

# The Alberta Curriculum

GRADE 3

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the 2020 Alberta Curriculum



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## Introduction

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

In Alberta, the full curriculum outline is freely available through the Alberta Education website (<https://new.learnalberta.ca/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

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

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

French as a second language isn't technically required until about the 4<sup>th</sup> grade, which is why I haven't included it in this Grade 3 checklist.

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

Thank you to Alaina K. for her help in compiling this resource.

Happy learning!



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

# Math

## Number

Specific Expectations	
<i>Develop number sense.</i>	
<input type="checkbox"/> Say the number sequence 0 to 1000 forward and backward by :	
	<input type="checkbox"/> 5s and 10s or 100's using any starting point
	<input type="checkbox"/> 3s, using starting points that are multiples of 3
	<input type="checkbox"/> 4s, using starting points that are multiples of 4
	<input type="checkbox"/> 25s, using starting points that are multiples of 25.
<input type="checkbox"/> Represent and describe numbers to 1000, concretely, pictorially and symbolically.	
<input type="checkbox"/> Compare and order numbers up to 1000.	
<input type="checkbox"/> Estimate quantities to 1000, using referents.	
<input type="checkbox"/> Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	
<input type="checkbox"/> Describe and apply mental mathematics strategies for adding two 2-digit numerals.	
<input type="checkbox"/> Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.	
<input type="checkbox"/> Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.	
<input type="checkbox"/> Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:	
	<input type="checkbox"/> using personal strategies for adding and subtracting with and without the support of manipulatives
	<input type="checkbox"/> creating and solving problems in context that involve addition and subtraction of numbers
	<input type="checkbox"/> Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.
<input type="checkbox"/> Demonstrate an understanding of multiplication to $5 \times 5$ by:	
	<input type="checkbox"/> Representing and explaining multiplication using equal grouping and arrays
	<input type="checkbox"/> Creating and solving problems in context that involve multiplication
	<input type="checkbox"/> Modelling multiplication using concrete and visual representations, and recording the process symbolically
	<input type="checkbox"/> Relating multiplication to repeated addition

	<input type="checkbox"/> Relating multiplication to division.
<input type="checkbox"/> Demonstrate an understanding of division (limited to division related to multiplication facts up to $5 \times 5$ ) by:	
	<input type="checkbox"/> Representing and explaining division using equal sharing and equal grouping
	<input type="checkbox"/> Creating and solving problems in context that involve equal sharing and equal grouping
	<input type="checkbox"/> Modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically
	<input type="checkbox"/> Relating division to repeated subtraction
	<input type="checkbox"/> Relating division to multiplication.
<input type="checkbox"/> Demonstrate an understanding of fractions by:	
	<input type="checkbox"/> Explaining that a fraction represents a part of a whole
	<input type="checkbox"/> Describing situations in which fractions are used
	<input type="checkbox"/> Comparing fractions of the same whole that have like denominators.

### Patterns & Relations (Patterns)

	Specific Expectations
<i>Use patterns to describe the world and to solve problems.</i>	
<input type="checkbox"/> Demonstrate an understanding of increasing patterns for numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions by:	
	<input type="checkbox"/> describing
	<input type="checkbox"/> reproducing
	<input type="checkbox"/> extending
	<input type="checkbox"/> creating
<input type="checkbox"/> Demonstrate an understanding of decreasing patterns for numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions by:	
	<input type="checkbox"/> describing
	<input type="checkbox"/> reproducing
	<input type="checkbox"/> extending
	<input type="checkbox"/> creating
<input type="checkbox"/> Sort objects or numbers, using one or more than one attribute.	

## Patterns & Relations (Variables & Equations)

	Specific Expectations
	<i>Represent algebraic expressions in multiple ways</i>
	<input type="checkbox"/> Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.

## Shape and Space (Measurement)

	Specific Expectations
	<i>Use direct and indirect measurement to solve problems.</i>
	<input type="checkbox"/> Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Demonstrate an understanding of measuring length (cm, m) by: <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>
	<input type="checkbox"/> Demonstrate an understanding of measuring mass (g, kg) by: <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>
	<input type="checkbox"/> Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"><li>-estimating perimeter, using referents for cm or m</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>

### Shape and Space (3-D Objects and 2-D Shapes)

Specific Expectations	
<i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>	
<input type="checkbox"/> Describe 3-D objects according to the shape of the faces and the number of edges and vertices.	
<input type="checkbox"/> Sort regular and irregular polygons according to the number of sides, including:	
	<input type="checkbox"/> triangles
	<input type="checkbox"/> quadrilaterals
	<input type="checkbox"/> pentagons
	<input type="checkbox"/> hexagons
	<input type="checkbox"/> octagons

### Statistics and Probability (Data Analysis)

Specific Expectations	
<i>Collect, display and analyze data to solve problems.</i>	
<input type="checkbox"/> Collect first-hand data and organize it to answer questions using: -tally marks -line plots -charts -lists	
<input type="checkbox"/> Construct and interpret concrete graphs and pictographs to solve problems.	

## Language Arts

General Outcome	Specific Expectations
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	<i>Discover and Explore</i>
	<input type="checkbox"/> Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
	<input type="checkbox"/> Explain understanding of new concepts in own words
	<input type="checkbox"/> Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
	<input type="checkbox"/> Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others
	<input type="checkbox"/> Choose and share a variety of oral, print and other media texts in areas of particular interest
	<input type="checkbox"/> Discuss areas of personal accomplishment as readers, writers and illustrators
	<i>Clarify and Extend</i>
	<input type="checkbox"/> Ask for the ideas and observations of others to explore and clarify personal understanding
	<input type="checkbox"/> Experiment with arranging and recording ideas and information in a variety of ways
	<input type="checkbox"/> Ask questions to clarify information and ensure understanding
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	<i>Use Strategies and Cues</i>
	<input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information
	<input type="checkbox"/> Identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture dictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning
	<input type="checkbox"/> Use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials
	<input type="checkbox"/> Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
<input type="checkbox"/> Identify the main idea or topic and supporting details in simple	

	narrative and expository passages
	<input type="checkbox"/> Extend sight vocabulary to include predictable phrases and words related to language use
	<input type="checkbox"/> Read silently with increasing confidence and accuracy
	<input type="checkbox"/> Monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems
	<input type="checkbox"/> Use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning
	<input type="checkbox"/> Attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading
	<input type="checkbox"/> Apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
	<input type="checkbox"/> Apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context
	<input type="checkbox"/> Associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context
	<input type="checkbox"/> Put words in alphabetical order by first and second letter
	<input type="checkbox"/> Use picture dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
	<i>Respond to Texts</i>
	<input type="checkbox"/> Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CD ROM programs and plays
	<input type="checkbox"/> Tell or write about favourite parts of oral, print and other media texts
	<input type="checkbox"/> Identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites
	<input type="checkbox"/> Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

