts, such as</p> <ul style="list-style-type: none"> <li>– non-fiction books</li> <li>– textbooks and other instructional materials</li> <li>– materials that contain simple diagrams, charts or maps</li> <li>– reports and articles from children’s magazines</li> <li>– reference materials</li> <li>– web sites designed for children</li> <li>– instructions and procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing</li> <li><input type="checkbox"/> use a variety of print and electronic reference sources (e.g., dictionaries and glossaries)</li> <li><input type="checkbox"/> offer reactions and opinions with some supporting reasons or explanation</li> <li><input type="checkbox"/> describe and demonstrate use of ‘text features’ (e.g., titles, captions, text highlighting, illustrations) to gain understanding of information texts (e.g., index to answer a question or locate specific details; table of contents to locate information)</li> <li><input type="checkbox"/> accurately identify or summarize main topics addressed in a selection; create logical categories and sort information; may need some prompting</li> <li><input type="checkbox"/> use relevant details in answers and explanations (e.g., skim and scan text to find details)</li> <li><input type="checkbox"/> demonstrate comprehension by sketching, completing a cloze activity, or acting out the text</li> <li><input type="checkbox"/> follow written procedures (e.g., carry out a simple experiment, follow task cards as part of a station’s activity)</li> </ul>
<p>B3 read and reread <b>just-right texts</b> independently for 20 minutes daily for enjoyment and to increase <b>fluency</b> and comprehension</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> choose a <b>just-right text</b> on their own</li> <li><input type="checkbox"/> read and reread independently for a sustained period daily (e.g., 20 to 30 minutes)</li> <li><input type="checkbox"/> read <b>just-right texts</b> aloud with comprehension and <b>fluency</b>, including expression (e.g., proper intonation and phrasing)</li> <li><input type="checkbox"/> show engagement in reading, and describe self as a reader</li> </ul>
<p>B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe key messages and images and relevant details in response to questions or activities</li> <li><input type="checkbox"/> identify main ideas</li> <li><input type="checkbox"/> interpret cartoons, graphs, illustrations, and diagrams in subject areas across the curriculum (e.g., social studies, science)</li> </ul>

READING AND VIEWING (STRATEGIES)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B5 use a variety of strategies before reading and viewing, including</p> <ul style="list-style-type: none"> <li>- accessing prior knowledge to make connections</li> <li>- setting a purpose</li> <li>- making predictions</li> <li>- asking questions</li> <li>- previewing <b>texts</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> write down and share what they already know about a topic or idea (e.g., using organizers)</li> <li><input type="checkbox"/> make logical predictions about content based on understanding of story <b>structure</b> and prior knowledge</li> <li><input type="checkbox"/> preview the <b>text</b>, using prior knowledge to generate questions</li> <li><input type="checkbox"/> describe and use '<b>text features</b>' (e.g., headings, diagrams, table of contents) to anticipate and ask questions about content</li> <li><input type="checkbox"/> identify a variety of sources to locate information about a topic (e.g., encyclopedias, trade books, Internet), with <b>teacher support</b></li> <li><input type="checkbox"/> begin to <b>skim</b> and <b>scan</b></li> </ul>
<p>B6 use a variety of <b>strategies</b> during reading and viewing to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>- predicting</li> <li>- making connections</li> <li>- visualizing</li> <li>- asking and answering questions using '<b>text features</b>'</li> <li>- self-monitoring and self-correcting</li> <li>- figuring out unknown words</li> <li>- reading selectively</li> <li>- summarizing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> check predictions, confirm, and revise predictions based on information from reading and viewing</li> <li><input type="checkbox"/> visualize, sketch, or use <b>graphic organizers</b> to support comprehension (e.g., mind map, quadrants)</li> <li><input type="checkbox"/> use <b>graphophonic, semantic, and syntactic</b> cues in combination to <b>decode</b> unfamiliar words</li> <li><input type="checkbox"/> use knowledge of prefixes and suffixes to determine word meaning</li> <li><input type="checkbox"/> use '<b>text features</b>' such as glossaries, dictionaries, headings, captions, illustrations, and navigation bars to find information and figure out unfamiliar words</li> <li><input type="checkbox"/> discuss and summarize what they have read or viewed, at intervals and at the end</li> <li><input type="checkbox"/> read and reread grade-appropriate <b>texts</b> with <b>fluency</b> and comprehension</li> <li><input type="checkbox"/> use self-correcting <b>strategies</b> such as rereading, <b>skimming</b>, or reading ahead to locate information or clarify meaning when a passage is not making sense</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B7 use a variety of <b>strategies</b> after reading and viewing to confirm and extend meaning, including</p> <ul style="list-style-type: none"> <li>– self-monitoring and self-correcting</li> <li>– generating and responding to questions</li> <li>– generating a response</li> <li>– visualizing</li> <li>– retelling and summarizing</li> <li>– using <b>‘text features’</b> to locate information</li> <li>– using <b>graphic organizers</b> to record information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> reread and <b>skim</b> to find specific details needed for questions or activities</li> <li><input type="checkbox"/> reread, <b>skim</b>, or “re-view” for details and to confirm meaning</li> <li><input type="checkbox"/> ask and respond to questions related to the material read or viewed</li> <li><input type="checkbox"/> identify connected story events or informational facts in materials read or viewed</li> <li><input type="checkbox"/> use <b>graphic organizers</b> to record information (e.g., T-chart, key words, “five things I learned”)</li> <li><input type="checkbox"/> summarize the “big idea” or author’s message, and give evidence to support the summary</li> <li><input type="checkbox"/> write a response to demonstrate and develop comprehension</li> <li><input type="checkbox"/> use <b>‘text features’</b> (e.g., headings, illustrations, diagrams) to locate and summarize information</li> </ul>

**READING AND VIEWING (THINKING)**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B8 respond to selections they read or view, by</p> <ul style="list-style-type: none"> <li>– expressing an opinion with some supporting evidence</li> <li>– making <b>text-to-self</b>, <b>text-to-text</b>, and <b>text-to-world</b>)</li> <li>– giving reasons for choosing to read or view particular <b>texts</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> offer reactions and opinions with some supporting reasons and explanations</li> <li><input type="checkbox"/> talk about relationships between themselves and <b>texts</b> (e.g., characters and situations)</li> <li><input type="checkbox"/> discuss their favourite <b>texts</b></li> <li><input type="checkbox"/> create a written response to <b>text</b> making personal connections (<b>text-to-self</b>), connections to other <b>texts (text-to-text)</b>, and related events (<b>text-to-world</b>)</li> </ul>
<p>B9 read and view to extend thinking, by</p> <ul style="list-style-type: none"> <li>– predicting</li> <li>– developing connections and explanations</li> <li>– distinguishing between fact and fiction</li> <li>– drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create representations that demonstrate thinking before reading and viewing and thinking after reading and viewing (e.g., colourcoded mind maps, prediction charts)</li> <li><input type="checkbox"/> distinguish between fact and opinion in <b>texts</b></li> <li><input type="checkbox"/> tell some ways new information is consistent with other information about the topic</li> <li><input type="checkbox"/> make logical connections between new information and ideas in a selection and what they already know and believe about the topic</li> <li><input type="checkbox"/> identify common characteristics between fictional texts and between information <b>texts</b></li> <li><input type="checkbox"/> demonstrate developing <b>critical literacy</b> by discussing how viewpoint influences messages (e.g., in advertising)</li> <li><input type="checkbox"/> analyse a story in terms of cause and effect and draw conclusions</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> <li>– referring to class-generated criteria</li> <li>– setting goals and creating a plan for improvement</li> <li>– taking steps toward achieving goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the <b>strategies</b> that good readers/viewers use before, during, and after reading and viewing</li> <li><input type="checkbox"/> review class-generated criteria for effective reading and viewing</li> <li><input type="checkbox"/> identify the <b>strategies</b> they use before and during reading to make meaning and figure out words</li> <li><input type="checkbox"/> set personal and class goals for future reading and viewing</li> <li><input type="checkbox"/> follow a plan for achieving goals to improve reading and viewing</li> <li><input type="checkbox"/> choose books they can read and want to read; explain why a chosen book is a <b>just-right text</b></li> <li><input type="checkbox"/> discuss their reading and viewing using vocabulary pertaining to <b>texts</b> and to assessment</li> <li><input type="checkbox"/> reflect on their reading or viewing to identify a <b>strategy</b> they could use more often or do not yet use</li> </ul>

**READING AND VIEWING (*Features*)**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B11 recognize and derive meaning from the <b>structures</b> and <b>features</b> of <b>texts</b>, including</p> <ul style="list-style-type: none"> <li>– <b>form</b>, function, and <b>genre of text</b> (e.g., brochure about smoking to inform students; <b>genre</b> is persuasive)</li> <li>– <b>literary elements</b> (e.g., plot, <b>conflict</b>, <b>theme</b>, character, setting)</li> <li>– <b>literary devices</b> (e.g., imagery, sensory detail, simile, metaphor)</li> <li>– <b>‘text features’</b> (e.g., headings, diagrams, columns, sidebars)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> point out <b>‘text features’</b> in a simple information <b>text</b> and suggest what purpose they serve</li> <li><input type="checkbox"/> use vocabulary such as plot, <b>conflict</b>, <b>theme</b>, character, setting, <b>imagery</b>, <b>simile</b>, rhyme, rhythm, <b>alliteration</b>, punctuation, glossary, index, word order, scrolling, and indenting to talk about reading and viewing</li> <li><input type="checkbox"/> identify rhythmic patterns in simple poems</li> <li><input type="checkbox"/> recognize obvious uses of <b>literary devices</b>, jargon, and technical words, with <b>teacher support</b></li> <li><input type="checkbox"/> relate their knowledge of <b>conventions</b> to their expectations of a <b>text</b> (e.g., knowing that maps generally have a legend can help them obtain information from an atlas; knowing about alphabetical order can help them use dictionaries)</li> <li><input type="checkbox"/> identify and explain the characteristics of a strong persuasive piece</li> <li><input type="checkbox"/> compare alternative representations that seek to achieve a similar purpose (e.g., TV ad vs. newspaper ad)</li> </ul>