	<input type="checkbox"/> Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences
	<input type="checkbox"/> Summarize the main idea of individual oral, print and other media texts
	<input type="checkbox"/> Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts
	<input type="checkbox"/> Make inferences about a character's actions or feelings
	<input type="checkbox"/> Express preferences for one character over another
	<input type="checkbox"/> Express feelings related to words, visuals and sound in oral, print and other media texts
	<input type="checkbox"/> Identify how authors use comparisons, and explain how they create mental images
	<i>Understand Forms, Elements, and Techniques</i>
	<input type="checkbox"/> Identify distinguishing features of a variety of oral, print and other media texts
	<input type="checkbox"/> Discuss ways that visual images convey meaning in print and other media texts
	<input type="checkbox"/> Include events, setting and characters when summarizing or retelling oral, print or other media texts
	<input type="checkbox"/> Describe the main characters in terms of who they are, their actions in the story and their relations with other characters
	<input type="checkbox"/> Identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques
	<input type="checkbox"/> Recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment
	<i>Create Original Text</i>
	<input type="checkbox"/> Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts
	<input type="checkbox"/> Use sentence variety to link ideas and create impressions on familiar audiences
	<input type="checkbox"/> Experiment with a variety of story beginnings to choose ones that best introduce particular stories
	<input type="checkbox"/> Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot
	<i>Plan and Focus</i>

<p>Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	<input type="checkbox"/> Use self-questioning to identify information needed to supplement personal knowledge on a topic
	<input type="checkbox"/> Identify facts and opinions, main ideas and details in oral, print and other media texts
<p>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	<input type="checkbox"/> Ask topic-appropriate questions to identify information needs
	<input type="checkbox"/> Contribute ideas for developing a class plan to access and gather ideas and information
	<p><i>Select and Process</i></p>
	<input type="checkbox"/> Find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment
	<input type="checkbox"/> Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
	<input type="checkbox"/> Locate answers to questions and extract appropriate and significant information from oral, print and other media texts
	<input type="checkbox"/> Use card or electronic catalogues to locate information
	<input type="checkbox"/> Review information to determine its usefulness in answering research questions
	<p><i>Organize, Record and Evaluate</i></p>
	<input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing
	<input type="checkbox"/> Draft ideas and information into short paragraphs, with topic and supporting sentences
	<input type="checkbox"/> Record facts and ideas using a variety of strategies; list titles and authors of sources
	<input type="checkbox"/> List significant ideas and information from oral, print and other media texts
	<input type="checkbox"/> Determine if gathered information is sufficient to answer research questions
	<p><i>Share and Review</i></p>
	<input type="checkbox"/> Organize and share ideas and information on topics to engage familiar audiences
	<input type="checkbox"/> Use titles, headings and visuals to add interest and highlight important points of presentation
	<input type="checkbox"/> Assess the research process, using pre-established criteria

	<i>Enhance and Improve</i>
	<input type="checkbox"/> Share own oral, print and other media texts with others to identify strengths and ideas for improvement
	<input type="checkbox"/> Combine and rearrange existing information to accommodate new ideas and information
	<input type="checkbox"/> Edit for complete and incomplete sentences
	<input type="checkbox"/> Print legibly, and begin to learn proper alignment, shape and slant of cursive writing
	<input type="checkbox"/> Space words and sentences consistently on a line and page
	<input type="checkbox"/> Use keyboarding skills to compose, revise and print text
	<input type="checkbox"/> Understand and use vocabulary associated with keyboarding and word processing
	<input type="checkbox"/> Explain relationships among words and concepts associated with topics of study
	<input type="checkbox"/> Experiment with words and word meanings to produce a variety of effects
	<input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts
	<i>Attend to Conventions</i>
	<input type="checkbox"/> Identify a variety of sentence types, and use in own writing
	<input type="checkbox"/> Identify correct subject-verb agreement, and use in own writing
	<input type="checkbox"/> Use adjectives and adverbs to add interest and detail to own writing
	<input type="checkbox"/> Distinguish between complete and incomplete sentences
	<input type="checkbox"/> Use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing
	<input type="checkbox"/> Identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing
	<input type="checkbox"/> Identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing
	<input type="checkbox"/> Use capital letters appropriately in titles of books and stories

	<input type="checkbox"/> Use exclamation marks, appropriately, as end punctuation in own writing
	<input type="checkbox"/> Use apostrophes to form common contractions and to show possession in own writing
	<input type="checkbox"/> Identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension
	<i>Present and Share</i>
	<input type="checkbox"/> Present ideas present ideas and information on a topic, using a pre-established plan
	<input type="checkbox"/> Use print and nonprint aids to illustrate ideas and information in oral, print and other media texts
	<input type="checkbox"/> Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas
	<input type="checkbox"/> Rephrase, restate and explain the meaning of oral and visual presentations
	<input type="checkbox"/> Identify and set purposes for listening and viewing
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	<i>Respect Others and Strengthen Community</i>
	<input type="checkbox"/> Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
	<input type="checkbox"/> Retell, paraphrase or explain ideas in oral, print and other media texts
	<input type="checkbox"/> Identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities
	<input type="checkbox"/> Use appropriate language to acknowledge and celebrate individual and class accomplishments
	<input type="checkbox"/> Demonstrate respect for the ideas, abilities and language use of others
	<i>Work within a Group</i>
	<input type="checkbox"/> Work cooperatively with others in small groups on structured tasks
	<input type="checkbox"/> Identify others who can provide assistance, and seek their help in specific situations
	<input type="checkbox"/> Contribute ideas and information on topics to develop a common knowledge base in the group
<input type="checkbox"/> Ask others for their ideas, and express interest in their	

	contributions
	<input type="checkbox"/> Assess the effectiveness of group process, using pre-established criteria

## Science & Technology

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## Rocks and Minerals

Section	Specific Expectations
<p>Students will:</p> <p>-Demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare samples of various kinds of rock, and identify similarities and differences.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include:               <ul style="list-style-type: none"> <li>-colour</li> <li>-lustre or "shininess"; e.g., shiny, dull, glassy, metallic, earthy</li> <li>-texture; e.g., rough, smooth, uneven</li> <li>-hardness, based on scratch tests with available materials</li> <li>-presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid</li> <li>-crystal shape for minerals, or overall pattern of rocks.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe and classify a group of rocks and minerals, based upon the above properties.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize that rocks are composed of a variety of materials; and given a coarse-grained rock and magnifier, describe some of the component materials.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., (use safety goggles): by shaking a group of small, soft rocks in a jar of water; by striking rocks together.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community.</li> </ul>

## Building with a Variety of Materials

Section	Specific Expectations
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<p>Students will:</p> <p>-Use, safely, a variety of tools, techniques and materials in construction activities.</p> <p>-Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.</p>	<p>Using a variety of materials and techniques, design, construct and test structures that are intended to:</p> <ul style="list-style-type: none"> <li>● support objects</li> <li>● span gaps</li> <li>● serve as containers</li> <li>● serve as models of particular living things, objects or buildings.</li> </ul>
	<p><input type="checkbox"/> Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.</p>
	<p><input type="checkbox"/> Select tools that are suitable to particular tasks and materials, and use them safely and effectively.</p>
	<p><input type="checkbox"/> Understand and use a variety of methods to join or fasten materials.</p>
	<p><input type="checkbox"/> Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.</p>
	<p><input type="checkbox"/> Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example.</p>
	<p><input type="checkbox"/> Recognize the importance of good workmanship, and demonstrate growth toward good workmanship.</p>
	<p><input type="checkbox"/> Maintain and store materials and tools safely and properly.</p>
	<p><input type="checkbox"/> Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project.</p>

### Testing Materials and Designs

Section	Specific Expectations
Students will:	<p><input type="checkbox"/> Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to</p>

-Evaluate the suitability of different materials and designs for their use in a building task	use.
	<input type="checkbox"/> Compare and evaluate the strength and stability of different models or objects constructed.
	<input type="checkbox"/> Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials.
	<input type="checkbox"/> Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood.
	<input type="checkbox"/> Apply procedures to test different designs.
	<input type="checkbox"/> Apply procedures to test the strength of different methods of joining.
	<input type="checkbox"/> Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles.

## Hearing and Sound

Section	Specific Expectations
Students will:  -Describe the nature of sound, and demonstrate methods for producing and controlling sound	<input type="checkbox"/> Identify examples of vibration.
	<input type="checkbox"/> Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound.
	<input type="checkbox"/> Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear.
	<input type="checkbox"/> Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound.
	<input type="checkbox"/> Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings.
	<input type="checkbox"/> Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced.

	<input type="checkbox"/> Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.
	<input type="checkbox"/> Describe how the human ear senses vibrations.
	<input type="checkbox"/> Compare the range of hearing in humans to that in other animals; e.g., dogs and bats.
	<input type="checkbox"/> Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics.
	<input type="checkbox"/> Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging.
	<input type="checkbox"/> Construct and evaluate different kinds of soundproofing and sound-amplifying devices.
	<input type="checkbox"/> Explain the role that sound plays in communication.

### Animal Life Cycles

Section	Specific Expectations
Students will:  -Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.  -Identify requirements for animal care.	<input type="checkbox"/> Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.
	<input type="checkbox"/> Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.
	<input type="checkbox"/> Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.
	<input type="checkbox"/> Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.

	<input type="checkbox"/> Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.
	<input type="checkbox"/> Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
	<input type="checkbox"/> Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments.
	<input type="checkbox"/> Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
	<input type="checkbox"/> Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.
	<input type="checkbox"/> Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.

## Social Studies

### Communities in the World

Section	Specific Expectations
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<i>Values and Attitudes</i>	
Students will: - appreciate similarities and differences among people and communities	<input type="checkbox"/> Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own
<i>Knowledge and Understanding</i>	
Students will:  -Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	<input type="checkbox"/> What determines quality of life?
	<input type="checkbox"/> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)?
	<input type="checkbox"/> How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)?
	<input type="checkbox"/> What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)?
	<input type="checkbox"/> How is identity reflected in traditions, celebrations, stories and customs in the communities?
	<input type="checkbox"/> How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)?
	<input type="checkbox"/> How are decisions made in the communities? Who is responsible for making the decisions?
	<input type="checkbox"/> How do the individuals and groups in the communities maintain peace?
	<input type="checkbox"/> How do the individuals and groups in the communities cooperate and share with other group members?
	<input type="checkbox"/> How is cultural diversity expressed within each community?
Students will:  -Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:	<input type="checkbox"/> Where, on a globe and/or map, are the communities in relation to Canada?
	<input type="checkbox"/> In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work?
	<input type="checkbox"/> In what ways do the communities show concern for their natural environment?
	<input type="checkbox"/> How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)?
Students will:	<input type="checkbox"/> What are the main goods and services produced by the

<p>-Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p>	<p>communities studied (i.e., agricultural activities, manufacturing activities)?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What goods and services do the communities import from and export to other parts of the world?</li> <li><input type="checkbox"/> What are the main forms of technologies, transportation and communication in the communities?</li> </ul>
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## Global Citizenship

Section	Specific Expectations
<p>By the end of Grade 3, students will:</p>	
<p>-Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.</p>	
<p><i>Values and Attitudes</i></p>	
<p>Students will:  -appreciate elements of global citizenship</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them</li> <li><input type="checkbox"/> respect the equality of all human beings</li> </ul>
<p><i>Knowledge and Understanding</i></p>	
<p>Students will:  -Explore the concept of global citizenship by reflecting upon the following questions for inquiry:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens?</li> <li><input type="checkbox"/> What are some environmental concerns that Canada and communities around the world share? (</li> <li><input type="checkbox"/> In what ways can individuals and groups contribute to positive change in the world?</li> <li><input type="checkbox"/> How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)?</li> <li><input type="checkbox"/> What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))?</li> <li><input type="checkbox"/> What are examples of international organizations formed by nations (e.g., UN)?</li> </ul>