WRITING AND REPRESENTING (*Purposes*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 create a variety of clear <b>personal writing</b> and representations that express connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> <li>- <b>ideas</b> supported by related details</li> <li>- <b>sentence fluency</b> using a variety of sentence lengths and patterns</li> <li>- experimentation with <b>word choice</b> by using new and different words</li> <li>- an emerging <b>voice</b> demonstrating a developing writing <b>style</b></li> <li>- an <b>organization</b> that is meaningful and logical</li> </ul>	<p><input type="checkbox"/> create a variety of types of <b>personal writing</b> and representations (e.g., quick writes, reading responses, journal entries, story descriptions, personal letters, and may include <b>impromptu writing</b>) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>- makes sense, and develops related ideas, images, or feelings</li> <li>- may be sustained for several paragraphs</li> <li>- includes pictures and <b>text</b> working harmoniously to enhance the topic, but writing can be understood without visual support</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>- includes some sentences that read smoothly while others do not</li> <li>- includes sentences that start in a variety of ways</li> <li>- features new and different words to describe feelings, opinions, and ideas</li> <li>- evidences an emerging <b>voice</b> that expresses individuality and personal connections to <b>text</b> or experiences</li> <li>- shows attempts to emulate the <b>style</b> of authors</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>- uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>- uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>- demonstrates increasingly smooth transitions between ideas</li> <li>- includes some successful use of paragraphs</li> <li>- may include a variety of connecting words to combine ideas and indicate comparisons</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 create a variety of clear, easy-to-follow <b>informational writing</b> and representations, featuring</p> <ul style="list-style-type: none"> <li>– <b>ideas</b> that are adequately developed through relevant details and explanations</li> <li>– <b>sentence fluency</b> through a variety of correctly constructed sentences</li> <li>– <b>word choice</b> by using some new and precise words including content-specific vocabulary</li> <li>– a <b>voice</b> that demonstrates interest in and knowledge of the topic</li> <li>– an <b>organization</b> that includes an introduction, and logically connected and sequenced details</li> </ul>	<p>❑ create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and explains information</li> <li>– includes a focussed topic that is clear and coherent</li> <li>– includes information that is accurate and complete</li> <li>– includes visuals and <b>text</b> that work jointly to support the topic</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– evidences language that is clear and natural</li> <li>– includes complete sentences, and most read smoothly</li> <li>– includes a variety of sentence types, lengths, and structures such as <b>simple</b> and <b>compound</b>; may attempt <b>complex</b></li> <li>– features the use of paragraphs with some degree of success</li> <li>– shows understanding of the topic through personal experience and/or research</li> <li>– shows a sense of audience or consideration for the reader</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– contains a variety of carefully chosen connecting words to combine ideas and to indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– includes visual information (e.g., illustrations, diagrams) that is clear and relevant to the written <b>text</b></li> <li>– features a title that captures the main idea</li> <li>– evidences attempts to develop effective <b>leads</b> and endings</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 create a variety of <b>imaginative writing</b> and representations following patterns modelled from literature, featuring</p> <ul style="list-style-type: none"> <li>– ideas developed through interesting <b>sensory detail</b></li> <li>– <b>sentence fluency</b> developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural</li> <li>– experimentation with <b>word choice</b> by using new, unusual words and varied descriptive and sensory language</li> <li>– an emerging <b>voice</b> demonstrating a developing writing <b>style</b></li> <li>– an <b>organization</b> that develops logically from an engaging opening through to a satisfying ending</li> </ul>	<p><input type="checkbox"/> create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing) that demonstrate the following criteria</p> <p><b>Meaning in “Performance Standards”/Ideas in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– makes sense and focusses on a central idea, image, or <b>mood</b></li> <li>– contains descriptions enhanced through sensory detail</li> <li>– features a topic that shows imagination and may be original</li> <li>– may be made up of several paragraphs</li> <li>– may include pictures to enhance the main ideas but visuals are not necessary for comprehension</li> </ul> <p><b>Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– is beginning to emulate the <b>style</b> of authors</li> <li>– contains a variety of sentence types and patterns, lengths, and structures such as <b>simple, compound</b>, and sometimes <b>complex</b></li> <li>– features sentences that are complete and usually read smoothly</li> <li>– uses some figurative language to create descriptive images</li> <li>– shows emerging individuality in writing <b>style</b></li> <li>– captures a <b>mood</b></li> <li>– shows a sense of audience and attempts to make an impact</li> </ul> <p><b>Form in “Performance Standards”/Organization in “Traits of Writing.”</b> The writing/representation:</p> <ul style="list-style-type: none"> <li>– uses <b>genre</b> or <b>form</b> appropriate to purpose and audience</li> <li>– uses <b>text structures</b> appropriate to <b>form</b> or <b>genre</b></li> <li>– features a variety of connecting words to combine ideas,</li> <li>– indicate comparisons, sequence, and describe cause and effect relationships</li> <li>– develops a complete plot with characters, setting, problems, events, and resolutions, when in story <b>form</b></li> <li>– shows an attempt to follow a poetic <b>form</b>, but stanzas may not have a logical division</li> <li>– features a thoughtful and effective title</li> </ul> <p><i>See “Features” section for additional criteria relating to features and conventions.</i></p>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C4 use a variety of <b>strategies</b> before writing and representing, including</p> <ul style="list-style-type: none"> <li>– setting a purpose</li> <li>– identifying an audience</li> <li>– participating in developing class generated criteria</li> <li>– generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> contribute to class discussion to generate criteria about what makes good writing and representing (e.g., great leads, writing in the style of an author, showing rather than telling what is happening, examining anonymous writing samples)</li> <li><input type="checkbox"/> set a purpose for the writing and representing and identify an audience (e.g., writing a personal memoir to share with reading buddy, writing an announcement for the school PA system)</li> <li><input type="checkbox"/> generate ideas for writing and select a topic of personal connection (e.g., engage in brainstorming sessions and partnertalk, examine models of good literature/graphics)</li> <li><input type="checkbox"/> narrow the topic to a manageable size (e.g., “All About Soccer” narrowed to “How to Score a Goal”)</li> <li><input type="checkbox"/> make written plans and use <b>graphic organizers</b> (e.g., mind maps, fishbone, storyboards) to organize and sequence ideas</li> <li><input type="checkbox"/> gather information in preparation for writing and representing by drawing on personal interest or prompts (e.g., talking with others; interviewing informed people; using books, labels, charts and diagrams; using models of good literature, watching videos; sketching ideas; or making lists to sequence events)</li> </ul>

WRITING AND REPRESENTING (*Strategies*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C5 use a variety of strategies during writing and representing to express thoughts, including</p> <ul style="list-style-type: none"> <li>– referring to class generated criteria</li> <li>– referring to word banks</li> <li>– examining models of literature/visuals</li> <li>– using information from multiple sources</li> <li>– consulting reference materials</li> <li>– <b>revising</b> and <b>editing</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> continue to expand ideas from prewriting when writing or representing (e.g., add detail to webs, generate quick writes, examine picture books for style, incorporate vocabulary from word banks, list additional ideas, ask for feedback from others)</li> <li><input type="checkbox"/> use examples or models of some forms of writing or representing to assist in organization of writing (e.g., picture book leads, headlines from simple news articles, large font on posters)</li> <li><input type="checkbox"/> refer to and use class-generated criteria (e.g., use precise nouns and powerful verbs, “show rather than tell,” make a clear picture)</li> <li><input type="checkbox"/> use appropriate print and electronic reference material to find additional information on a topic</li> <li><input type="checkbox"/> enhance <b>word choice</b> (e.g., make lists of sensory words relating to the topic, use newly acquired vocabulary from a word bank, refer to and select from lists of connecting words)</li> <li><input type="checkbox"/> create variety in sentence structures and patterns to develop <b>sentence fluency</b> (e.g., sentences of different types and lengths)</li> <li><input type="checkbox"/> adjust writing to ensure that the form and tone are suitable for the intended audience (e.g., party invitation vs. a letter to a grandparent)</li> <li><input type="checkbox"/> use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)</li> <li><input type="checkbox"/> begin to revise and edit as the writing is created</li> </ul>
<p>C6 use a variety of <b>strategies</b> after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>– checking their work against established criteria</li> <li>– <b>revising</b> to enhance writing traits (e.g., <b>ideas, sentence fluency, word choice, voice, organization</b>)</li> <li>– <b>editing for conventions</b> (e.g., capitals, punctuation, spelling)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> check writing against class criteria (e.g., variety of sentence types and lengths, precise language, legibility)</li> <li><input type="checkbox"/> after checking work against criteria, select areas for <b>revision</b>, and <b>revise</b> to enhance work</li> <li><input type="checkbox"/> accept and incorporate some <b>revision</b> suggestions from peers and teacher (e.g., add some descriptive vocabulary, detail on poster)</li> <li><input type="checkbox"/> engage in <b>editing</b> a piece of writing independently or with a peer (e.g., use a proofreading guide independently or with a buddy, read work aloud, check spelling by referring to <b>word walls</b> and dictionaries, check punctuation, check that the <b>text</b> has appropriate visual features)</li> <li><input type="checkbox"/> share and <b>publish</b> selected <b>texts</b> (e.g., gallery walks)</li> </ul>

WRITING AND REPRESENTING (*Thinking*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C7 use writing and representing to express personal responses and opinions about experiences and texts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> respond in writing or representing by expressing feelings or thoughts about experiences and texts (e.g., something they have read, heard, or viewed; a field trip experience; information from a guest speaker, film, or science experiment)</li> <li><input type="checkbox"/> use new vocabulary in a response</li> <li><input type="checkbox"/> use various forms of response (e.g., written, visual, kinesthetic, electronic)</li> </ul>
<p>C8 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>- developing explanations</li> <li>- expressing an alternative viewpoint</li> <li>- demonstrating new understandings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the logic of the conclusions in their own writing and representations (e.g., in writing alternative endings to a story)</li> <li><input type="checkbox"/> after participating in structured activities, explain and give evidence of their thinking through writing or representing</li> <li><input type="checkbox"/> reorganize information from one form to another (e.g., rewrite the plot from one of the character’s viewpoint, turn a poem into a collage)</li> <li><input type="checkbox"/> revise some written passages to clarify meaning</li> <li><input type="checkbox"/> demonstrate an awareness of other perspectives (e.g., how it would feel to be a new student in the class) by writing from someone else’s viewpoint</li> </ul>
<p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>- referring to class generated criteria</li> <li>- setting goals and creating a plan for improvement</li> <li>- taking steps toward achieving goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe some of the processes they used before, during, and after to create the product (e.g., prewriting, drafting, building criteria, revision, basic editing, and sometimes publishing or presenting)</li> <li><input type="checkbox"/> use criteria to identify strengths and make suggestions about their own or others’ work (e.g., compare work to class-developed criteria using a checklist, highlighting, or T-chart)</li> <li><input type="checkbox"/> set personal goals for writing or representing (e.g., identify an important aspect to work on next)</li> <li><input type="checkbox"/> create simple plans to reach the goals they have set</li> <li><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take part in a writing celebration)</li> </ul>



WRITING AND REPRESENTING (*Features*)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C10 use the <b>features</b> and <b>conventions</b> of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> <li>- complete <b>simple</b> and <b>compound sentences</b></li> <li>- various sentence types (e.g., <b>declarative, interrogative, imperative, exclamatory</b>)</li> <li>- paragraphs, with some</li> <li>- accuracy</li> <li>- correct subject-verb agreement</li> <li>- past and present tenses</li> <li>- noun and pronoun agreement</li> <li>- capitalization in titles of books and stories</li> <li>- punctuation at the end</li> <li>- of sentences</li> <li>- apostrophes to form common contractions and to show possession</li> <li>- commas in a series, dates, addresses, and locations</li> <li>- new words from their oral language and reading experiences</li> </ul> <p><i>Suborganizer 'Features' PLO C10 continued next page</i></p>	<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use <b>simple</b> and <b>compound sentences</b></li> <li><input type="checkbox"/> use paragraphs, but divisions may be inconsistent</li> <li><input type="checkbox"/> use correct tenses in <b>simple</b> and <b>compound sentences</b></li> <li><input type="checkbox"/> ensure subjects and verbs agree</li> <li><input type="checkbox"/> use pronouns correctly</li> <li><input type="checkbox"/> use past and present tenses</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use periods, questions marks, or exclamation marks at the end of sentences</li> <li><input type="checkbox"/> use commas in a series, dates, addresses, and locations</li> <li><input type="checkbox"/> use apostrophes for common contractions and possessives</li> <li><input type="checkbox"/> use capital letters appropriately in titles of books and stories</li> <li><input type="checkbox"/> use quotation marks, although often inconsistently</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Suborganizer 'Features' PLO C10 continued</i></p> <ul style="list-style-type: none"> <li>- spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory</li> <li>- conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist</li> <li>- <b>strategies</b> for correctly spelling frequently misspelled words</li> <li>- legible print, and begin to show proper alignment, shape, and slant of cursive writing</li> <li>- spacing words and sentences consistently on a line and page</li> </ul>	<p><b>Vocabulary and Spelling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use conventional Canadian spelling for familiar and frequently used words; may use <b>invented spelling</b> of complex, technical, or specialized words</li> <li><input type="checkbox"/> use spelling patterns and <b>strategies</b>, such as <b>phonic knowledge</b> or <b>invented spelling</b>, when writing regular three-syllable words, irregular plurals, and unknown words</li> <li><input type="checkbox"/> identify frequently misspelled words, and develop <b>strategies</b> for learning to spell them correctly (e.g., “i” before “e,” except after “c”)</li> <li><input type="checkbox"/> use newly acquired vocabulary in writing to produce a variety of effects</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> print legibly and begin to show proper alignment, shape, and slant for cursive writing</li> <li><input type="checkbox"/> appropriately space written work</li> <li><input type="checkbox"/> ensure formatting consistency if word processing</li> <li><input type="checkbox"/> ensure headings and titles are clear and helpful for a reader</li> <li><input type="checkbox"/> use illustrations, charts, and diagrams to support the <b>text</b></li> </ul>

## ARTS EDUCATION: DANCE – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators



#### CREATING DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 move expressively to a variety of sounds and music</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> move expressively in response to a variety of sounds and music (e.g., a drum beat, recorded music, poetry read aloud), demonstrating               <ul style="list-style-type: none"> <li>– response to expressive elements of music (e.g., timbre of instruments and voices, hard and soft articulations)</li> <li>– variety of movements (e.g., based in specific dance styles, isolating certain body part)</li> </ul> </li> <li><input type="checkbox"/> describe how changes in sounds and music affect their movements (e.g., making smaller body shapes in response to quieter music)</li> </ul>
<p>A2 create movement sequences based on patterns, stories, and themes</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> move to express events, actions, ideas, or feelings elicited by a variety of inspirations, representing               <ul style="list-style-type: none"> <li>– stories and characters (e.g., from stories they have created, variations on fairy tales)</li> <li>– themes, topics, and events (e.g., specific holidays, stars and planets, life cycle of a salmon, pioneers)</li> </ul> </li> <li><input type="checkbox"/> use lead-and-follow strategies (e.g., mirroring) to develop a movement sequence with peers</li> <li><input type="checkbox"/> work co-operatively in groups of varying sizes to create movement sequences</li> <li><input type="checkbox"/> repeat and vary movements to create narrative sequences with a beginning, middle, and end (e.g., story dance)</li> <li><input type="checkbox"/> combine and sequence movements to create simple patterns (e.g., slide-turn-slide)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A3 demonstrate deliberate use of the creative process (exploration, selection, combination, refinement, reflection) when creating dances	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe why there are several stages in a creative process (e.g., to explore various ideas to see what works best, to improve, to think about why they made certain choices and what they would do differently next time)</li> <li><input type="checkbox"/> respond to a variety of sources and stimuli for creating a dance sequence (e.g., music, sounds, poetry, visual images)</li> <li><input type="checkbox"/> work alone and in small groups to select and combine movements to create sequences</li> <li><input type="checkbox"/> based on agreed-upon criteria (e.g., use of levels) select several sequences to create a composition</li> <li><input type="checkbox"/> alter dance sequences by transforming movements using direction from the teacher (e.g., changing levels, changing pathways, varied speeds)</li> <li><input type="checkbox"/> reflect and respond to the change in movement (e.g., in response to teacher prompts such as “How did it feel to do that sequence at a lower level?” “Which did you like better, the straight line or the zigzag? Why?”)</li> </ul>