## Skills and Processes (Alberta Learning’s Information and Communication Technology (ICT)

curriculum is infused throughout the social studies program of studies)

Section	Specific Expectations
<i>Dimensions of Thinking</i>	
Students will: -Develop skills of critical thinking and creative thinking:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate ideas and information from different points of view</li> <li><input type="checkbox"/> Choose and justify a course of action</li> <li><input type="checkbox"/> Generate original ideas and strategies in individual and group activities</li> <li><input type="checkbox"/> Compare and contrast information from similar types of electronic sources, such as information collected on the Internet</li> </ul>
Students will: -Develop skills of historical thinking:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly apply terms related to time, including past, present, future</li> <li><input type="checkbox"/> Arrange events, facts and/or ideas in sequence</li> </ul>
Students will: -Develop skills of geographic thinking:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create and use a simple map to locate communities studied in the world</li> <li><input type="checkbox"/> Use cardinal and intermediate directions to locate places on maps and globes</li> <li><input type="checkbox"/> Apply the concept of relative location to determine locations of people and places</li> <li><input type="checkbox"/> Apply the terms hemisphere, poles, equator</li> </ul>
Students will: -Demonstrate skills of decision making and problem solving:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply new ideas and strategies to contribute to decision making and problem solving</li> <li><input type="checkbox"/> Support proposed ideas, strategies and options with facts and reasons</li> <li><input type="checkbox"/> Collaborate with others to devise strategies for dealing with problems and issues</li> <li><input type="checkbox"/> Use technology to organize and display data in a problem-solving context</li> </ul>
<i>Social Participation as a Democratic Process</i>	
Students will: -Demonstrate skills of	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate</li> </ul>

cooperation, conflict resolution and consensus building:	<input type="checkbox"/> Demonstrate willingness to seek consensus among members of a work group
	<input type="checkbox"/> Consider the needs and points of view of others
	<input type="checkbox"/> Work and play in harmony with others to create a safe and caring environment
	<input type="checkbox"/> Share information collected from electronic sources to add to a group task
Students will: -demonstrate skills of cooperation, conflict resolution and consensus building:	<input type="checkbox"/> Demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
	<input type="checkbox"/> Demonstrate willingness to seek consensus among members of a work group
	<input type="checkbox"/> Consider the needs and points of view of others
	<input type="checkbox"/> Work and play in harmony with others to create a safe and caring environment
	<input type="checkbox"/> Share information collected from electronic sources to add to a group task
Students will: -develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:	<input type="checkbox"/> Participate in projects that improve or meet the particular needs of their school or community
<b><i>RESEARCH FOR DELIBERATIVE INQUIRY</i></b>	
Students will: -Apply the research process:	<input type="checkbox"/> Make connections between cause-and-effect relationships from information gathered from varied sources
	<input type="checkbox"/> Evaluate whether information supports an issue or a research question
	<input type="checkbox"/> Develop questions that reflect a personal information need
	<input type="checkbox"/> Follow a plan to complete an inquiry
	<input type="checkbox"/> Access and retrieve appropriate information from electronic sources for a specific inquiry
	<input type="checkbox"/> Navigate within a document, compact disc or other software program that contains links

	<input type="checkbox"/> Organize information from more than one source
	<input type="checkbox"/> Process information from more than one source to retell what has been discovered
	<input type="checkbox"/> Draw conclusions from organized information
	<input type="checkbox"/> Make predictions based on organized information
	<input type="checkbox"/> Formulate new questions as research progresses
<i>Communication</i>	
Students will: -Demonstrate skills of oral, written and visual literacy:	<input type="checkbox"/> Organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
	<input type="checkbox"/> Listen to others in order to understand their points of view
	<input type="checkbox"/> Interact with others in a socially appropriate manner
	<input type="checkbox"/> Create visual images for particular audiences and purposes
	<input type="checkbox"/> Use technology to support and present conclusions
Students will: -Develop skills of media	<input type="checkbox"/> Compare information on the same issue or topic from print media, television, photographs and the Internet
	<input type="checkbox"/> Identify key words from information gathered from a variety of media on a topic or issue

literacy:	
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## The Arts

### Drama

Section	Specific Expectations
<i>STRUCTURED DRAMATIC PLAY</i>	
Physical	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop sensory awareness</li> <li><input type="checkbox"/> become aware of body and voice as instruments of expression</li> <li><input type="checkbox"/> explore and express large and small body movements</li> <li><input type="checkbox"/> develop techniques for relaxation</li> </ul>
Intellectual	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop and exercise imagination</li> <li><input type="checkbox"/> develop concentration</li> <li><input type="checkbox"/> recognize and learn to trust the intuitive response</li> <li><input type="checkbox"/> exercise divergent and convergent thinking</li> </ul>
Emotional	<ul style="list-style-type: none"> <li><input type="checkbox"/> explore emotion</li> <li><input type="checkbox"/> control emotion</li> <li><input type="checkbox"/> express emotion</li> </ul>
Social	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand self</li> <li><input type="checkbox"/> understand others</li> <li><input type="checkbox"/> discipline self</li> <li><input type="checkbox"/> develop acceptance of self/others (tolerance)</li> <li><input type="checkbox"/> develop appreciation of the work of self and others</li> <li><input type="checkbox"/> cope with emotional responses</li> </ul>