## ELEMENTS OF DANCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
B1 move safely in both personal space and general space during dance activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in movement involving <ul style="list-style-type: none"> <li>– themselves alone</li> <li>– work with a partner</li> <li>– work in small groups</li> </ul> </li> <li><input type="checkbox"/> demonstrate control and co-ordination needed to avoid collisions during movement</li> <li><input type="checkbox"/> independently demonstrate appropriate spacing and distance from other students within the dance space</li> </ul>
B2 move using a variety of levels, pathways, dynamics, and directions	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate a variety of movements <ul style="list-style-type: none"> <li>– at three different levels (e.g., high, low, medium)</li> <li>– in particular directions (e.g., forward, backward, sideways, diagonal, clockwise, counter-clockwise)</li> <li>– along particular pathways (e.g., movement maps, random squiggles, along the lines of the gymnasium floor)</li> <li>– with particular dynamics (e.g., moving in outer space, moving like different ocean creatures under water, slime pit, heating up in popcorn maker)</li> </ul> </li> <li><input type="checkbox"/> transition between levels, directions, and pathways</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
B3 move in time to a variety of rhythms, metres, and tempi	<input type="checkbox"/> vary their movements (locomotor and non-locomotor) in response to differences in <ul style="list-style-type: none"> <li>– rhythmic pattern (e.g., long-short-short-short)</li> <li>– metre (e.g., <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{4}{4}</math>, <math>\frac{6}{8}</math>)</li> <li>– tempo (e.g., slow, moderate, fast, very fast)</li> </ul> <input type="checkbox"/> following teacher modelling, demonstrate repeated and varied movements in narrative sequences with a beginning, middle, and end (e.g., story dance)

## CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 compare similarities and differences among dances	<input type="checkbox"/> compare two or more dances from differing contexts with respect to characteristics such as <ul style="list-style-type: none"> <li>– costume, regalia, and props</li> <li>– accompaniment (e.g., feeling and mood of the music, instrumentation)</li> <li>– narrative and pattern forms</li> <li>– pathways (e.g., circle, line)</li> <li>– groupings (e.g., large group, partners, solo)</li> <li>– interactions (e.g., mirroring, leading, following)</li> </ul>
C2 describe a variety of reasons people dance	<input type="checkbox"/> with reference to particular contemporary or historical examples of dances learned or viewed, identify a variety of reasons for dance, including <ul style="list-style-type: none"> <li>– to celebrate important life events (e.g., graduation, birth of a new child)</li> <li>– to remember and tell stories</li> <li>– to meet and socialize</li> <li>– to express feelings and ideas</li> <li>– to represent cultural identity</li> </ul>

## PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate willingness to rehearse and perform dance	<input type="checkbox"/> demonstrate willingness to participate actively in rehearsals and performances
D2 demonstrate appropriate performance skills in a range of dance settings	<input type="checkbox"/> demonstrate appropriate ways to express respect, appreciation, or enjoyment for a performance (e.g., constructive feedback, praise and support, attentive viewing, thank-you cards for guest performers) <input type="checkbox"/> demonstrate appropriate audience skills for specific dance performance settings (e.g., providing constructive feedback for works-in-process, audience engagement and response for formal performance) <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., paying attention, projecting the emotion of the dance, not looking at floor while dancing, not waving at audience, not talking on and off stage, being aware of spacing on stage, not upstaging peers, active participation)

## ARTS EDUCATION: DRAMA – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators



#### EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use imagination, exploration, and reflection to create drama</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create stories, depict ideas, and portray feelings through drama</li> <li><input type="checkbox"/> explore connections between the real and the imagined worlds through drama</li> <li><input type="checkbox"/> explore the who, what, where, with whom, and why of a role</li> <li><input type="checkbox"/> reflect on their learning through drama (e.g., “It takes courage to tell the truth.” “We don’t always treat other people with respect.”)</li> <li><input type="checkbox"/> refine work based on reflection and feedback from others</li> <li><input type="checkbox"/> describe what they thought and felt at specific moments in the drama</li> </ul>
<p>A2 demonstrate collaboration skills in drama explorations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate ideas for drama work (e.g., using word webs, journaling, group discussion, pictures and drawings)</li> <li><input type="checkbox"/> demonstrate willingness to contribute thoughts, feelings, and ideas</li> <li><input type="checkbox"/> demonstrate willingness to explore ideas (e.g., tension, silence, secrecy) through drama games and activities</li> <li><input type="checkbox"/> demonstrate respect for all contributions</li> <li><input type="checkbox"/> demonstrate willingness to include and work with all members of the class (e.g., offer supportive nonverbal cues to each other, support and praise each other’s efforts, volunteer to help each other)</li> <li><input type="checkbox"/> offer and accept appropriate feedback</li> </ul>

**DRAMA FORMS, STRATEGIES, AND SKILLS**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 use voice to convey intended ideas or feelings</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use their voices in a variety of ways (e.g., chanting their names in a whisper or as if they were a creature from outer space, muffled voices as if they were underwater, enunciation when giving directions)</li> <li><input type="checkbox"/> demonstrate appropriate vocal elements while working in role (e.g., re-tell a story from a specific character’s point of view, interview a character to find out “what really happened,” calling out to someone who is far away, whisper an idea so the wicked king doesn’t hear, conduct an interview with a story character)</li> </ul>
<p>B2 use movement and their bodies to convey intended ideas or feelings</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explore and use movement in a variety of ways (e.g., move with only the left side of their body, move as if they were a spider, move as if the ground were shaking, move as if the floor was magnetic, mime to depict an imaginary object)</li> <li><input type="checkbox"/> use movement to explore and respond to imagined physical spaces and constraints (e.g., struggling through a thick fog or darkness, moving on a shifting surface, a genie coming out of a bottle, walking through a field of tall corn, crawling through a mouse hole, moving as if you were a marionette being controlled by a puppeteer)</li> <li><input type="checkbox"/> use body position to convey levels of status and focus (e.g., a tableau depicting a queen with her subjects)</li> <li><input type="checkbox"/> use a variety of movement elements to offer more than one physical interpretation of a feeling, event, or space</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
B3 participate in a variety of drama forms	<ul style="list-style-type: none"> <li><input type="checkbox"/> use body, voice, and movement appropriately within a story drama, role drama, or dance drama to depict feelings, intentions, and attitudes</li> <li><input type="checkbox"/> express thoughts, feelings, intentions, and attitudes of particular characters (e.g., responding in role to teacher or peer questions, improvisation, writing in role)</li> <li><input type="checkbox"/> individually and in groups, create tableaux for a variety of purposes (e.g., re-tell a story in three tableaux – beginning, middle, and end – and caption; create a statue museum of fairy tale characters)</li> <li><input type="checkbox"/> work in groups to create a soundscape to represent a specific setting or situation (e.g., the sound of a train speeding to the North Pole, the sound of a rain storm)</li> <li><input type="checkbox"/> participate in choral speaking using a familiar short poem</li> <li><input type="checkbox"/> work collaboratively to create a readers' theatre presentation</li> <li><input type="checkbox"/> reflect on themes that emerge within the drama work (e.g., in response to a teacher-posed prompt, such as "I wonder why the children could hear the bell and their parents could not?")</li> </ul>
B4 participate safely in drama activities	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow rules and guidelines for safe participation in individual, group, and class movement and voice explorations (e.g., respect others' personal spaces, use voice safely to avoid strain)</li> </ul>

## CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 identify ideas expressed in drama work from a variety of contexts	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of common ideas and themes depicted in drama (e.g., journey or quest, creation of the world, cautionary tales)</li> <li><input type="checkbox"/> give examples of how drama helps to express the multicultural nature of Canada</li> </ul>
C2 identify opportunities for participation in drama	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify opportunities for participation in school and community drama as audience and as performer</li> <li><input type="checkbox"/> demonstrate an awareness of the multiple tasks required to put on a drama presentation (e.g., performers, lighting, costumes, promotion)</li> </ul>

**PRESENTING AND PERFORMING**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 engage actively in drama presentations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate ability to maintain focus and concentration while in role (e.g., stay frozen while in tableau, respond to questions in role)</li> <li><input type="checkbox"/> sustain attention when others are taking on a role</li> <li><input type="checkbox"/> show interest and curiosity about a variety of roles</li> <li><input type="checkbox"/> apply voice, body, and movement to portray and interpret a role</li> <li><input type="checkbox"/> apply simple production elements to support the drama as appropriate (e.g., costume, prop, sound effects, lighting)</li> <li><input type="checkbox"/> demonstrate awareness of audience during a presentation (e.g., where to stand, when to move, entering and exiting the performance space)</li> </ul>
<p>D2 identify aspects of a drama presentation that evoke a response</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate respect for the contributions of others during informal and formal performances (e.g., don't distract presenters, remain focussed on the performance, contribute when asked to)</li> <li><input type="checkbox"/> identify components of a drama presentation that evoked a particular response (e.g., "The coloured lighting created a ___ mood." "I was surprised by ___." "My favourite character was ___ because ___.")</li> <li><input type="checkbox"/> respond to teacher cues or sentence stems to reflect on and form an opinion about drama presentations (e.g., "What did the ___ remind you of?" "What did you think when you saw ___?")</li> </ul>

## ARTS EDUCATION: MUSIC – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators



#### EXPLORING AND CREATING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 sing and play classroom repertoire</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate in a variety of classroom songs and singing games (e.g., thematic songs, singing games from a range of cultures)</li> <li><input type="checkbox"/> maintain a melodic or rhythmic part in a simple texture (e.g., rounds, canons, partner songs, ostinati)</li> <li><input type="checkbox"/> explore differences between pitched and non-pitched percussion instruments</li> <li><input type="checkbox"/> play classroom instruments (e.g., rhythm sticks, bells, body percussion, barred instruments, found instruments) in response to modelled examples</li> <li><input type="checkbox"/> add simple rhythmic or melodic ostinati to a song</li> <li><input type="checkbox"/> perform classroom repertoire, demonstrating the use of specific elements of expression, including               <ul style="list-style-type: none"> <li>– tempo (faster, slower)</li> <li>– dynamics (loud, medium, soft)</li> <li>– articulation (legato, staccato)</li> <li>– timbre (voices, instruments, environmental sounds)</li> </ul> </li> </ul>
<p>A2 represent personal thoughts, images, and feelings experienced in classroom repertoire</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use stories, movement, etc. to communicate personal thoughts, images, and feelings experienced in classroom listening and performing repertoire</li> <li><input type="checkbox"/> invent stories for music they hear</li> <li><input type="checkbox"/> relate tempo, dynamics, articulation, and timbre to thoughts, images, and feelings evoked by specific live or recorded music selections (e.g., perform, draw, or discuss completing stems such as “The accelerando part makes me feel ____” “The decrescendo makes me think of ____”)</li> <li><input type="checkbox"/> demonstrate willingness to share their responses to music experiences (e.g., with a partner, in small group or class discussions)</li> <li><input type="checkbox"/> show an interest in the thoughts, images, and feelings that others experience (e.g., asking questions, initiating a discussion, sharing ideas)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A3 create music to interpret poems, stories, and songs	<ul style="list-style-type: none"> <li><input type="checkbox"/> use repetition and pattern (e.g., AAAB, ABAC, ABAB, ABBA) to explore, select, and organize familiar components such as                             <ul style="list-style-type: none"> <li>– rhythmic patterns</li> <li>– melodic phrases</li> <li>– changes in dynamics, tempo, or articulation</li> </ul> </li> <li><input type="checkbox"/> use voice or instruments to improvise interpretations for poems, stories, or songs</li> <li><input type="checkbox"/> create soundscapes or tone poems individually or in groups</li> </ul>

ELEMENTS AND SKILLS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 perform rhythmic patterns and sequences from classroom repertoire	<ul style="list-style-type: none"> <li><input type="checkbox"/> play rhythmic patterns using a variety of accented beats (e.g., accenting the first beat, accenting the second and fourth beats)</li> <li><input type="checkbox"/> maintain a repeated rhythmic pattern in a simple texture (e.g., chant or instrumental ostinato)</li> <li><input type="checkbox"/> use barred instruments, body percussion, voice, or non-pitched instruments to produce rhythm patterns and sequences</li> </ul>
B2 sing simple melodies	<ul style="list-style-type: none"> <li><input type="checkbox"/> sing in tune</li> <li><input type="checkbox"/> sing melodies in one and a half octaves (e.g., D above middle C to F in the next octave)</li> <li><input type="checkbox"/> use singing skills to change pitch and melodic direction accurately in response to cues (e.g., signals, symbols)</li> <li><input type="checkbox"/> maintain a melody or repeated melodic phrase in a simple texture (e.g., rounds, canons, partner songs, melodic ostinati)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
B3 represent metre, rhythmic patterns, and melody	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and demonstrate a simple rhythmic phrase from notation using eighth, quarter, and half notes and rests (e.g., find the correct pattern out of two or three written ones)</li> <li><input type="checkbox"/> use invented notation (e.g., geometric shapes, numbers, pictures, gestures) or standard notation to represent simple metres such as <math>\frac{2}{4}</math> and <math>\frac{4}{4}</math></li> <li><input type="checkbox"/> identify connections between invented notation and standard notation for simple rhythmic patterns (e.g., rhythm syllables ta = ± , ti = ⊗ )</li> <li><input type="checkbox"/> use invented notation (e.g., song maps, gestures, solfa) or standard notation to represent melody</li> <li><input type="checkbox"/> identify and reproduce examples of simple form in rhythmic phrases in listening repertoire (e.g., identify and label the A and B phrases in a simple ABA form, manipulate rhythm cards)</li> <li><input type="checkbox"/> use appropriate terminology to describe rhythm (e.g., quarter note, beat, ostinato)</li> </ul>
B4 perform elements of tempo, dynamics, and articulation in classroom repertoire	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe changes in tempo in selections from classroom listening repertoire using appropriate terminology (e.g., accelerando, ritardando)</li> <li><input type="checkbox"/> maintain tempo while singing and playing</li> <li><input type="checkbox"/> describe changes in dynamics in selections from classroom listening repertoire using appropriate terminology (e.g., crescendo, decrescendo)</li> <li><input type="checkbox"/> identify examples of legato and staccato in classroom listening repertoire, using appropriate terminology</li> <li><input type="checkbox"/> classify pitched and non-pitched instruments according to timbre (e.g., skins, metals, woods)</li> <li><input type="checkbox"/> perform classroom repertoire, demonstrating proficient use of specific elements of expression, including <ul style="list-style-type: none"> <li>– tempo (accelerando, ritardando)</li> <li>– dynamics (crescendo, decrescendo, piano, forte)</li> <li>– articulation (legato, staccato)</li> </ul> </li> </ul>
B5 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> <li><input type="checkbox"/> hold and play classroom instruments correctly</li> <li><input type="checkbox"/> demonstrate proper care and storage of instruments and equipment</li> <li><input type="checkbox"/> demonstrate respect for their personal health and well-being in music activities (e.g., preventing voice strain or hearing loss)</li> </ul>

## CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 participate in music activities from a variety of historical, cultural, and social contexts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> compare music from a variety of historical and cultural contexts, focussing on           <ul style="list-style-type: none"> <li>– choice of voices and instruments</li> <li>– themes</li> <li>– purposes and functions</li> <li>– relationship with other artforms (e.g., movement and dance, stories, drama)</li> </ul> </li> <li><input type="checkbox"/> describe sounds and music in their school and community (e.g., environmental sounds, live music, recorded music in a range of media)</li> <li><input type="checkbox"/> actively engage in activities related to music from a variety of historical, cultural, and social contexts (e.g., participating in children’s singing games from diverse cultures and historical periods, hosting a guest musician, performing for other classes)</li> </ul>

## PRESENTING AND PERFORMING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i>
D1 demonstrate appropriate performance skills in a range of music settings	<input type="checkbox"/> demonstrate willingness to participate in rehearsals and performances (e.g., prepared, attentive, on task) <input type="checkbox"/> demonstrate respect for the contributions of others (e.g., constructive feedback, praise and support, attentive listening) <input type="checkbox"/> demonstrate performance skills appropriate to the setting (e.g., paying attention to conductor, not waving at audience, not talking on stage, active participation, appropriate entries and exits, following cues) <input type="checkbox"/> demonstrate respect for the contributions of others
D2 identify aspects of a music presentation that evoke a response	<input type="checkbox"/> describe appropriate audience skills specific to a variety of music performance settings (e.g., symphony concert, assemblies, sports events) <input type="checkbox"/> demonstrate willingness to reflect on and form an opinion about music presentations <input type="checkbox"/> identify components of a music presentation that evoked a particular response (e.g., “The music reminded me of ____,” “I was surprised by _____,” “My favourite instrument was ____ because ____.”)





## ARTS EDUCATION: VISUAL ARTS – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators



#### CREATIVE PROCESSES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name examples of images created           <ul style="list-style-type: none"> <li>– to represent feelings (e.g., to show happiness, sadness, excitement, anger as in Edvard Munch)</li> <li>– from imagination (e.g., a character for a story, a fantasy environment)</li> <li>– from memory (e.g., a family vacation, dreams)</li> <li>– from observation (e.g., drawing of a shoe)</li> <li>– from sensory experiences (e.g., drawing to music)</li> </ul> </li> <li><input type="checkbox"/> create images using feelings, imagination, memory, observation, and sensory experience</li> </ul>
<p>A2 create images using the image-development strategies of</p> <ul style="list-style-type: none"> <li>– fragmentation</li> <li>– multiplication</li> <li>– superimposition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create an image using fragmentation as an image-development strategy (e.g., quilting, puzzles, mosaic)</li> <li><input type="checkbox"/> create an image using multiplication as an image-development strategy (e.g., to create a pattern, to create a sequence of images such as Andy Warhol)</li> <li><input type="checkbox"/> create an image using superimposition as an image-development strategy (e.g., overlapping image in a collage, drawing, or montage such as in the style of Lois Ehlert, George Littlechild, or Michael Snow)</li> </ul>
<p>A3 create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects:</p> <ul style="list-style-type: none"> <li>– colour</li> <li>– shape</li> <li>– line</li> <li>– texture</li> <li>– pattern</li> <li>– radial balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate various ways to use colour (e.g., mixing two primary colours to create a secondary colour, using various shades of the same colour)</li> <li><input type="checkbox"/> create images that demonstrate the use of radial balance (e.g., a bicycle wheel, a sunflower, cross-section of an orange)</li> <li><input type="checkbox"/> sketch various types of lines based on images viewed (e.g., vertical and horizontal, straight and curved, thick and thin)</li> <li><input type="checkbox"/> create images that demonstrate the use of pattern to produce a particular effect (e.g., a border to frame the image)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
A4 experiment with materials, technologies, and processes to create particular effects	<input type="checkbox"/> compare the effects of materials, technologies, and processes used in two or more selected images viewed (e.g., 2-D vs. 3-D images from paper) <input type="checkbox"/> experiment with technologies and processes based on examples viewed in class <input type="checkbox"/> create images using a variety of materials (e.g., yarn, stir sticks, aluminum foil, charcoal, recycled cardboard) <input type="checkbox"/> create images using a variety of technologies and processes (e.g., drawing, painting, printmaking, sculpture)
A5 create 2-D and 3-D images <ul style="list-style-type: none"> <li>– to communicate experiences, moods, and stories</li> <li>– to illustrate and decorate</li> <li>– that represent time as transformation</li> </ul>	<input type="checkbox"/> create images to communicate their own experiences (e.g., doing well in a school assignment, learning how to swim, visit from a favourite relative) <input type="checkbox"/> create images to depict a mood or feeling <input type="checkbox"/> create images to tell an imagined story <input type="checkbox"/> create images that represent concepts developed over time (e.g., growth and development of an animal such as caterpillar to butterfly or tadpole to frog, a tree in the four seasons, self-portraits from infancy to present)

### SKILLS AND STRATEGIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 describe and apply image-development strategies including <ul style="list-style-type: none"> <li>– multiplication</li> <li>– superimposition</li> <li>– fragmentation</li> </ul>	<input type="checkbox"/> describe examples of multiplication, superimposition, and fragmentation in images viewed in the class, school, and community (e.g., fragmentation in Jack Shadbolt's butterfly images, one image superimposed and hidden within another in masks) <input type="checkbox"/> create images that demonstrate the use of multiplication, superimposition, and/or fragmentation to produce a particular effect (e.g., collage, assemblage)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B2 describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including</p> <ul style="list-style-type: none"> <li>– colour</li> <li>– shape</li> <li>– line</li> <li>– pattern</li> <li>– texture</li> <li>– radial balance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify examples of the use of colour, shape, line, pattern, texture, and radial balance in images viewed in the class, school, and community</li> <li><input type="checkbox"/> create images that demonstrate the use of colour, shape, line, pattern, and/or texture to produce a particular effect (e.g., drawings and paintings of Canadian wild animals to depict texture, cutout shapes to create symbols of Canada)</li> <li><input type="checkbox"/> create images that demonstrate the use of radial balance to produce a particular effect (e.g., aerial view of a merry-go-round, a medicine wheel to show wholeness, a mandala)</li> <li><input type="checkbox"/> use appropriate terminology to describe elements and principles (e.g., warm colour, cool colour, smooth texture, radial balance)</li> </ul>
<p>B3 describe and apply a variety of materials, technologies, and processes to create images</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name common classroom and home materials that can be used to make images (e.g., crayons, paint, pens, fabric, clay, beads, chalk, pastels, tissue paper)</li> <li><input type="checkbox"/> name common classroom technologies to make images (e.g., computers, paint brushes, markers, scissors, cameras)</li> <li><input type="checkbox"/> name common classroom and home processes that can be used to make images (e.g., drawing, painting, sewing, weaving, photography, collage, printmaking, assemblage)</li> <li><input type="checkbox"/> select and use a variety of materials, technologies, and processes to create images</li> <li><input type="checkbox"/> use appropriate terminology to identify the materials, technologies, and processes used to create particular images (e.g., pastel, charcoal, photograph)</li> </ul>
<p>B4 demonstrate safe and environmentally responsible use of materials, technologies, and processes</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify safety considerations for the use of materials, technologies, and processes (e.g., using scissors and other cutting tools with care, obeying hazard symbols, asking for help or supervision)</li> <li><input type="checkbox"/> identify environmental considerations for the use of materials, technologies, and processes (e.g., using recycled materials and found objects, not disturbing the environment when collecting natural materials)</li> <li><input type="checkbox"/> demonstrate appropriate set-up, use, clean-up, and storage procedures for the materials, technologies, and workspaces they use</li> </ul>

## CONTEXT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 describe a variety of reasons people make and use visual arts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and discuss reasons people make and use visual art (e.g., for beauty and enjoyment, to communicate an idea, to decorate a functional item, to express a memory, to express cultural identity, to commemorate an event, advertising)</li> <li><input type="checkbox"/> identify examples of visual art in their homes, school, and community (e.g., pictures on walls, clothing, photographs, murals, statues, book covers, in magazines, on the Internet)</li> <li><input type="checkbox"/> discuss the importance or significance of a selected artwork (e.g., an artefact brought from home, a painting in the school)</li> <li><input type="checkbox"/> give examples of how art can express the identity of a community (e.g., provincial and national symbols, sports team logos, cultural symbols such as dragons or tartan)</li> </ul>
<p>C2 identify differences between original artworks and reproductions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify examples of original artworks in the classroom, school, and community</li> <li><input type="checkbox"/> give reasons for using reproductions of artworks (e.g., so it can be seen by more people in more locations, original artworks are often valuable, originals are sometimes too large or fragile to be moved)</li> </ul>

## EXHIBITION AND RESPONSE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 describe their response to 2-D and 3-D images created</p> <ul style="list-style-type: none"> <li>- to communicate experiences, moods, and stories</li> <li>- from observation, memory, and imagination</li> <li>- to illustrate and decorate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> view and discuss images created to communicate personal experiences</li> <li><input type="checkbox"/> view and discuss portraits that show human emotions</li> <li><input type="checkbox"/> use examples from their own experiences when responding to images (e.g., "This picture reminds me of the time I ...")</li> <li><input type="checkbox"/> suggest reasons for the use of elements and principles in their own and others' works (e.g., colour choices in pictures to create a desired emotional effect, flowing lines can depict smoothness or peacefulness, jagged or sharp lines can depict anger or fear, pattern can imply regularity and continuity, radial balance can show wholeness)</li> <li><input type="checkbox"/> use appropriate terminology (e.g., multiplication, imagination, mood, superimpose) to describe images</li> </ul>
<p>D2 suggest reasons for preferences in artworks</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an awareness that particular images have personal value (e.g., family heirlooms, images with personal associations or significance)</li> <li><input type="checkbox"/> respond to artworks viewed (e.g., in class, public art), stating a preference for particular works</li> <li><input type="checkbox"/> compare preferences with those of their classmates</li> <li><input type="checkbox"/> demonstrate respect for the preferences of others</li> <li><input type="checkbox"/> use appropriate, constructive, descriptive vocabulary in their responses (e.g., "This picture of sunflowers reminds me of the colours in my grandmother's garden." "I like how this carving shows the pattern and texture of the dragon's scales.")</li> </ul>
<p>D3 display individual and group artworks in a variety of ways</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> view and discuss a variety of displays of their own and others' artworks</li> <li><input type="checkbox"/> create an artist's statement, based on a provided model, that describes their artworks (e.g., "I want people to feel ____ when they look at my drawing." "This sculpture tells about a time when I ____." "I created symmetry in this weaving by ____.")</li> <li><input type="checkbox"/> demonstrate respect for the work of self and others</li> </ul>