Integrative	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand and respond to environment</li> <li><input type="checkbox"/> respect and investigate ideas of others</li> <li><input type="checkbox"/> role play</li> <li><input type="checkbox"/> develop a sense of form</li> <li><input type="checkbox"/> make the abstract concrete</li> <li><input type="checkbox"/> learn to respond to stimuli; e.g., music, pictures, objects, literature</li> <li><input type="checkbox"/> develop the confidence to make choices</li> <li><input type="checkbox"/> respect the space of others</li> <li><input type="checkbox"/> communicate through space</li> <li><input type="checkbox"/> test and reflect on the consequences of dramatic decisions</li> </ul>
<i>Dramatic Movement</i>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> understand personal space, general space and the inherent differences between the two</li> <li><input type="checkbox"/> develop flexible, free and controlled movement</li> <li><input type="checkbox"/> practise moving in different ways in response to a variety of stimuli</li> <li><input type="checkbox"/> discover how to use the body as a vehicle for expressing and interpreting feelings and ideas</li> <li><input type="checkbox"/> analyze different ways of moving alone and with others</li> <li><input type="checkbox"/> express simple characterization through movement</li> <li><input type="checkbox"/> appreciate the aesthetics of movement</li> <li><input type="checkbox"/> use dramatic movement to investigate the environment</li> <li><input type="checkbox"/> develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum</li> </ul>
<i>Mime</i>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should learn to express oneself physically and imaginatively through movement and gesture</li> <li><input type="checkbox"/> The child should observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)</li> <li><input type="checkbox"/> The child should explore the weight, shape, size, texture and</li> </ul>

	<p>resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)</p>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should learn to communicate feelings and ideas that cannot be expressed adequately in words (abstract mime)</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should investigate physical comedy through examination of the allied art of clowning</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should develop an understanding and appreciation for an art form</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The child should apply mime skills to learning situations</li> </ul>
<p><i>Choral Speech</i></p>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	<p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop appreciation for enjoyment of literature</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their</li> </ul>

	stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Listen to self and others
	<input type="checkbox"/> Blend the voice with others
	<input type="checkbox"/> Respond to cues given by leader
	<input type="checkbox"/> Speak:  -in unison -antiphonally

*Storytelling*

	Develop the following vocal skills: <input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech <input type="checkbox"/> speak clearly <input type="checkbox"/> speak with ease <input type="checkbox"/> speak expressively <input type="checkbox"/> speak with energy <input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument <input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume
	Develop the following interpretive skills: <input type="checkbox"/> communicate the meaning of a piece of literature <input type="checkbox"/> express mood <input type="checkbox"/> explore natural rhythm <input type="checkbox"/> phrase for meaning <input type="checkbox"/> colour individual words <input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings <input type="checkbox"/> of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> Develop and extend the ability to recall and sequence events
	<input type="checkbox"/> Develop an awareness and understanding of differentiation of character within a story

	<input type="checkbox"/> Apply storytelling skills to other areas of study
<i>Dramatization</i>	
	<p>Develop role-playing skills:</p> <input type="checkbox"/> accept role playing as a positive learning experience <input type="checkbox"/> take on the attitude of another <input type="checkbox"/> assume the physical attributes of another <input type="checkbox"/> emphasize the situation of another <input type="checkbox"/> use role playing as a problem-solving tool
	<p>Recognize and use dramatic form:</p> <input type="checkbox"/> appreciate and use the possibilities of a story line in sequence <input type="checkbox"/> recognize and incorporate structure; i.e., beginning, middle and end <input type="checkbox"/> respond in language appropriate to different situations <input type="checkbox"/> recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment
	<input type="checkbox"/> Develop an appreciation of the art form of acting out literature
	<input type="checkbox"/> Be motivated to extend the dramatization experience into other subject areas
<i>Puppetry</i>	
	<p>Become aware of the puppet as a communicative medium by:</p> <input type="checkbox"/> moving as a puppet <input type="checkbox"/> moving another as a puppet <input type="checkbox"/> constructing a simple puppet
	<p>Apply moving skills to puppetry by:</p> <input type="checkbox"/> experimenting with puppet manipulation <input type="checkbox"/> exploring and creating various environments through which the child can move the puppet
	<p>The child should apply speaking skills to puppetry by:</p> <input type="checkbox"/> communicating through the puppet as an extension of self <input type="checkbox"/> responding to another puppet creating dialogue
	<p>The child should apply dramatization skills to puppetry by:</p> <input type="checkbox"/> creating a character for a puppet <input type="checkbox"/> creating an environment in which the character will react <input type="checkbox"/> expressing feelings as a puppet <input type="checkbox"/> working with others to create a puppet story
	<p>Appreciate the complexities of a puppet performance by:</p> <input type="checkbox"/> sharing their own puppet scene/episodes/play with each

	<p>other</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> with other groups in the class</li> <li><input type="checkbox"/> viewing other puppet performances; e.g., student or professional</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply the skills of puppetry to other subject areas</li> </ul>
<i>Choric Drama</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul> <p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop appreciation for enjoyment of literature</li> <li><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories</li> <li><input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading</li> <li><input type="checkbox"/> Use skills as outlined in choral speech, dramatic movement, mime and dramatization</li> <li><input type="checkbox"/> Create individual and/or group characterization</li> <li><input type="checkbox"/> Explore appropriate movement and speech qualities for characterization</li> <li><input type="checkbox"/> Apply choric drama skills to the investigation of other areas of study</li> </ul>

<i>Reader's Theatre</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop the following interpretive skills:</li> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<input type="checkbox"/> Develop appreciation for enjoyment of literature
	<input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories
	<input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading
	<input type="checkbox"/> The child should communicate effectively from a prepared script
	<input type="checkbox"/> The child should use skills as outlined in choral speech and/or storytelling and dramatization
	<input type="checkbox"/> The child should select visual elements to enhance communication
	<input type="checkbox"/> The child should appreciate readers' theatre as an art form
<i>Story Theatre</i>	
	<p>Develop the following vocal skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and reproduce the articulated sounds of standard speech</li> <li><input type="checkbox"/> speak clearly</li> <li><input type="checkbox"/> speak with ease</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> speak expressively</li> <li><input type="checkbox"/> speak with energy</li> <li><input type="checkbox"/> speak with an appreciation of the flexibility of the voice as an instrument</li> <li><input type="checkbox"/> learn concepts of pitch, pace, pause, rate, intensity, volume</li> </ul>
	<p>Develop the following interpretive skills:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> communicate the meaning of a piece of literature</li> <li><input type="checkbox"/> express mood</li> <li><input type="checkbox"/> explore natural rhythm</li> <li><input type="checkbox"/> phrase for meaning</li> <li><input type="checkbox"/> colour individual words</li> <li><input type="checkbox"/> develop skills of presentation by becoming aware of the importance of face, voice and body</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop appreciation for enjoyment of literature</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop language skills through the language processes of speaking, listening, writing and reading</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an appreciation of story theatre as an art form</li> </ul>
<i>Playmaking</i>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciate playmaking by others; e.g., other students or professionals</li> </ul>
<i>Group Drama</i>	
	<p>Develop the ability to make decisions in a group:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accept self as part of a group</li> <li><input type="checkbox"/> listen to ideas of another</li> <li><input type="checkbox"/> offer own ideas</li> <li><input type="checkbox"/> become aware of and accept the group purpose</li> </ul>
	<p>Cooperatively build a drama to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> send both verbal and non-verbal signals to others</li> <li><input type="checkbox"/> receive and respond to verbal and non-verbal signals</li> <li><input type="checkbox"/> solve problems</li> <li><input type="checkbox"/> recognize and use group space</li> <li><input type="checkbox"/> become aware of and use tensions/conflicts</li> <li><input type="checkbox"/> appreciate the shared creation of a drama</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama</li> </ul>