## HEALTH AND CAREER EDUCATION – GRADE 3

## Prescribed Learning Outcomes and Suggested Achievement Indicators



## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
A1 apply a goal-setting model to a short-term goal	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a short-term goal (e.g., learn to skate backward, make a new friend, improve reading ability, come to class on time every day)</li> <li><input type="checkbox"/> apply the steps in a goal-setting model to a selected short-term goal (e.g., define the goal, identify steps, identify sources of support, carry out the steps)</li> </ul>
A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of situations in which children may require information or assistance (e.g., help with homework, help to phone home, learning a new game, bullying)</li> <li><input type="checkbox"/> list sources of information or assistance for each situation (e.g., parents, elders, library, police, teacher, playground supervisor, bus driver, block parents, community members)</li> </ul>

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
B1 describe the attributes of people they admire	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the attributes (e.g., things they do well, personal characteristics, accomplishments) of real or fictional people they admire</li> <li><input type="checkbox"/> describe why they admire these attributes</li> <li><input type="checkbox"/> identify attributes of people they admire that they would like to develop themselves</li> </ul>
B2 demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)	<ul style="list-style-type: none"> <li><input type="checkbox"/> list effective work habits (e.g., listening, staying on task, time management, contributing ideas, setting priorities, creativity, working co-operatively in groups)</li> <li><input type="checkbox"/> describe how effective work habits can assist in achieving success now and in the future (e.g., developing good habits now will carry through to high school and adulthood)</li> </ul>

## HEALTH

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a range of practices that contribute to physical health (e.g., regular physical activity, healthy eating, sun protection, oral hygiene, adequate sleep, correct posture when sitting and carrying book bags)</li> <li><input type="checkbox"/> describe a variety of practices that contribute to emotional health (e.g., coping strategies, positive self-concept, taking personal time, fostering healthy relationships, getting adequate sleep, balancing activities, relaxation techniques, talking to a trusted friend or adult when you feel sad or confused, developing problem-solving strategies)</li> </ul>
<p>C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a variety of reasons for making healthy eating and physical activity choices (e.g., to ensure adequate energy, to obtain the required nutrients needed for growth, to increase immunity to communicable diseases, to help prevent diseases such as cardiovascular disease and diabetes)</li> <li><input type="checkbox"/> describe the potential consequences of unhealthy food choices and lack of regular physical activity (e.g., junk food gives short-term energy followed by energy low, filling up with junk food doesn't leave room for healthy food; unhealthy eating can cause short-term and long-term health problems, tooth decay, lack of energy, less ability to concentrate on school work, and obesity)</li> </ul>
<p>C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately identify ways in which germs (bacteria and viruses) can travel from one person to another (e.g., through air, blood, saliva, mucus)</li> <li><input type="checkbox"/> describe a variety of practices individuals can undertake to prevent contracting a communicable disease (e.g., washing hands often; not sharing water bottles or eating utensils; staying away from others who are sick; not touching infectious garbage such as used tissues, condoms, bandages, food wrappers, broken glass, and syringes)</li> <li><input type="checkbox"/> describe a variety of practices individuals can adopt to prevent spreading a communicable disease (e.g., washing hands frequently, resting when sick, staying away from others when sick, discarding used tissues safely, covering cuts, avoiding others' body fluids)</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Healthy Relationships</i></p> <p>C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe effective skills for building a variety of types of positive relationships, such as <ul style="list-style-type: none"> <li>– effective communication skills (e.g., active listening, using questions, using “I” statements, not interrupting, asking questions to find out more)</li> <li>– interpersonal skills (e.g., co-operation, taking turns, respect, recognizing and honouring differences, empathy)</li> </ul> </li> <li><input type="checkbox"/> describe strategies for dealing with common friendship problems such as jealousy, miscommunication, gossip, or exclusion</li> </ul>
<p>C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define and give examples of types of bullying behaviour (e.g., frequent incidents with an intent to do physical or emotional harm; physical, verbal, and social; at school, on the playground, on the Internet)</li> <li><input type="checkbox"/> with teacher support, differentiate between bullying behaviour and occasional interpersonal conflicts and single acts of aggression</li> <li><input type="checkbox"/> describe the potential effects of bullying behaviour on those who are bullied (e.g., lowered self-esteem, depression, fear, loneliness, exclusion, physical injury)</li> <li><input type="checkbox"/> describe the potential consequences of bullying behaviour for those who bully (e.g., school suspension, social isolation through peer disapproval)</li> <li><input type="checkbox"/> explain the role of witnesses/bystanders in bullying situations (e.g., responsibility to report, passive participation through witnessing)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>Safety and Injury Prevention</b></p> <p>C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including</p> <ul style="list-style-type: none"> <li>– using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>– calling out for help and getting away if possible</li> <li>– telling a trusted adult, keep telling a trusted adult until you get help</li> <li>– not giving out personal information (e.g., to strangers, on the Internet)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify situations that may be abusive or that may compromise personal safety (e.g., inappropriate touching, being left alone for long periods of time, repeatedly being called derogatory names, being told to keep secrets about something that makes you feel uncomfortable, being asked to look at or touch any person’s private parts, being asked to pose for pictures of your private parts or being asked to look at photographs of another’s private parts)</li> <li><input type="checkbox"/> practise avoidance and assertiveness skills such as             <ul style="list-style-type: none"> <li>– using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>– calling out for help and getting away if possible</li> <li>– telling a trusted adult, keep telling a trusted adult until you get help</li> <li>– not giving out personal information (e.g., to people you don’t know, on the Internet, on the telephone)</li> </ul> </li> <li><input type="checkbox"/> list people to whom they could report abusive incidents (e.g., parent, elder, teacher, counsellor, children’s help hotline, 911)</li> <li><input type="checkbox"/> recognize that the abusive action is never the fault of the victim</li> </ul>
<p>C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the reason for various safety rules in a variety of settings (e.g., to keep self and others from getting injured, to protect property)</li> <li><input type="checkbox"/> give examples of the potential consequences of not following safety guidelines at home, at school, on the road, or in the community (e.g., fire, electrical shock, falls resulting in injury, car crashes, drowning)</li> </ul>
<p><b>Substance Misuse Prevention</b></p> <p>C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name a variety of unsafe substances that could be harmful to the body (e.g., second-hand smoke, tobacco, alcohol, illegal drugs, unknown substances, misused prescriptions)</li> <li><input type="checkbox"/> based on class activities and additional information, describe the harmful effects these substances can have on the body (e.g., breathing problems, alcohol poisoning, unconsciousness, long-term health consequences, inability to think clearly)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)</p>	<ul style="list-style-type: none"> <li data-bbox="716 233 1463 512">❑ describe strategies for staying away from harmful substances (e.g., following safety rules about not touching, smelling, or tasting harmful or unknown substances; refusing to accept dares and refusing to go along with daring, teasing, tempting of others, or ideas you aren't sure of; refusing any substance from a person you do not know; removing yourself from the presence of those you do not trust)</li> <li data-bbox="716 520 1463 690">❑ through role play, practise ways of refusing unknown or potentially harmful substances (e.g., saying no and moving away, explaining why the substance could be harmful, saying "I'm not allowed" or "I don't want to," telling an adult if a confusing situation arises)</li> </ul>



# MATHEMATICS – GRADE 3

## Prescribed Learning Outcomes and Suggested Achievement Indicators



NUMBER

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 say the number sequence forward and backward from 0 to 1000 by</p> <ul style="list-style-type: none"> <li>- 5s, 10s or 100s using any starting point</li> <li>- 3s using starting points that are multiples of 3</li> <li>- 4s using starting points that are multiples of 4</li> <li>- 25s using starting points that are multiples of 25</li> </ul> <p>[C, CN, ME]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> extend a given skip counting sequence by 5s, 10s or 100s, forward and backward, using a given starting point</li> <li><input type="checkbox"/> extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3</li> <li><input type="checkbox"/> extend a given skip counting sequence by 4s, forward and backward, starting at a given multiple of 4</li> <li><input type="checkbox"/> extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25</li> <li><input type="checkbox"/> identify and correct errors and omissions in a given skip counting sequence</li> <li><input type="checkbox"/> determine the value of a given set of coins (nickels, dimes, quarters, loonies) by using skip counting</li> <li><input type="checkbox"/> identify and explain the skip counting pattern for a given number sequence</li> </ul>
<p>A2 represent and describe numbers to 1000, concretely, pictorially, and symbolically</p> <p>[C, CN, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> read a given three-digit numeral without using the word “and,” (e.g., 321 is three hundred twenty one, not three hundred and twenty one)</li> <li><input type="checkbox"/> read a given number word (0 to 1000)</li> <li><input type="checkbox"/> represent a given number as an expression (e.g., 300 – 44 for 256 or 20 + 236)</li> <li><input type="checkbox"/> represent a given number using manipulatives, such as base ten materials</li> <li><input type="checkbox"/> represent a given number pictorially</li> <li><input type="checkbox"/> write number words for given multiples of ten to 90</li> <li><input type="checkbox"/> write number words for given multiples of a hundred to 900</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>A3 compare and order numbers to 1000 [CN, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> place a given set of numbers in ascending or descending order and verify the result by using a hundred chart (e.g., a one hundred chart, a two hundred chart, a three hundred chart), by using a number line, or by making references to place value</li> <li><input type="checkbox"/> create as many different 3-digit numerals as possible, given three different digits; place the numbers in ascending or descending order</li> <li><input type="checkbox"/> identify errors in a given ordered sequence</li> <li><input type="checkbox"/> identify missing numbers in parts of a given hundred chart</li> <li><input type="checkbox"/> identify errors in a given hundred chart</li> </ul>
<p>A4 estimate quantities less than 1000 using referents [ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> estimate the number of groups of ten in a given quantity using 10 as a referent (known quantity)</li> <li><input type="checkbox"/> estimate the number of groups of a hundred in a given quantity using 100 as a referent</li> <li><input type="checkbox"/> estimate a given quantity by comparing it to a referent</li> <li><input type="checkbox"/> select an estimate for a given quantity by choosing among three possible choices</li> <li><input type="checkbox"/> select and justify a referent for determining an estimate for a given quantity</li> </ul>
<p>A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> record, in more than one way, the number represented by given proportional and non-proportional concrete materials</li> <li><input type="checkbox"/> represent a given number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent (e.g., 351 can be represented as three 100s, five 10s and one 1s, or two 100s, fifteen 10s and one 1s, or three 100s, four 10s and eleven 1s)</li> <li><input type="checkbox"/> explain, and show with counters, the meaning of each digit for a given 3-digit numeral with all digits the same (e.g., for the numeral 222, the first digit represents two hundreds – two hundred counters, the second digit represents two tens – twenty counters, and the third digit represents two ones – two counters)</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>A6 describe and apply mental mathematics strategies for adding two 2-digit numerals, such as</p> <ul style="list-style-type: none"> <li>- adding from left to right</li> <li>- taking one addend to the nearest multiple of ten and then compensating</li> <li>- using doubles</li> </ul> <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> add two given 2-digit numerals using a mental mathematics strategy and explain or illustrate the strategy</li> <li><input type="checkbox"/> explain how to use the “adding from left to right” strategy (e.g., to determine the sum of <math>23 + 46</math>, think <math>20 + 40</math> and <math>3 + 6</math>)</li> <li><input type="checkbox"/> explain how to use the “taking one addend to the nearest multiple of ten” strategy (e.g., to determine the sum of <math>28 + 47</math>, think <math>30 + 47 - 2</math> or <math>50 + 28 - 3</math>)</li> <li><input type="checkbox"/> explain how to use the “using doubles” strategy (e.g., to determine the sum of <math>24 + 26</math>, think <math>25 + 25</math>; to determine the sum of <math>25 + 26</math>, think <math>25 + 25 + 1</math> or doubles plus 1)</li> <li><input type="checkbox"/> apply a mental mathematics strategy for adding two given 2-digit numerals</li> </ul>
<p>A7 describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as</p> <ul style="list-style-type: none"> <li>- taking the subtrahend to the nearest multiple of ten and then compensating</li> <li>- thinking of addition</li> <li>- using doubles</li> </ul> <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> subtract two given 2-digit numerals using a mental mathematics strategy and explain or model the strategy used</li> <li><input type="checkbox"/> explain how to use the “taking the subtrahend to the nearest multiple of ten” and then compensating strategy (e.g., to determine the difference of <math>48 - 19</math>, think <math>48 - 20 + 1</math>)</li> <li><input type="checkbox"/> explain how to use the “thinking of addition” strategy (e.g., to determine the difference of <math>62 - 45</math>, think <math>45 + 5</math>, then <math>50 + 12</math> and then <math>5 + 12</math>)</li> <li><input type="checkbox"/> explain how to use the “using doubles” strategy (e.g., to determine the difference of <math>24 - 12</math>, think <math>12 + 12</math>)</li> <li><input type="checkbox"/> apply a mental mathematics strategy for subtracting two given 2-digit numerals</li> </ul>
<p>A8 apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context</p> <p>[C, ME, PS, R]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> estimate the solution for a given story problem involving the sum of two 2-digit numerals (e.g., to estimate the sum of <math>43 + 56</math>, use <math>40 + 50</math>; the sum is close to 90)</li> <li><input type="checkbox"/> estimate the solution for a given story problem involving the difference of two 2-digit numerals (e.g., to estimate the difference of <math>56 - 23</math>, use <math>50 - 20</math>; the difference is close to 30)</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>A9 demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by</p> <ul style="list-style-type: none"> <li>- using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>- creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically</li> </ul> <p>[C, CN, ME, PS, R]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> model the addition of two or more given numbers using concrete or visual representations and record the process symbolically</li> <li><input type="checkbox"/> model the subtraction of two given numbers using concrete or visual representations and record the process symbolically</li> <li><input type="checkbox"/> create an addition or subtraction story problem for a given solution</li> <li><input type="checkbox"/> determine the sum of two given numbers using a personal strategy (e.g., for <math>326 + 48</math>, record <math>300 + 60 + 14</math>)</li> <li><input type="checkbox"/> determine the difference of two given numbers using a personal strategy (e.g., for <math>127 - 38</math>, record <math>38 + 2 + 80 + 7</math> or <math>127 - 20 - 10 - 8</math>)</li> <li><input type="checkbox"/> solve a given problem involving the sum or difference of two given numbers</li> </ul>
<p>A10 apply mental mathematics strategies and number properties, such as</p> <ul style="list-style-type: none"> <li>- using doubles</li> <li>- making 10</li> <li>- using the commutative property</li> <li>- using the property of zero</li> <li>- thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts</li> </ul> <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a mental mathematics strategy that could be used to determine a given basic fact, such as             <ul style="list-style-type: none"> <li>- doubles (e.g., for <math>6 + 8</math>, think <math>7 + 7</math>)</li> <li>- doubles plus one (e.g., for <math>6 + 7</math>, think <math>6 + 6 + 1</math>)</li> <li>- doubles take away one (e.g., for <math>6 + 7</math>, think <math>7 + 7 - 1</math>)</li> <li>- doubles plus two (e.g., for <math>6 + 8</math>, think <math>6 + 6 + 2</math>)</li> <li>- doubles take away two (e.g., for <math>6 + 8</math>, think <math>8 + 8 - 2</math>)</li> <li>- making 10 (e.g., for <math>6 + 8</math>, think <math>6 + 4 + 4</math> or <math>8 + 2 + 4</math>)</li> <li>- commutative property (e.g., for <math>3 + 9</math>, think <math>9 + 3</math>)</li> <li>- addition to subtraction (e.g., for <math>13 - 7</math>, think <math>7 + ? = 13</math>)</li> </ul> </li> <li><input type="checkbox"/> provide a rule for determining answers for adding and subtracting zero</li> <li><input type="checkbox"/> recall basic addition facts to 18 and related subtraction facts to solve problems</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization



<p>A11 demonstrate an understanding of multiplication to <math>5 \times 5</math> by</p> <ul style="list-style-type: none"> <li>- representing and explaining multiplication using equal grouping and arrays</li> <li>- creating and solving problems in context that involve multiplication</li> <li>- modelling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>- relating multiplication to repeated addition</li> <li>- relating multiplication to division</li> </ul> <p>[C, CN, PS, R]</p>	<p>(It is not intended that students recall the basic facts but become familiar with strategies to mentally determine products.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify events from experience that can be described as multiplication</li> <li><input type="checkbox"/> represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence</li> <li><input type="checkbox"/> represent a given multiplication expression as repeated addition</li> <li><input type="checkbox"/> represent a given repeated addition as multiplication</li> <li><input type="checkbox"/> create and illustrate a story problem for a given number sentence (e.g., given <math>2 \times 3</math>, create and illustrate a story problem)</li> <li><input type="checkbox"/> represent, concretely or pictorially, equal groups for a given number sentence</li> <li><input type="checkbox"/> represent a given multiplication expression using an array</li> <li><input type="checkbox"/> create an array to model the commutative property of multiplication</li> <li><input type="checkbox"/> relate multiplication to division by using arrays and writing related number sentences</li> <li><input type="checkbox"/> solve a given problem in context involving multiplication</li> </ul>
<p>A12 demonstrate an understanding of division by</p> <ul style="list-style-type: none"> <li>- representing and explaining division using equal sharing and equal grouping</li> <li>- creating and solving problems in context that involve equal sharing and equal grouping</li> <li>- modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically</li> <li>- relating division to repeated subtraction</li> <li>- relating division to multiplication</li> </ul> <p>(limited to division related to multiplication facts up to <math>5 \times 5</math>)</p> <p>[C, CN, PS, R]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify events from experience that can be described as equal sharing</li> <li><input type="checkbox"/> identify events from experience that can be described as equal grouping</li> <li><input type="checkbox"/> illustrate, with counters or a diagram a given story problem involving equal sharing, presented orally or through shared reading, and solve the problem</li> <li><input type="checkbox"/> illustrate, with counters or a diagram, a given story problem involving equal grouping, presented orally or through shared reading, and solve the problem</li> <li><input type="checkbox"/> listen to a story problem, represent the numbers using manipulatives, or a sketch and record the problem with a number sentence</li> <li><input type="checkbox"/> create and illustrate with counters, a story problem for a given number sentence (e.g., given <math>6 \div 3</math>, create and illustrate a story problem)</li> <li><input type="checkbox"/> represent a given division expression as repeated subtraction</li> <li><input type="checkbox"/> represent a given repeated subtraction as a division expression</li> <li><input type="checkbox"/> relate division to multiplication by using arrays and writing related number sentences</li> <li><input type="checkbox"/> solve a given problem involving division</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p>A13 demonstrate an understanding of fractions by</p> <ul style="list-style-type: none"> <li>- explaining that a fraction represents a part of a whole</li> <li>- describing situations in which fractions are used</li> <li>- comparing fractions of the same whole with like denominators</li> </ul> <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify common characteristics of a given set of fractions</li> <li><input type="checkbox"/> describe everyday situations where fractions are used</li> <li><input type="checkbox"/> cut or fold a whole into equal parts, or draw a whole in equal parts; demonstrate that the parts are equal and name the parts</li> <li><input type="checkbox"/> sort a given set of diagrams of regions into those that represent equal parts and those that do not, and explain the sorting</li> <li><input type="checkbox"/> represent a given fraction concretely or pictorially</li> <li><input type="checkbox"/> name and record the fraction represented by the shaded and non-shaded parts of a given region</li> <li><input type="checkbox"/> compare given fractions with the same denominator using models</li> <li><input type="checkbox"/> identify the numerator and denominator for a given fraction</li> <li><input type="checkbox"/> model and explain the meaning of numerator and denominator</li> </ul>
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[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

**PATTERNS AND RELATIONS (*Patterns*)**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p>
<p><i>It is expected that students will:</i></p>	<p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an understanding of increasing patterns by</p> <ul style="list-style-type: none"> <li>- describing</li> <li>- extending</li> <li>- comparing</li> <li>- creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a given increasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues</li> <li><input type="checkbox"/> identify the pattern rule of a given increasing pattern and extend the pattern for the next three terms</li> <li><input type="checkbox"/> identify and explain errors in a given increasing pattern</li> <li><input type="checkbox"/> locate and describe various increasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns</li> <li><input type="checkbox"/> compare numeric patterns of counting by 2s, 5s, 10s, 25s, and 100s</li> <li><input type="checkbox"/> create a concrete, pictorial or symbolic representation of an increasing pattern for a given pattern rule</li> <li><input type="checkbox"/> create a concrete, pictorial, or symbolic increasing pattern and describe the pattern rule</li> <li><input type="checkbox"/> solve a given problem using increasing patterns</li> <li><input type="checkbox"/> identify and describe increasing patterns in the environment</li> <li><input type="checkbox"/> identify and apply a pattern rule to determine missing elements for a given pattern</li> <li><input type="checkbox"/> describe the strategy used to determine missing elements in a given increasing pattern</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

<p><b>B2</b> demonstrate an understanding of decreasing patterns by</p> <ul style="list-style-type: none"> <li>- describing</li> <li>- extending</li> <li>- comparing</li> <li>- creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues</li> <li><input type="checkbox"/> identify the pattern rule of a given decreasing pattern and extend the pattern for the next three terms</li> <li><input type="checkbox"/> identify and explain errors in a given decreasing pattern</li> <li><input type="checkbox"/> identify and describe various decreasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns</li> <li><input type="checkbox"/> compare decreasing numeric patterns of counting backward by 2s, 5s, 10s, 25s, and 100s</li> <li><input type="checkbox"/> create a concrete, pictorial or symbolic decreasing pattern for a given pattern rule</li> <li><input type="checkbox"/> create a concrete, pictorial, or symbolic decreasing pattern and describe the pattern rule</li> <li><input type="checkbox"/> solve a given problem using decreasing patterns</li> <li><input type="checkbox"/> identify and describe decreasing patterns in the environment</li> <li><input type="checkbox"/> identify and apply a pattern rule to determine missing elements for a given pattern</li> <li><input type="checkbox"/> describe the strategy used to determine missing elements in a given decreasing pattern</li> </ul>
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<b>[C]</b> Communication	<b>[ME]</b> Mental Mathematics and Estimation	<b>[PS]</b> Problem Solving	<b>[T]</b> Technology
<b>[CN]</b> Connections		<b>[R]</b> Reasoning	<b>[V]</b> Visualization

**PATTERNS AND RELATIONS (*Variables and Equations*)**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B3 solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the purpose of the symbol, such as a triangle or a circle, in a given addition and in a given subtraction equation with one unknown</li> <li><input type="checkbox"/> create an addition or subtraction equation with one unknown to represent a given combination or separation action</li> <li><input type="checkbox"/> provide an alternative symbol for the unknown in a given addition or subtraction equation</li> <li><input type="checkbox"/> solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives</li> <li><input type="checkbox"/> solve a given addition or subtraction equation with one unknown using a variety of strategies, including guess and test</li> <li><input type="checkbox"/> explain why the unknown in a given addition or subtraction equation has only one value</li> </ul>

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and	[R] Reasoning	[V] Visualization
	Estimation		

**SHAPE AND SPACE (*Measurement*)**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and use a non-standard unit of measure, such as television shows or pendulum swings, to measure the passage of time and explain the choice</li> <li><input type="checkbox"/> identify activities that can or cannot be accomplished in minutes, hours, days, months, and years</li> <li><input type="checkbox"/> provide personal referents for minutes and hours</li> </ul>
<p>C2 relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> determine the number of days in any given month using a calendar</li> <li><input type="checkbox"/> solve a given problem involving the number of minutes in an hour or the number of days in a given month</li> <li><input type="checkbox"/> create a calendar that includes days of the week, dates, and personal events</li> </ul>
<p>C3 demonstrate an understanding of measuring length (cm, m) by</p> <ul style="list-style-type: none"> <li>– selecting and justifying referents for the units cm and m</li> <li>– modelling and describing the relationship between the units cm and m</li> <li>– estimating length using referents</li> <li>– measuring and recording length, width, and height</li> </ul> <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide a personal referent for one centimetre and explain the choice</li> <li><input type="checkbox"/> provide a personal referent for one metre and explain the choice</li> <li><input type="checkbox"/> match a given standard unit to a given referent</li> <li><input type="checkbox"/> show that 100 centimetres is equivalent to 1 metre by using concrete materials</li> <li><input type="checkbox"/> estimate the length of an object using personal referents</li> <li><input type="checkbox"/> determine and record the length and width of a given 2-D shape</li> <li><input type="checkbox"/> determine and record the length, width, or height of a given 3-D object</li> <li><input type="checkbox"/> draw a line segment of a given length, using a ruler</li> <li><input type="checkbox"/> sketch a line segment of a given length without using a ruler</li> </ul>