## Music

Section	Specific Expectations
<i>Rhythm</i>	
By the end of Grade 3, students will understand that:	<input type="checkbox"/> Duration is extended by a dot, a tie or a fermata
	<input type="checkbox"/> beats may be grouped in 2s or 3s.
	<input type="checkbox"/> some music does not have a steady beat.
	<input type="checkbox"/> a time signature tells how beats are grouped in a measure.
<i>Melody</i>	
By the end of Grade 3, students will understand that:	<input type="checkbox"/> A melody may have an ending home tone (tonic).
<i>Harmony</i>	
By the end of Grade 3, students will understand that:	<input type="checkbox"/> two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants.
	<input type="checkbox"/> the I and V <sub>7</sub> chords may be used to accompany melodies.
	<input type="checkbox"/> pitched percussion instruments can be combined to make harmony.
<i>Form</i>	
By the end of Grade 3, students will understand that:	<input type="checkbox"/> musical phrases, which give organization to music, may be short or long.
	<input type="checkbox"/> music may be accompanied by a repeated pattern (ostinato).
<i>Expression (tempo, dynamics, tone colour)</i>	
By the end of Grade 3, students will understand that:	<input type="checkbox"/> changes in dynamics add to the effect of music.
	<input type="checkbox"/> musical instruments produce tone colour by being blown, bowed, plucked, strummed, struck, scraped or shaken.
<i>Listening</i>	
By the end of Grade 3, students will be able to:	<input type="checkbox"/> detect the contour (shape) of melody.
	<input type="checkbox"/> identify differences in tempo, timbre (tone colour) and

	dynamics.
	<input type="checkbox"/> identify the difference in sound between songs in major and minor keys.
	<input type="checkbox"/> identify repetition and contrast.
	<input type="checkbox"/> identify binary (AB) and ternary (ABA) forms.
	<input type="checkbox"/> recognize the instruments of the four families of the orchestra: string, woodwind, brass, percussion.
<i>Moving</i>	
By the end of Grade 3, students will be able to:	<input type="checkbox"/> perform rhythmic patterns in music.
	<input type="checkbox"/> move to round or canon form.
	<input type="checkbox"/> participate in folk, square or traditional ethnic dances.
<i>Singing</i>	
By the end of Grade 3, students will be able to:	<input type="checkbox"/> extend the use of sol-fa training with hand signals to include “la <sub>1</sub> ” “so <sub>1</sub> ” “do <sub>1</sub> ” (low “la”, low “so” and high “do”).
	<input type="checkbox"/> sing two-part rounds and simple descants.
	<input type="checkbox"/> continue vocal development: sing with expression and good enunciation.
	<input type="checkbox"/> sing with various instrumental accompaniments.
	<input type="checkbox"/> participate in singing alone or in a group, a capella (unaccompanied).
	<input type="checkbox"/> sing partner and nonsense songs.
<i>Playing Instruments</i>	
By the end of Grade 3, students will be able to:	<input type="checkbox"/> use pitched (keyboard-type) instruments to play tone-matching games, conversational games and pentatonic (5-tone) accompaniments.
	<input type="checkbox"/> demonstrate skills on Autoharp — learn basic chords and rhythms to accompany many songs.
<i>Reading and Writing</i>	

By the end of Grade 3, students will be able to:	<input type="checkbox"/> recognize the eighth rest.
	<input type="checkbox"/> recognize the dotted half note, the concept of the dot and the fermata.
	<input type="checkbox"/> recognize 4/4 time signature.
	<input type="checkbox"/> continue sol-fa training to include low “la” and low “so” (“la <sub>1</sub> ,” “so <sub>1</sub> ”) and high “do” (“do <sup>1</sup> ”).
	<input type="checkbox"/> recognize the symbol for a phrase.
<i>Creating</i>	
By the end of Grade 3, the student will be able to:	<input type="checkbox"/> create movement to demonstrate form in music.
	<input type="checkbox"/> improvise, using instrumental and/or singing activities.
	<input type="checkbox"/> create rhythmic and melodic ostinati for poems and songs.

## Visual Arts

Section	Concepts
<i>Reflection</i>	
ANALYSIS: Students will make distinctions within classes of natural objects or forms.	<input type="checkbox"/> Students will make distinctions within classes of natural objects or forms.
	<input type="checkbox"/> Each class of natural forms has distinguishing characteristics.
	<input type="checkbox"/> Natural forms are related functionally to their environment.
	<input type="checkbox"/> Earth and water forms reveal many variations.
	<input type="checkbox"/> Environments are altered by natural forces.
	<input type="checkbox"/> Change in natural forms occurs over time.
ASSESSMENT: Students will assess the visual qualities of objects.	<input type="checkbox"/> Form should follow function.
	<input type="checkbox"/> Durability influences the function of an object.
	<input type="checkbox"/> Materials should be used honestly.
	<input type="checkbox"/> Materials influence the form and function of an object.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Useful objects can be derived from designs in nature.</li> <li><input type="checkbox"/> Surface treatments should harmonize with and not detract from the main form.</li> </ul>
<p><b>APPRECIATION:</b> Students will interpret artworks by examining their context and less visible characteristics.</p>	<input type="checkbox"/> Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art
	<input type="checkbox"/> Artistic style is largely the product of an age.
	<input type="checkbox"/> Technological change affects types of art.
	<input type="checkbox"/> Our associations influence the way we experience a work of art.
	<input type="checkbox"/> Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
	<input type="checkbox"/> Art serves societal as well as personal needs.
<i>Depiction</i>	
<p><b>MAIN FORMS AND PROPORTION:</b> Students will perfect forms and develop more realistic treatments.</p>	<input type="checkbox"/> Shapes can suggest movement or stability.
	<input type="checkbox"/> Many shapes are symmetrical.
	<input type="checkbox"/> Images can be portrayed in varying degrees of realism.
	<input type="checkbox"/> Internal as well as external proportions can be depicted.
	<input type="checkbox"/> Landscapes can show middle ground, background and foreground.
	<input type="checkbox"/> Size variations among objects give the illusion of depth.
<p><b>ACTIONS AND VIEWPOINTS:</b> Students will select appropriate references for depicting.</p>	<input type="checkbox"/> Looking at negative shapes helps create a different view of something.
	<input type="checkbox"/> Drawing strategies, such as gesture to capture action, contour to study important edges and massing to show bulk or weight, are helpful in depicting animate forms.
	<input type="checkbox"/> Actions among things in a setting create a dynamic interest.
	<input type="checkbox"/> Objects can be depicted selectively from a broad range of viewpoints.
<p><b>QUALITIES AND DETAILS:</b> Students will refine surface qualities of objects and forms.</p>	<input type="checkbox"/> Texture can be represented from a range of different studio techniques.
	<input type="checkbox"/> Colour can be made to appear dull or bright.
	<input type="checkbox"/> Gradations of tone are useful to show depth or the effect of light on objects.
	<input type="checkbox"/> By increasing details in the foreground the illusion of depth

	and reality can be enhanced.
<i>Composition</i>	
EMPHASIS: Students will create emphasis by the treatment of forms and qualities.	<input type="checkbox"/> The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.
	<input type="checkbox"/> Format can be adjusted and composition tightened by editing or cropping the unnecessary areas from the edges of a work, after it is completed.
	<input type="checkbox"/> Details, accents and outlines will enhance the dominant area or thing.
UNITY: Students will create unity by interrelating the parts of a composition.	<input type="checkbox"/> The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area.
	<input type="checkbox"/> Parallel edges induce harmony within a composition.
	<input type="checkbox"/> Every major area of a composition should be interesting in itself.
	<input type="checkbox"/> Limited colours and materials tighten a composition.
CRAFTSMANSHIP: Students will improve compositions by refining, rehearsing and critiquing.	<input type="checkbox"/> Refinement of forms and surface qualities is necessary to give a finished appearance to a composition.
	<input type="checkbox"/> Rehearsals and ongoing critiques should be scheduled to improve composing skills.
<i>Expression</i>	
PURPOSE 1: Students will record or document activities, people and discoveries.	<input type="checkbox"/> Everyday activities can be documented visually.
	<input type="checkbox"/> Special events, such as field trips, visits and festive occasions can be recorded visually.
	<input type="checkbox"/> Family groups and people relationships can be recorded visually.
	<input type="checkbox"/> Knowledge gained from study or experimentation can be recorded visually.
	Local and provincial events can be recorded visually.
PURPOSE 2: Students will illustrate or tell a story.	<input type="checkbox"/> A narrative can be retold or interpreted visually.
	<input type="checkbox"/> An original story can be created visually.
	Material from any subject discipline can be illustrated visually.
PURPOSE 3: Students will decorate items personally	<input type="checkbox"/> Details, patterns or textures can be added to two-dimensional works.

created.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Details, patterns or textures can be added to the surface of three-dimensional works.</li> </ul>
PURPOSE 4: Students will express a feeling or a message.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feelings and moods can be interpreted visually.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific messages, beliefs and interests can be interpreted visually, or symbolized.</li> </ul>
PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.</li> </ul>
SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plants and animals</li> <li><input type="checkbox"/> Environments and places</li> <li><input type="checkbox"/> Manufactured or human-made things</li> <li><input type="checkbox"/> Fantasy</li> <li><input type="checkbox"/> People</li> </ul>
MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	<i>Drawing</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to explore ways of using drawing materials.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition).</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Place more emphasis on direct observation as a basis for drawing.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use drawing to add details, texture or to create pattern including drawing for high detail.</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make quick sketches.</li> </ul>
	Make drawings from a wide range of viewpoints.
	Experiment with blind contour drawing and continuous line drawing.
	Use drawing media to achieve gradations of tone or value in drawings.
	Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values

	in the background, large objects in foreground.
	<i>Painting</i>
	<input type="checkbox"/> Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.
	<input type="checkbox"/> Continue to paint, using experimental methods including without a brush.
	<input type="checkbox"/> Continue working with tempera paint or tempera paint with additives, and be introduced to water colour.
	<input type="checkbox"/> Mix paints to show intensity of colour.
	<input type="checkbox"/> Continue to use paint in combination with other media and techniques.
	<input type="checkbox"/> Apply washes, using tempera or water colour.
	<input type="checkbox"/> Use preliminary sketches as the basis for a painting, as well as painting directly.
	<i>Print Making</i>
	<input type="checkbox"/> Further explore print-making materials and their uses and effects.
	<input type="checkbox"/> Make relief prints (printing from a built-up surface) using glue line, string, cardboard or collage materials.
	<input type="checkbox"/> Make prints using stencils.
	<input type="checkbox"/> Make smudge or blot prints by folding paper with ink between.
	<input type="checkbox"/> Explore printing with more than one colour.
	<input type="checkbox"/> Make monoprints, working directly with the plate or a surface.
	<input type="checkbox"/> Continue using print-making techniques learned in other grades.
	<input type="checkbox"/> Apply print-making techniques to compositions.
	<i>Sculpture</i>
	<input type="checkbox"/> Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché.
	<input type="checkbox"/> Continue exploring the modelling possibilities of clay beyond Level One—techniques such as wedging, welding, making of