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p>C4 demonstrate an understanding of measuring mass (g, kg) by</p> <ul style="list-style-type: none"> <li>- selecting and justifying referents for the units g and kg</li> <li>- modelling and describing the relationship between the units g and kg</li> <li>- estimating mass using referents</li> <li>- measuring and recording mass</li> </ul> <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide a personal referent for one gram and explain the choice</li> <li><input type="checkbox"/> provide a personal referent for one kilogram and explain the choice</li> <li><input type="checkbox"/> match a given standard unit to a given referent</li> <li><input type="checkbox"/> explain the relationship between 1000 grams and 1 kilogram using a model</li> <li><input type="checkbox"/> estimate the mass of a given object using personal referents</li> <li><input type="checkbox"/> determine and record the mass of a given 3-D object</li> <li><input type="checkbox"/> measure, using a scale, and record the mass of given everyday objects using the units g and kg</li> <li><input type="checkbox"/> provide examples of 3-D objects that have a mass of approximately 1g, 100g, and 1kg</li> <li><input type="checkbox"/> determine the mass of two given similar objects with different masses and explain the results</li> <li><input type="checkbox"/> determine the mass of an object, change its shape, re-measure its mass, and explain the results</li> </ul>
<p>C5 demonstrate an understanding of perimeter of regular and irregular shapes by</p> <ul style="list-style-type: none"> <li>- estimating perimeter using referents for centimetre or metre</li> <li>- measuring and recording perimeter (cm, m)</li> <li>- constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter</li> </ul> <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> measure and record the perimeter of a given regular shape, and explain the strategy used</li> <li><input type="checkbox"/> measure and record the perimeter of a given irregular shape, and explain the strategy used</li> <li><input type="checkbox"/> construct a shape for a given perimeter (cm, m)</li> <li><input type="checkbox"/> construct or draw more than one shape for the same given perimeter</li> <li><input type="checkbox"/> estimate the perimeter of a given shape (cm, m) using personal referents</li> </ul>

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and Estimation	[R] Reasoning	[V] Visualization

**SHAPE AND SPACE (3-D Objects and 2-D Shapes)**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C6 describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the faces, edges, and vertices of given 3-D objects, including cubes, spheres, cones, cylinders, pyramids, and prisms</li> <li><input type="checkbox"/> identify the shape of the faces of a given 3-D object</li> <li><input type="checkbox"/> determine the number of faces, edges, and vertices of a given 3-D object</li> <li><input type="checkbox"/> construct a skeleton of a given 3-D object and describe how the skeleton relates to the 3-D object</li> <li><input type="checkbox"/> sort a given set of 3-D objects according to the number of faces, edges, or vertices</li> </ul>
<p>C7 sort regular and irregular polygons, including</p> <ul style="list-style-type: none"> <li>– triangles</li> <li>– quadrilaterals</li> <li>– pentagons</li> <li>– hexagons</li> <li>– octagons</li> </ul> <p>according to the number of sides [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> classify a given set of regular and irregular polygons according to the number of sides</li> <li><input type="checkbox"/> identify given regular and irregular polygons having different dimensions</li> <li><input type="checkbox"/> identify given regular and irregular polygons having different orientations</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization



**STATISTICS AND PROBABILITY (Data Analysis)**

PRESCRIBED LEARNING OUTCOMES	SUGGESTED ACHIEVEMENT INDICATORS
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 collect first-hand data and organize it using</p> <ul style="list-style-type: none"> <li>- tally marks</li> <li>- line plots</li> <li>- charts</li> <li>- lists</li> </ul> <p>to answer questions [C, CN, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> record the number of objects in a given set using tally marks</li> <li><input type="checkbox"/> determine the common attributes of line plots by comparing line plots in a given set</li> <li><input type="checkbox"/> organize a given set of data using tally marks, line plots, charts, or lists</li> <li><input type="checkbox"/> collect and organize data using tally marks, line plots, charts, and lists</li> <li><input type="checkbox"/> answer questions arising from a given line plot, chart, or list</li> <li><input type="checkbox"/> answer questions using collected data</li> </ul>
<p>D2 construct, label and interpret bar graphs to solve problems [PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> determine the common attributes, title and axes, of bar graphs by comparing bar graphs in a given set</li> <li><input type="checkbox"/> create bar graphs from a given set of data including labelling the title and axes</li> <li><input type="checkbox"/> draw conclusions from a given bar graph to solve problems</li> <li><input type="checkbox"/> solve problems by constructing and interpreting a bar graph</li> </ul>

[C] Communication	[ME] Mental	[PS] Problem Solving	[T] Technology
[CN] Connections	Mathematics and	[R] Reasoning	[V] Visualization
	Estimation		



# PHYSICAL EDUCATION – GRADE 3

## Prescribed Learning Outcomes and Suggested Achievement Indicators



### ACTIVE LIVING

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p><b>Knowledge</b> A1 describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give reasons why a healthy heart is beneficial to overall physical health (e.g., a strong heart pumps blood to the rest of the body)</li> <li><input type="checkbox"/> list and describe three or more benefits of regular, sustained physical activity for the heart, lungs, muscles, and bones (e.g., increased flexibility, cardiovascular endurance, stronger bones and muscles)</li> </ul>
<p>A2 describe healthy nutritional choices for physical activity</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the importance of eating a variety of healthy foods in order to fuel participation in physical activity (e.g., to help bones and muscles grow strong, to provide enough energy)</li> <li><input type="checkbox"/> describe several healthy nutritional choices an individual can make in order to fuel his/her participation in regular physical activity</li> <li><input type="checkbox"/> demonstrate an understanding of when it is appropriate to eat and drink in relation to physical activity (e.g., don't eat too much or too soon before strenuous activity, drink water periodically throughout activity)</li> </ul>
<p>A3 identify choices people can make to be more active</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify choices people can make to be more physically active (e.g., walking to school instead of getting a ride, playing outside instead of on the computer, taking the stairs instead of the elevator)</li> <li><input type="checkbox"/> create a list of opportunities for physical activity in the community (e.g., neighbourhood playgrounds, community sports teams, swimming pool, skating rink, hiking and walking trails, curling rink, cycling paths, climbing wall)</li> </ul>
<p>A4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list characteristics they admire in athletes and physically active people they know or they have seen or read about (e.g., other students in the school, family members, community role models, Olympic athletes)</li> <li><input type="checkbox"/> create a list of those abilities or characteristics they would like to develop themselves</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Participation</i></p> <p>A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> participate daily in teacher-led physical activities (e.g., in various indoor and outdoor school locations such as the classroom, gymnasium, multipurpose room, and schoolyard; in community facilities such as recreation centres, swimming pools, parks, and skating rinks)</li> <li><input type="checkbox"/> participate in vigorous physical activity (e.g., resulting in increased heart rate, huffing and puffing, feeling warm)</li> <li><input type="checkbox"/> participate in moderate to vigorous physical activities continuously, allowing for short recovery periods as appropriate to the individual student</li> </ul>

**MOVEMENT SKILLS**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 demonstrate an ability to balance in a variety of activities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an understanding that balance is affected by the amount of force and body position in stopping and landing activities</li> <li><input type="checkbox"/> demonstrate different ways to maintain static (stationary) and dynamic (while moving) balance in a variety of physical activities (e.g., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level, keeping feet apart in direction of movement, arms spread)</li> </ul>
<p>B2 demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> <li>- running jump</li> <li>- leap</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate appropriate technique for a variety of activity-specific locomotor movement skills, including                             <ul style="list-style-type: none"> <li>- running jump—run and accelerate, take off on one foot, plant take-off foot, transfer weight forward, swing arms forward for momentum, stretch upward and forward to land on balls of both feet (or opposite foot) without losing balance</li> <li>- leap—run and accelerate to take off on one foot, plant take-off foot, transfer weight forward, swing arm forward for momentum, stretch upward and forward to land lightly on balls of opposite foot; consistently maintain balance while leaping over obstacles</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>B3 demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following:</p> <ul style="list-style-type: none"> <li>– push or pull an object</li> <li>– kick an object to a stationary target</li> <li>– trap an object with the foot</li> <li>– dribble an object with hands</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate appropriate technique for a variety of activity-specific manipulative movement skills, including               <ul style="list-style-type: none"> <li>– pull or push an object (e.g., a rope)—bend knees, keep back straight, head up, support weight with legs, straighten legs to raise body with weight</li> <li>– kick an object to a stationary target (e.g., a ball to a net or another player)—set up kick by looking at target, look at object, step toward object with non-kicking foot, plant non-kicking foot, transfer weight, swing kicking foot forward, make contact with ball with instep of foot (as applicable), follow through with kicking leg in the direction of the target; incorporate a continuous three-step approach to the kick</li> <li>– trap an object (e.g., a rolling ball with the foot)—trap a rolling ball by wedging it between the ground and the sole of either foot; consistently track object with eyes throughout movement</li> <li>– dribble an object with hands (e.g., a basketball)—lean body forward slightly, keep knees partly flexed and head up, push ball to floor with fingers</li> </ul> </li> <li><input type="checkbox"/> attempt throwing or dribbling with either hand and kicks with either foot; throw objects from one hand to another (e.g., rhythmic gymnastics, juggling scarves, beanbags)</li> </ul>
<p>B4 perform selected non-locomotor and locomotor movement skills in sequence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate activity-specific technique for sequences of non-locomotor and locomotor movement skills as directed by the teacher, such as               <ul style="list-style-type: none"> <li>– partner dances, group dances, creating dance based on modelled patterns (e.g., square dance, hip-hop, interpretive)</li> <li>– tumbling sequences—rolls on different axes, floor exercises, balancing routines on a bench</li> </ul> </li> <li><input type="checkbox"/> aerobics</li> </ul>

**SAFETY, FAIR PLAY, AND LEADERSHIP**

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>C1 demonstrate safe behaviours while participating in a variety of physical activities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> follow class rules and routines for physical activities (e.g., independently do warm up activities, stay on task for an appropriate length of time)</li> <li><input type="checkbox"/> consistently demonstrate and willingly use safe behaviours (e.g., maintain control of and retrieve equipment safely, choose safe space for activity)</li> <li><input type="checkbox"/> demonstrate an awareness that safety rules vary for different activities and environments (e.g., in the gymnasium, at the pool, at the ice rink, when hiking, in the schoolyard)</li> </ul>
<p>C2 demonstrate respect and encouragement for others during a variety of types of physical activity</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> show respect in physical activity (e.g., graciously accept decisions and outcomes of activities, respect a variety of skills and abilities, work together to accomplish a team task, demonstrate emotions appropriately)</li> <li><input type="checkbox"/> demonstrate ways to show encouragement for others during a variety of types of physical activity (e.g., assist others with particular skills, offer compliments, inviting others of all abilities to participate)</li> <li><input type="checkbox"/> identify appropriate and inappropriate ways of communicating emotions such as excitement, sense of accomplishment, anger, and frustration during physical activity (e.g., talking vs. crying, calm voice vs. loud voice, acceptable language vs. offensive language, cheering vs. booing, trying again vs. giving up)</li> </ul>
<p>C3 demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> lead small group activities (e.g., develop games, create movement sequences, demonstrate a stretching technique)</li> <li><input type="checkbox"/> consistently participate in setting up and putting away of equipment</li> <li><input type="checkbox"/> act as peer helpers in group activities</li> </ul>

## SCIENCE – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators



#### PROCESSES OF SCIENCE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>• ask questions that foster investigations and explorations relevant to the content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask a question specific to the content elements (e.g., “I wonder...?”; “What causes...?”; “What do I need to use to...?”; “How is ___ the same as ___?”)</li> <li><input type="checkbox"/> ask questions that demonstrate a range of thinking skills (e.g., “What happens if ___?”; “Can you find a way to ___?”; How is ___ both good and bad for ___ [the environment]?”; “What reason do you have for ___?”)</li> </ul>
<ul style="list-style-type: none"> <li>• measure objects and events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> correctly use standard or non-standard units where appropriate (e.g., hand spans or metre stick) to develop quantitative descriptions</li> <li><input type="checkbox"/> place objects/observations on appropriate scales (e.g., lightest to heaviest; shortest to longest; weakest to strongest; closest to farthest)</li> <li><input type="checkbox"/> accurately record observations using charts and diagrams (e.g., Venn diagrams, compare/contrast charts) and use standardized formats (e.g., Know, Want-to-Know, Did, Learned) to report results of measurements</li> <li><input type="checkbox"/> apply appropriate scales for several events (e.g., day, night; seasons)</li> </ul>

LIFE SCIENCE: PLANT GROWTH AND CHANGES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>• compare familiar plants according to similarities and differences in appearance and life cycles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> classify several types of familiar plants and explain the sorting method, with teacher support</li> <li><input type="checkbox"/> accurately illustrate the life cycle of a flowering plant</li> <li><input type="checkbox"/> identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant</li> <li><input type="checkbox"/> conduct experiments to compare conditions needed for healthy plant growth (e.g., water, light, soil)</li> </ul>
<ul style="list-style-type: none"> <li>• describe ways in which plants are important to other living things and the environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the needs of common plants and animals, and provide a detailed description as to how they meet those needs</li> <li><input type="checkbox"/> illustrate ways that plants and animals depend on each other, using drawings, graphs, charts, and/or Venn diagrams</li> <li><input type="checkbox"/> prepare a detailed report on ways plants are important to the environment, giving examples</li> </ul>
<ul style="list-style-type: none"> <li>• describe how plants are harvested and used throughout the seasons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and illustrate different methods of harvesting (e.g., mechanized, by hand)</li> <li><input type="checkbox"/> research and report on how B.C. Aboriginal peoples use plants for food, medicine, and products</li> </ul>



## PHYSICAL SCIENCE: MATERIALS AND STRUCTURES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>• describe shapes that are part of natural and human-built structures (e.g., domes, arches, pyramids)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify domes, triangles, arches, pyramids, cylinders in natural and human-built structures</li> <li><input type="checkbox"/> illustrate local structures using detailed diagrams and accurately sort their characteristics (e.g., shapes, components)</li> </ul>
<ul style="list-style-type: none"> <li>• compare the effects of different materials, shapes, and forces on the strength and stability of different structures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe and demonstrate construction techniques (e.g., joint construction, strengthening, and stabilizing) using given materials</li> <li><input type="checkbox"/> conduct a variety of experiments to test and compare the strength of different structures (e.g., arches, domes, and triangles)</li> <li><input type="checkbox"/> accurately measure and report the effects of various forces (e.g., compression, tension, load) on different structures</li> </ul>
<ul style="list-style-type: none"> <li>• conduct investigations into ways to improve the strength and stability of structures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify several techniques for improving strength and stability (e.g., reinforcing, bundling, and bracing)</li> <li><input type="checkbox"/> describe and apply a variety of material-strengthening techniques and methods to improve the design and stability of a given structure (e.g., build a bridge or tower that supports a given load)</li> </ul>

EARTH AND SPACE SCIENCE: STARS AND PLANETS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<ul style="list-style-type: none"> <li>• describe characteristics and movements of objects in our solar system</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepare a detailed report on the unique features (e.g., location, size, temperature, appearance, length of day) of the planets, asteroids, comets, the Sun, and moon</li> <li><input type="checkbox"/> illustrate the solar system (the Sun, nine planets, moons, asteroids, comets, and meteors) using accurate drawings, diagrams, collages, models, electronic presentations, and/or group role play</li> <li><input type="checkbox"/> complete a detailed model, with explanations, showing that the Sun is the centre of the solar system, and that it is the source of energy for the Earth</li> </ul>
<ul style="list-style-type: none"> <li>• compare familiar constellations in seasonal skies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify and accurately label the name of constellations on a constellation map</li> <li><input type="checkbox"/> create a chart that records how constellations change position in the sky at different times of the year</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate awareness of the special significance of celestial objects for Aboriginal peoples</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate specific questions in response to an Aboriginal story focusing on celestial objects (e.g., stars, moon, planets, comets, eclipses) and illustrate answers using detailed drawings</li> <li><input type="checkbox"/> write their own stories, complete with picture, on a celestial object (e.g., how the moon came to be; why the sun is so hot)</li> </ul>

## SOCIAL STUDIES – GRADE 3

### Prescribed Learning Outcomes and Suggested Achievement Indicators



#### SKILLS AND PROCESSES OF SOCIAL STUDIES

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>A1 apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask relevant questions to clarify and define a selected problem or issue</li> <li><input type="checkbox"/> demonstrate a willingness to use imagining and predicting in relation to a selected problem or issue</li> <li><input type="checkbox"/> compare, classify, and identify patterns in information about a selected problem or issue</li> </ul>
<p>A2 identify a variety of symbolic representations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represents the importance of wheat farming to that province, a dove represents peace)</li> <li><input type="checkbox"/> identify the significance of symbols and colours on maps (e.g., colours to represent economic activity, various types of lines to represent roads and railways, symbols for capital cities)</li> </ul>
<p>A3 use simple maps to interpret and present information</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> interpret information on simple maps using cardinal directions, symbols, and legends</li> <li><input type="checkbox"/> create simple maps to represent their own community and one or more other communities within BC and Canada</li> <li><input type="checkbox"/> use simple map grids (e.g., letter-number co-ordinates) to identify specific locations</li> </ul>
<p>A4 gather information from a variety of sources</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> gather information on a topic from more than one source (e.g., book, magazine, web site, interview)</li> <li><input type="checkbox"/> apply strategies for information gathering (e.g., using headings, indices, tables of contents)</li> <li><input type="checkbox"/> record information from various sources, demonstrating appropriate strategies for note taking (e.g., key words, main ideas, point form)</li> <li><input type="checkbox"/> cite their information sources appropriately (e.g., simple bibliography)</li> </ul>
<p>A5 organize information in chronological order</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use examples to show that events happen in chronological sequence (e.g., last month, yesterday, today, tomorrow, next month)</li> <li><input type="checkbox"/> organize and present information in chronological order (e.g., before, now, later; past, present, future)</li> </ul>

<b>Prescribed Learning Outcomes</b>	<b>Suggested Achievement Indicators</b>
A6 create a presentation on a selected topic	<ul style="list-style-type: none"> <li><input type="checkbox"/> select information for a presentation on a topic (e.g., a specific province or territory)</li> <li><input type="checkbox"/> draw simple interpretations from personal experiences, oral sources, and visual and written sources</li> <li><input type="checkbox"/> organize relevant information for a presentation</li> <li><input type="checkbox"/> deliver an engaging presentation on their topic</li> </ul>
A7 formulate a response to a relevant classroom, school, or community problem or issue	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate a variety of responses to a specific problem or issue</li> <li><input type="checkbox"/> consider advantages and disadvantages of a variety of solutions to a problem or issue</li> <li><input type="checkbox"/> demonstrate willingness to consider diverse points of view</li> <li><input type="checkbox"/> distinguish between fact and opinion on a selected problem or issue</li> <li><input type="checkbox"/> individually or in groups, design a course of action to address a problem or issue, and provide reasons to support their choice</li> </ul>

IDENTITY, SOCIETY, AND CULTURE

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>B1 identify changes that can occur in communities over time</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of challenges faced by communities (e.g., natural disasters, climate, resource use and availability, decision making)</li> <li><input type="checkbox"/> conduct research (e.g., interview an elder, visit a museum) to identify changes that have occurred in their community</li> <li><input type="checkbox"/> give examples of traditions and practices that have endured over time in communities studied</li> <li><input type="checkbox"/> make simple predictions about how communities might change in the future (e.g., new stores, playgrounds, roads)</li> </ul>
<p>B2 describe the importance of communities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples to explain how identities are shaped by living in Canada as well as by living in a particular region, province, or territory</li> <li><input type="checkbox"/> describe characteristics of daily life in communities studied (e.g., housing, tools, work, use of the land, games, education)</li> <li><input type="checkbox"/> use specific examples to demonstrate knowledge that all members of communities have roles and responsibilities in common (e.g., to recycle, to work peacefully with others, to follow rules and laws, to pay taxes) as well as roles and responsibilities specific to individuals (e.g., related to work, family, or volunteer commitments)</li> <li><input type="checkbox"/> create a personal representation of what “community” means to them</li> </ul>
<p>B3 identify cultural similarities and differences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of how culture is reflected in daily life (e.g., language, traditions, recreation, arts, food, clothing)</li> <li><input type="checkbox"/> give examples of cultural diversity within their own or other communities</li> <li><input type="checkbox"/> compare life in their own community to life in other communities studied (e.g., own community past and present, own community and another community in Canada, own community and a community in another country)</li> </ul>

<b>Prescribed Learning Outcomes</b>	<b>Suggested Achievement Indicators</b>
B4 identify characteristics of Canadian society	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate knowledge that Aboriginal groups constituted Canada’s original communities</li> <li><input type="checkbox"/> give examples of how diverse cultural influences are represented in Canadian society (e.g., community gathering places, languages spoken, celebrations, symbols, food, music)</li> <li><input type="checkbox"/> create a representation (e.g., collage, diorama, poster) to communicate information about a selected culture in Canada</li> <li><input type="checkbox"/> show on a map of the world the countries of origin of various groups who have come to Canada as immigrants</li> <li><input type="checkbox"/> identify the significance of symbols of British Columbia and their local community (e.g., flag, floral emblem, bird, coat of arms)</li> </ul>

**GOVERNANCE**

<b>Prescribed Learning Outcomes</b>	<b>Suggested Achievement Indicators</b>
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
C1 describe how an understanding of personal roles, rights, and responsibilities can affect the well-being of the school and community	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of community issues on which there are differing points of view (e.g., sharing playground space, spending community funds)</li> <li><input type="checkbox"/> suggest reasons why groups and communities may experience conflict</li> <li><input type="checkbox"/> suggest ways to resolve conflict in groups to maintain the well-being of the school and community (e.g., class meeting, town hall meeting, mediation)</li> <li><input type="checkbox"/> recognize voting and participation in other forms of community decision-making as a right and a responsibility in democratic societies</li> </ul>
C2 summarize the roles and responsibilities of local governments	<ul style="list-style-type: none"> <li><input type="checkbox"/> give examples of leadership in their communities (e.g., mayor, town councillor, chief, elders, community volunteers) and identify their meeting places</li> <li><input type="checkbox"/> describe the services provided by the local government (e.g., police, firefighting, traffic control, garbage removal)</li> <li><input type="checkbox"/> list issues relevant to their local community (e.g., crosswalks, bike paths, playgrounds, sports complexes)</li> </ul>

ECONOMY AND TECHNOLOGY

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 compare ways in which needs and wants are met in communities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize that communities have diverse ways of meeting their members’ needs and wants (e.g., acquiring food and water, shelter, clothing, education, safety, entertainment)</li> <li><input type="checkbox"/> demonstrate an awareness of how work done by one person in a community benefits others (e.g., one person can grow food for many, a police officer helps keep a whole community safe)</li> <li><input type="checkbox"/> describe how and why communities exchange goods and services (e.g., to acquire products not provided locally, to provide a service to a community that doesn’t have that service)</li> <li><input type="checkbox"/> give examples of how the natural environment influences work in communities studied (e.g., crops grown chosen for the climate, tourism destinations, use of natural resources)</li> <li><input type="checkbox"/> list and describe ways in which people can acquire goods and services (e.g., pay with money, borrow, rent, trade for other goods and services, gifts)</li> <li><input type="checkbox"/> compare contemporary forms of exchange with those used in pioneer communities</li> </ul>
<p>D2 assess how technology affects individuals and communities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> select a specific technology and describe how life might be different without it (e.g., Where would you get water from if you couldn’t get it from a tap? What would you do for entertainment if you didn’t have a TV?)</li> <li><input type="checkbox"/> compare technologies used in past and present communities in areas such as             <ul style="list-style-type: none"> <li>– transportation</li> <li>– communication</li> <li>– clothing manufacture</li> <li>– food production and preparation</li> <li>– shelter</li> <li>– recreation and entertainment</li> </ul> </li> </ul>

HUMAN AND PHYSICAL ENVIRONMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>E1 locate major landforms and bodies of water in BC and Canada, including</p> <ul style="list-style-type: none"> <li>- St. Lawrence Seaway</li> <li>- Great Lakes</li> <li>- Fraser River</li> <li>- Queen Charlotte Islands</li> <li>- Canadian Shield</li> <li>- Hudson Bay</li> <li>- locally relevant examples</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> label maps of BC and Canada to show major landforms and bodies of water, including             <ul style="list-style-type: none"> <li>- St. Lawrence Seaway</li> <li>- Great Lakes</li> <li>- Fraser River</li> <li>- Queen Charlotte Islands</li> <li>- Canadian Shield</li> <li>- Hudson Bay</li> </ul> </li> <li><input type="checkbox"/> label a map to show locally relevant landforms and bodies of water (e.g., bays, straits, inlets, gulfs, beaches, peninsulas, mountain ranges, valleys, plains, marshes, rivers, lakes, islands)</li> <li><input type="checkbox"/> identify significant landforms and bodies of water in selected communities studied</li> </ul>
<p>E2 identify characteristics of the provinces and territories of Canada</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> on a map, identify all the provinces and territories of Canada, with their capital cities</li> <li><input type="checkbox"/> create a mural, model, chart, map, or other representation about a selected province or territory (e.g., depicting relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms)</li> <li><input type="checkbox"/> give examples of how symbols of Canada’s provinces or territories may reflect their physical characteristics (e.g., mountains on Alberta’s flag, waves on BC’s flag)</li> </ul>
<p>E3 demonstrate a sense of responsibility for the local environment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a locally relevant environmental issue (e.g., pollution, over-use of non-renewable resources, loss of habitat for wildlife)</li> <li><input type="checkbox"/> participate in activities to address a local environmental issue (e.g., park or beach cleanup, adopt-a-stream, school recycling program, salmonid enhancement program)</li> </ul>
<p>E4 describe how the physical environment influenced early settlement in their local community or another community studied</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide specific examples of how the physical environment influenced human activities in a selected community in the past (e.g., clothing, shelter, transportation methods, settlement patterns, farming practices)</li> <li><input type="checkbox"/> give examples of how natural resources were used in daily life in early settlements in their local community or another community studied</li> </ul>