	<p>slabs by rolling, throwing, paddling, impressing with objects, decorating with coils, pellets, extruded clay, firing, glazing.</p>
	<ul style="list-style-type: none"> <li>□ Continue exploring paper sculpture as a means of making three-dimensional forms.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explore wood relief using fastening techniques such as nailing and gluing, and finishing techniques such as sanding and staining.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Continue casting of plaster, advancing to include both relief and intaglio with a greater emphasis on composition and finishing work.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Explore the possibilities of simple wire sculpture, including bending, twisting, cutting, looping.</li> </ul>
	<p><i>Fabric Arts</i></p>
	<ul style="list-style-type: none"> <li>□ Decorate fabric, using simple stitching techniques, such as running stitch, blanket stitch, cross-stitch, couching, French knot, satin stitch.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Continue to advance weaving techniques beyond Level One to include such things as warping a simple loom; achieving interesting surface qualities with open weave, double weave; using looms that are not rectangular in shape; altering the weave of an existing, loosely woven fabric.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Use simple batik, using melted wax and one colour of dye.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Continue using collage, braiding and tie-dyeing techniques from previous grades, if possible.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Decorate and/or design, using appliqué.</li> </ul>
	<p><i>Photography and Technographic Arts</i></p>
	<ul style="list-style-type: none"> <li>□ Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level, and advancing from previous grades: <ul style="list-style-type: none"> <li>-simple camera for recording specific effects such as textures, rhythm, pattern</li> <li>-overhead projector for experimenting with shapes, colours,</li> </ul> </li> </ul>

	<p>compositions and sequencing of events, using felt pen on acetate</p> <ul style="list-style-type: none"> <li>-filmstrips handmade with felt pen for experimenting and sequencing</li> <li>-slides as a basis for study and motivation in reflection and depiction; handmade for experimenting with line, shape and pattern</li> <li>-computer and computer software packages and input devices, such as the light pen and the mouse, to explore, design, compose, animate and program to make simple geometric forms</li> <li>-copying devices for making compositions and designs</li> <li>-laserdisc visuals as a basis for study and motivation in reflection and depiction</li> <li>-8 mm movie camera for documentation, sequencing and animation</li> <li>-lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects</li> <li>-emerging new technologies, as available and applicable.</li> </ul>
	<ul style="list-style-type: none"> <li>□ Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level and advancing from previous grades: <ul style="list-style-type: none"> <li>-adjustable framing devices to select and cut out scenes from a larger picture, and to sequence</li> <li>-shadow puppets</li> <li>-photograms to make compositions or develop a story line</li> <li>-printers to record computer compositions, or direct photography off the screen</li> </ul> </li> <li>-animation techniques available through computer software packages</li> </ul>

	<p>-simple film animation with jointed figures, movable paper shapes or plasticene models</p> <p>-lighting techniques for highlighting and creating an effect or mood.</p>
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## Health & Physical Education

### Activity

Section	Specific Expectations
By the end of Grade 3, students will: acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.	<i>Basic Skills—Locomotor</i>
	<input type="checkbox"/> Students will respond to a variety of stimuli to create locomotor sequences
	<i>Basic Skills—Nonlocomotor</i>
	<input type="checkbox"/> Students will respond to a variety of stimuli to create nonlocomotor sequences
	<i>Basic Skills—Manipulative: Receiving, Retaining, Sending</i>
	<input type="checkbox"/> Students will demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways
	<i>Application of Basic Skills in an Alternative Environment</i>
	<input type="checkbox"/> Students will select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
<i>Application of Basic Skills in Dance</i>	

	<input type="checkbox"/> Students will select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
	<input type="checkbox"/> Students will select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others
	<i>Application of Basic Skills in Games</i>
	<input type="checkbox"/> Students will perform and play lead-up games and demonstrate elements of space awareness, effort and relationship
	<input type="checkbox"/> Students will demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games
	<i>Application of Basic Skills in Types of Gymnastics</i>
	<input type="checkbox"/> Students will select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence
	<i>Application of Basic Skills in individual activities</i>
<input type="checkbox"/> Students will manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling	

## Benefits Health

Section	Specific Expectations
By the end of Grade 3, students will:  -understand, experience and appreciate the health benefits that result from physical activity.	<i>Functional Fitness</i>
	<input type="checkbox"/> Students will describe the concept of energy required for muscles
	<input type="checkbox"/> Students will demonstrate and describe ways to improve personal growth in physical abilities
	<input type="checkbox"/> Students will experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities
	<i>Body Image</i>
<input type="checkbox"/> Students will describe personal physical attributes that contribute to physical activity	

	<i>Well-being</i>
	<input type="checkbox"/> Students will describe the benefits of physical activity to the body
	<input type="checkbox"/> Students will describe the changes that take place in the body during physical activity
	<input type="checkbox"/> Students will understand the connections between physical activity and emotional well-being; e.g., feels good

## Cooperation

Section	Specific Expectations
By the end of Grade 3, students will:  -interact positively with others.	<i>Communication</i>
	<input type="checkbox"/> Students will describe and demonstrate respectful communication skills appropriate to context
	<i>Fair Play</i>
	<input type="checkbox"/> Students will identify and demonstrate etiquette and fair play
	<i>Leadership</i>
	<input type="checkbox"/> Students will accept responsibility for assigned roles while participating in physical activity
	<i>Teamwork</i>
	<input type="checkbox"/> Students will display a willingness to share ideas, space and equipment when participating cooperatively with others

## Do it Daily ... for Life!

Section	Specific Expectations
By the end of Grade 3, students will:  -assume responsibility to lead an active way of life.	<i>Effort</i>
	<input type="checkbox"/> Express a willingness to participate regularly in physical education class
	<input type="checkbox"/> Students will describe factors that encourage movement and a personal feeling about movement
	<i>Safety</i>
	<input type="checkbox"/> Demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity

	<input type="checkbox"/> Demonstrate and participate in safe warm-up and cooldown activities
	<input type="checkbox"/> tell about safe movement experiences in various environments; e.g., gymnastic equipment
	<i>Goal Setting/Personal Challenge</i>
	<input type="checkbox"/> Students will set and achieve a short-term goal to increase effort and participation in one area of physical activity
	<input type="checkbox"/> Students will identify ways to change an activity to make it a challenge based on personal abilities
	<i>Active Living in the Community</i>
	<input type="checkbox"/> Students will describe types of physical activities people choose within the community and reasons for their choices
	<input type="checkbox"/> Students will make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment