



Education and Early
Childhood Development

Specific Curriculum Outcomes Framework

Grade 3

2013

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Introduction

This learning outcomes framework comprises a series of specific curriculum outcome statements describing what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences in their public school education. Through an ongoing process, the Department of Education and Early Childhood Development is developing a learning outcomes framework for each area of the public school program.

This document provides an overview of the learning outcomes framework organized by grade level and subject area. It is intended to serve as a brief survey of expected learning outcomes and as a tool to assist teachers in program planning. The connections among learning outcomes reflect natural affinities among subject areas and facilitate the design of a balanced, integrated program.

In designing appropriate learning experiences that enable students to achieve the expected learning outcomes, teachers and administrators are expected to refer to foundation documents and related curriculum guides. In planning the appropriate use of information technologies as tools for learning and teaching, teachers and administrators should also refer to the *Journey On* documents, located on the Department of Education and Early Childhood Development website <http://www.edu.pe.ca/journeyon/>

Foundation documents provide the framework for general and key-stage curriculum outcomes, outline the focus and key features of the curriculum, and describe contexts for learning and teaching. Curriculum guides elaborate on specific curriculum outcomes and describe other aspects of curriculum, such as program design and components, instructional and assessment strategies, and resources.

General curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area. Key-stage curriculum outcomes are statements which identify what students are expected to know and be able to do by the end of Grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area. Specific curriculum outcomes are statements which identify what students are expected to know and be able to do at a particular grade level.

The following overview of the learning outcomes framework notes general curriculum outcomes and specific curriculum outcomes.

Elementary Program Components

Elementary schools must include, for all children in each year's program for kindergarten through Grades 1-6, health, language arts, mathematics, music, physical education, social studies, science, and visual arts. The elementary program does not include technology education as a subject area; however, the general and key-stage curriculum outcomes for technology education included in this booklet provide a framework for teachers of kindergarten through Grades 1-6 to use in integrating technology education within learning experiences across the curriculum.

Communication and Information Technology

General Technology Outcomes

GTO A - Technology Problem-Solving

Students will be expected to design, develop, evaluate, and articulate technological solutions.

GTO B - Technology Systems

Students will be expected to operate and manage technological systems.

GTO C - History and Evolution of Technology

Students will be expected to demonstrate an understanding of the history and evolution of technology and of its social and cultural implications.

GTO D - Technology and Careers

Students will be expected to demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work.

GTO E - Technological Responsibility

Students will be expected to demonstrate an understanding of the consequences of their technological choices.

CODES USED IN CONTINUUM

(A) AWARENESS LEVEL

The student is exposed to the technology as it is being used by others.

(G) GUIDED LEVEL

The student begins to use the technology with the help of others.

(I) INDEPENDENT LEVEL

The student uses technology without assistance.

Specific Curriculum Outcomes

Computer System

Students will be expected to

- B1.1 (I) login, open, and close a program, open, save, and manage technological solutions; close a file with a mouse
- B1.2 (A) demonstrate proper use of login numbers and names, set-up and change passwords, and be aware of implications of multiple logins
- B1.3 (A) begin to work with more than one file open at once (multitask)
- B1.4 (G) differentiate between “Save” and “Save as”
- B1.6 (A) have an understanding of file management (drives and folders, rename, select, move, copy, paste, delete, display, format, backup, etc.)
- B1.10 (A) understand how and when to re-boot (warm boot vs cold boot)
- B1.12 (A) demonstrate proper use of network printing, choosing printer, recognizing process and purpose of print queues
- B1.13 (A) identify computer viruses, how they are transmitted, and how anti-virus software is used to protect or clean a computer
- B1.14 (A) identify SPAM, pop-up ads, spyware, and other invasive software coding
- B1.15 (A) modify and utilize pages/templates
- C1.1 (I) identify technologies that are found in everyday life

Social, Ethical, and Health

Students will be expected to

- A2.1 (A) identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)
- B2.1 (A) demonstrate proper touch keyboarding techniques (i.e., home row, quick key strokes, proper reaches)
- E2.1 (I) respect equipment and other students’ work
- E2.2 (I) work cooperatively at work station
- E2.3 (I) adhere to *Acceptable Use Agreement* for work stations/network/Internet
- E2.4 (A) use electronic communication etiquette
- E2.7 (A) identify ethical issues involved with Internet content, awareness of inappropriate use of technology
- E2.8 (A) demonstrate caution before sending personal information over the Internet
- E2.9 (A) follow publishing etiquette (suitable language, no discrimination, etc.) adhere to the guidelines for school web pages as outlined by PEI Department of Education and Early Childhood Development

Internet

Students will be expected to

- A3.1 (G) demonstrate awareness of the Internet as a source of information
- A3.2 (A) use various tools (search engines and directories) and strategies necessary to carry out research
- B3.1 (A) use the various browser navigation tools (back, forward, history)
- B3.2 (A) manage bookmarks/favourites

Concept Maps

Students will be expected to

- A4.1 (A) use brainstorming techniques to generate ideas
- A4.2 (A) create a web (i.e., literary, concept, character, word, Venn Diagrams, and timelines)

General Technology Outcomes

Specific Curriculum Outcomes

Students will be expected to

- A4.3 (G) categorize ideas graphically
- A4.4 (G) create links between ideas; re-link or delete links between ideas
- B4.1 (A) add fonts, graphics, sound, and colours to enhance ideas
- A4.5 (G) elaborate on ideas (i.e., adding notes, annotations, etc.)

Graphics

Students will be expected to

- A5.1 (A) create illustrations or graphics by using the various drawing tools
- B5.1 (A) demonstrate various object editing features (i.e., select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, change font and text size, colour or appearance, create text blocks, change text wrap selection and other text manipulation functions)

Word Processing

Students will be expected to

- A7.2 (I) identify examples of desktop publishing (i.e., newspaper, catalogue, ads, brochure)
- B7.1 (I) use a grade level appropriate word processor to create and edit written work
- B7.2 (I) locate characters on a keyboard and identify functions of word processing (i.e., cursor, insertion point, enter key, space bar, uppercase, backspace, shortcut key)
- B7.3 (A) use editing tools to revise work (i.e., spell check, thesaurus, find, and replace)
- B7.4 (G) change font, size, colour, style (i.e., bold italics, underline, insert special characters, drop capitals)
- B7.5 (A) format text (i.e., justification, line spacing, outlines and bullets, text wrap)
- B7.7 (A) insert a graphic and manipulate (i.e., resize, add borders and fill, create text art)

Multimedia

Students will be expected to

- B8.1 (G) navigate multimedia resources such as slide shows, on-line resources, or CD-ROM interactive educational activities

Database

Students will be expected to

- A9.1(I) use an existing database (CD-ROM, MicroCat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat)
- A9.2 (G) perform searches on a database file using logical and Boolean operators (understands commands, scope, filters, and conditions)
- A9.5 (A) use databases to analyse data and look for trends
- B9.1 (G) enter data into a pre-existing database, edit data, and use automated text
- B9.4 (A) sort records alphabetically, numerically, and by multiple fields
- B9.5 (A) create a report from the entire database or selected records

Telecommunications

Email:

Students will be expected to

- B10.1 (I) send messages
- B10.2 (I) open messages

Web Authoring

Students will be expected to

- A1.1 (A) identify web page creation possibilities

English Language Arts

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

Speaking and Listening

GCO 1: Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

(Transitional)

- 1.1 describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- 1.2 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- 1.3 express and explain opinions and respond to the questions and reactions of others
- 1.4 listen critically to others' ideas and opinions

GCO 2: Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

(Transitional)

- 2.1 participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen
- 2.2 adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to a variety of oral presentations and other texts

GCO 3: Students will interact with sensitivity and respect, considering the situation, audience, and purpose.

(Transitional)

- 3.1 use basic courtesies and conventions of conversation in group work and co-operative play
- 3.2 identify some forms of oral language that are unfair to particular individuals and cultures, and use vocabulary that shows respect for all people
- 3.3 demonstrate a growing awareness that different kinds of language are appropriate to different situations

Reading and Viewing

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

(Transitional)

- 4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs
- 4.2 read widely and experience a variety of children's literature
- 4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
- 4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
 - predict the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
 - monitor reading by cross-checking the various cues (i.e., Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?)
 - use a variety of self-correcting strategies (e.g., rereading, reading on, and trying to think about what would make sense, trying to find a little word in the big word)

General Curriculum Outcomes

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Specific Curriculum Outcomes

Students will be expected to

- read silently, vocalizing only when a major problem with word recognition or meaning occurs
- visually survey the text when reading and abandon finger pointing unless a problem occurs
- word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication
- use blending as one strategy for decoding words
- recognize a wide variety of sight words
- use a dictionary
- identify the main idea and supporting details of a text
- identify principles of order in text (time, cause and effect, space)
- interpret figurative language
- use clues from the text and personal experiences to gain an understanding of character
- recognize different emotions and empathize with literary characters
- recognize the elements of a story or plot
- use prereading/previewing strategies, such as
 - predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic
 - making connections between what they read and their own experiences and knowledge
 - setting their own purposes for reading/viewing
 - asking themselves questions about what they want to find out
- use during reading/viewing strategies, such as
 - verifying and adjusting predictions/making further predictions
 - making connections between what they read and their own experiences and knowledge
 - visualizing characters, settings, and situations (making pictures in their minds)
- use after-reading/viewing strategies such as
 - reflecting about the text
 - responding to the text (through talking, writing, or some other means of representation)
 - asking questions about the text

4.5 describe their own reading and viewing processes using strategies

(Transitional)

- 5.1 answer, with assistance, their own questions and those of others by seeking information from a variety of texts
- identify their own personal and learning needs for information
 - generate their own questions as a guide for research
 - use a range of print and non-print materials to meet their needs
 - use basic reference materials and a database or electronic search
 - reflect on their own research process

General Curriculum Outcomes

GCO 6: Students will be expected to respond personally to a range of texts.

GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

Writing and Other Ways of Representing

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes

Students will be expected to

(Transitional)

- 6.1 make personal connections to texts and describe, share, and discuss their reactions and emotions
- 6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions

(Transitional)

- 7.1 question information presented in print and visual texts
 - use a personal knowledge base as a frame of reference
- 7.2 identify some different types of print and media texts
 - recognize some of their language conventions and text characteristics
 - recognize that these conventions and characteristics help them understand what they read and view
- 7.3 respond critically to texts
 - formulate questions as well as understandings
 - identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed
 - discuss the text from the perspective of their own realities and experiences
 - identify instances of prejudice, bias, and stereotyping

(Transitional)

- 8.1 use writing and other forms of representation to
 - formulate questions
 - generate and organize language and ideas
 - discover and express personal attitudes and opinions
 - express feelings and imaginative ideas
 - record experiences
 - explore how and what they learn
- 8.2 explore, with assistance, ways for making their own notes
- 8.3 experiment with language choices in imaginative writing and other ways of representing

(Transitional)

- 9.1 create written and media texts using a variety of forms
 - experiment with a combination of writing with other media to increase the impact of their presentations
- 9.2 demonstrate some awareness of purpose and audience
 - make choices about form for a specific purpose/audience
 - realize that work to be shared with an audience needs editing
- 9.3 consider their readers'/listeners'/viewers' questions/comments, and other responses in assessing their work and extending their learning

General Curriculum Outcomes

GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.

Specific Curriculum Outcomes

Students will be expected to

(Transitional)

- 10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)
 - use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping the audience in mind, using a word processor to compose)
 - use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conferences to help revise)
 - use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)
 - use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, charts, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing in a class newsletter; publishing on-line; submitting to school/district newsletter)
- 10.2 use some conventions of written language
- punctuation and capitalization
 - capitals for proper names, titles, places, days, months, holidays, beginning of sentences
 - use periods at the ends of sentences and for abbreviations
 - use commas in a series and in dates
 - use apostrophes for possessives and contractions
 - use question marks and quotation marks
 - language structure
 - make subjects and verbs agree
 - begin to use simple paragraphing
 - use a variety of simple and more complex sentence structures
 - use pronouns appropriately
 - spelling
 - use meaning and syntax patterns as well as sound cues
 - use a range of spelling strategies
 - spell many words conventionally
 - use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 10.3 demonstrate engagement with the creation of pieces of writing and other representation
- engage in writing/representing activities for sustained periods of time
 - work willingly on revising and editing for an audience
 - demonstrate pride and sense of ownership in writing/representing efforts
- 10.4 experiment with technology in writing and other forms of representing
- use a tape recorder to tape dramatic presentations, readings of published work, and retellings
 - use a simple word processing program to draft, revise, edit, and publish
 - use a drawing program (computer software)
 - with assistance, use a database, CD-ROM, and the Internet as resources for finding information (prewriting strategy)
 - with assistance, use the Internet to communicate
- 10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning

Health

General Curriculum Outcomes

Wellness Choices

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Curriculum Outcomes

Personal Health

Students will be expected to

- W-3.1 analyse factors that affect choices for physical activity
- W-3.2 improve and practise positive health habits
- W-3.3 demonstrate an understanding that individuals grow through similar stages of development at different rates and different times
- W-3.4 recognize factors that influence body characteristics
- W-3.5 apply guidelines from *Canada's Food Guide to Healthy Eating* to individual nutritional circumstances
- W-3.6 describe the importance of decision-making and refusal skills when offered inappropriate substances

Safety and Responsibility

Students will be expected to

- W-3.7 identify strategies to avoid being bullied in different case scenarios
- W-3.8 employ practices that provide safety for self and others
- W-3.9 describe, apply, and analyse appropriate safety behaviours in the local community
- W-3.10 describe and apply age-appropriate behaviours when encountering an emergency

Understanding and Expressing Feelings

Students will be expected to

- R-3.1 recognize the effects of sharing positive feelings on self and others
- R-3.2 demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour
- R-3.3 identify possible psychological and physiological responses to stress
- R-3.4 develop strategies to deal with stress and change
- R-3.5 develop effective communication skills and strategies to express feelings

Interactions

Students will be expected to

- R-3.6 develop strategies to build and enhance friendships
- R-3.7 demonstrate inclusive behaviours regardless of individual/family differences or circumstances
- R-3.8 describe the effects of conflict on relationships

Group Roles and Processes

Students will be expected to

- R-3.9 develop skills to work cooperatively in a group
- R-3.10 encourage fair play through modelling

General Curriculum Outcomes

Life Learning Choices

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- L-3.1 develop and demonstrate test-taking skills
- L-3.2 identify ways individuals learn in various environments
- L-3.3 generate alternative solutions to a problem, and predict consequences of solutions
- L-3.4 identify the steps of the goal-setting process, and apply these components to short-term personal goals

Life Goals and Career Development

Students will be expected to

- L-3.5 examine personal skills and assets
- L-3.6 examine the responsibilities associated with a variety of age-appropriate roles

Volunteerism

Students will be expected to

- L-3.7 assess how individual contributions can have a positive influence upon the family, school, and community
- L-3.8 select and perform volunteer tasks as a class or a group

Mathematics

General Curriculum Outcomes

Number (N)

GCO: Develop number sense.

Specific Curriculum Outcomes

Students will be expected to

- N1 Say the number sequence forward and backward from 0 to 1000 by:
- 5s, 10s, or 100s using any starting point;
 - 3s using starting points that are multiples of 3;
 - 4s using starting points that are multiples of 4;
 - 25s using starting points that are multiples of 25.
- N2 Represent and describe numbers to 1000, concretely, pictorially, and symbolically.
- N3 Compare and order numbers to 1000.
- N4 Estimate quantities less than 1000 using referents.
- N5 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.
- N6 Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as:
- adding from left to right;
 - taking one addend to the nearest multiple of ten and then compensating;
 - using doubles.
- N7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as:
- taking the subtrahend to the nearest multiple of ten and then compensating;
 - thinking of addition;
 - using doubles.
- N8 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.
- N9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2, and 3-digit numerals) by:
- using personal strategies for adding and subtracting with and without the support of manipulatives;
 - creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically.
- N10 Apply mental mathematics strategies and number properties, such as:
- using doubles;
 - making 10;
 - using the commutative property;
 - using the property of zero;
 - thinking addition for subtraction
- to recall basic addition facts to 18 and related subtraction facts.
- N11 Demonstrate an understanding of multiplication to 5×5 by:
- representing and explaining multiplication using equal grouping and arrays;
 - creating and solving problems in context that involve multiplication;

General Curriculum Outcomes

Patterns and Relations (PR)

GCO: Use patterns to describe the world and solve problems.

Shape and Space (SS)

GCO: Use direct and indirect measure to solve problems.

Specific Curriculum Outcomes

Students will be expected to

- modelling multiplication using concrete and visual representations, and recording the process symbolically;
 - relating multiplication to repeated addition;
 - relating multiplication to division.
- N12 Demonstrate an understanding of division by:
- representing and explaining division using equal sharing and equal grouping;
 - creating and solving problems in context that involve equal sharing and equal grouping;
 - modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically;
 - relating division to repeated subtraction;
 - relating division to multiplication
(limited to division related to multiplication facts up to 5×5).
- N13 Demonstrate an understanding of fractions by:
- explaining that a fraction represents a part of a whole;
 - describing situations in which fractions are used;
 - comparing fractions of the same whole with like denominators.
- PR1 Demonstrate an understanding of increasing patterns by:
- describing;
 - extending;
 - comparing;
 - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000).
- PR2 Demonstrate an understanding of decreasing patterns by:
- describing;
 - extending;
 - comparing;
 - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000).
- PR3 Solve one-step addition and subtraction equations involving symbols representing an unknown number.
- SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).
- SS2 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.
- SS3 Demonstrate an understanding of measuring length (cm, m) by:
- selecting and justifying referents for the units cm and m;
 - modelling and describing the relationship between the units cm and m;
 - estimating length using referents;
 - measuring and recording length, width, and height.

- SS4 Demonstrate an understanding of measuring mass (g, kg) by:
- selecting and justifying referents for the units g and kg;
 - modelling and describing the relationship between the units g and kg;
 - estimating mass using referents;
 - measuring and recording mass.
- SS5 Demonstrate an understanding of perimeter of regular and irregular shapes by:
- estimating perimeter using referents for centimetre or metre;
 - measuring and recording perimeter (cm, m);
 - constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter.
- SS6 Describe 3-D objects according to the shape of the faces, and the number of edges and vertices.
- SS7 Sort regular and irregular polygons, including:
- triangles;
 - quadrilaterals;
 - pentagons;
 - hexagons;
 - octagons
- according to the number of sides.

Statistics and Probability (SP)

GCO: Collect, display, and analyse data to solve problems.

- SP1 Collect first-hand data and organize it using:
- tally marks;
 - line plots;
 - charts;
 - lists
- to answer questions.
- SP2 Construct, label, and interpret bar graphs to solve problems.

Music

General Curriculum Outcomes

Musical Awareness

GCO 2: Students will be expected develop an appreciation of the importance of music in daily life and respect the role that music plays in their heritage and culture.

Specific Curriculum Outcomes

Students will be expected to

- 3.2.1 value how music is a source of enjoyment and personal well-being
- 3.2.2 discover different roles in a variety of private and public contexts, for example, home, school, church, and community events
- 3.2.3 continue to describe and present their thoughts and feelings about music and explore ways in which music expresses events and experiences in their everyday lives
- 3.2.4 continue to demonstrate an awareness and begin to appreciate cultural contexts of music, including the music of Atlantic Canada (dance, drama, literature, and visual arts)
- 3.2.5 demonstrate a respect for different and diverse musical cultures of the past and present
- 3.2.6 understand and appreciate artistic, kinesthetic, and social connections between music and the other arts (dance, drama, literature, and visual arts)

Physical Education

Please note: The three goals, Active Living, Skilful Movement, and Relationships will be referred throughout this section as GCO 1, GCO 2, and GCO 3.

GCO 1: Active Living

Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

GCO 2: Skilful Movement

Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

GCO 3: Relationships

Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

General Curriculum Outcomes

GCO 1

Specific Curriculum Outcomes

Active Living

Students will be expected to

3.1 Health-Related Fitness

Apply a repertoire of strategies for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength, through movement activities during scheduled times in school, at home, and in the community.

Cross-curricular link

Health: Wellness Choices - W-3.1

3.2 Active Living

Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities.

GCO 2

Skilful Movement

Students will be expected to

3.3 Locomotor Skills

Express and apply, with guidance, a variety of ways to skilfully move the body through space while participating in movement activities, including at a

- utilization level of skill when
 - jumping backward and landing
 - hopping (body moves on one foot as in right foot to right foot)
 - skipping (combines a step and a hop)
 - leaping (body “takes off” from one foot, propels through air for distance, then lands on the opposite foot)
 - sliding (one foot steps and the other moves to meet the first foot, “step-close”)
 - galloping (one foot steps, body propels upward, other foot moves to meet the first foot)

General Curriculum Outcomes

Note: Rolling is a safety skill that supports future participation in various movement activities. Grade 2 students need to be taught how to roll forward safely (see indicator 't'). For this Grade 2 outcome, teachers should ask students to show how they can roll backward and not challenge them to go beyond backward rolls of their own creation. Descriptors of how to roll backwards safely are provided here as they appear in the Grade 3 curriculum.

Specific Curriculum Outcomes

Students will be expected to

- rolling forward
- rolling sideways
- control level of skill when
 - rolling backward (see note at the left)

3.4 Non-Locomotor Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot while participating in movement activities, including at a

- utilization level of skill when
 - landing on hands from kneeling position
 - rotating on the spot
- control level of skill when
 - landing on hands from a bent-knee standing position

3.5 Manipulative Skills

Explore, express, and apply, with guidance, a variety of ways to skilfully move objects while participating in movement activities, including at a

- utilization level of skill when
 - throwing
 - catching (collecting, gathering)
 - kicking
- control level of skill when
 - hand dribbling
 - foot dribbling
 - striking objects with hands
 - striking objects with short-handled implements (e.g., short-handled racquets, paddles)
- progressing-towards-control level when
 - volleying (to send an object in the air before it comes to rest)
 - striking objects with long-handled implements (bats, golf clubs, hockey sticks)

GCO 1, GCO 2, GCO 3

Activing Living, Skilful Movement, Relationships

Students will be expected to

3.6 Movement Variables

Apply movement variables of

- extensions in space
- a focus on effort (time/speed, force, flow)
- relationships with objects and others to increasing complex movement skills and sequences while participating in body management activities (including dance and educational gymnastics, and others such as yoga, skipping, aerobics, and track and field)

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- 3.7 Strategies and Skills
Select and use effective movement skills, tactics, and strategies while participating in
- low-organizational, inventive, and co-operative games (e.g., tag games, relay races, fox and geese)
 - small-sided and lead-up target games (e.g., bowling, curling, ring or hoop toss, bocce ball)
 - small-sided and lead-up striking/fielding games (e.g., kickball, long ball)
 - small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, touch football)
 - alternate environment activities (e.g., hiking, cross-country skiing, orienteering, aquatics, snowshoeing, canoeing, skating, tobogganing, cycling)

GCO 3

Relationships

Students will be expected to

- 3.8 Positive Interaction
Demonstrate positive interactions with others in co-operative and competitive movement activities

GCO 2, GCO 3

(Prince Edward Island Physical Education Safety Guidelines document.)

Skilful Movement, Relationships

Students will be expected to

- 3.9 Safety
Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities

GCO 1, GCO 3

Active Living, Relationships

Students will be expected to

- 3.10 Relationships
Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, world views, physical characteristics, cultural backgrounds, and gender) while participating in physical education activities

Cross-curricular link

Health: Relationship Choices Outcomes

Science

General Curriculum Outcomes

STSE/Knowledge

GCO 1: Students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology. (STSE)

GCO 3: Students will construct knowledge and understandings of concepts in life science, physical science, and earth and space science, and apply these understandings to interpret, integrate, and extend their knowledge. (Knowledge)

Skills

GCO 2: Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions.

Attitudes

GCO 4: Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society, and the environment.

Specific Curriculum Outcomes

Life Science: Plant Growth and Changes

Investigating Germination and Growing Conditions for Plants

Students will be expected to

- place seeds in groups according to one or more attributes (202-2)
- ask questions to investigate related to growing conditions for plants (200-1)
- make predictions about which conditions will be the best for plant growth (200-3)
- make and record relevant observations and measurements of plant growth during their investigations (201-5)
- construct and label bar graphs that show plant growth under different conditions (202-4)
- draw inferences that identify and investigate life needs of plants and describe how plants are affected by the conditions in which they grow (100-29)
- identify and describe parts of plants and their general function (100-28, 203-2)
- identify and suggest explanations for patterns and discrepancies in the growth rate of similar plants grown in varying conditions (202-5)

The Life Cycle of a Plant

Students will be expected to

- observe and describe changes, using written language, pictures, and charts, that occur through the life cycle of a flowering plant (100-30, 201-5)
- estimate measurements of a plant as it grows (201-6)

Uses for Plants

Students will be expected to

- describe ways in which plants are important to living things and the environment (102-12)
- identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished (102-13)
- respond to the ideas and actions of others and acknowledge their ideas about the uses and replenishing of plants (203-5)

Earth and Space Science: Exploring Soils

Investigating Soils Composition

Students will be expected to

- ask questions and make predictions that lead to exploration and investigation about the composition of soil (200-1, 200-3)
- explore and describe a variety of soils and find similarities and differences among them (100-36)

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- investigate and describe soil components using appropriate tools such as spoons, magnifying glasses, jars, and filters (100-37, 201-3)
- make and record observations and measurements in investigations related to soil composition (201-5)
- propose an answer to an initial question related to soil composition based on their investigations (202-7)

Water Absorption of Soils

Students will be expected to

- describe the effect of moisture on the characteristics of soils (100-38a)
- make predictions about the absorption of water by different types of soil that lead to exploration and investigation (200-3)
- compare the absorption of water by different soils (100-38b)
- construct and label bar graphs to show the amount of water absorbed by the different soil samples (202-4)
- place containers of soil in order of their ability to absorb water (202-2)
- communicate procedures and results of investigations related to test water absorption of soils, using drawings, demonstrations, and/or written and oral descriptions (203-3)

Moving Water and Soil

Students will be expected to

- observe and describe the effects of moving water on different types of soils (100-39)

Interactions of Living Things and Soils

Students will be expected to

- investigate and describe how living things affect soil and are affected by soils (100-35)
- identify and use a variety of sources of science information to gather information about how living things affect soil and are affected by soils (201-7)

Technological Products and Processes Related to Soil

Students will be expected to

- demonstrate and describe ways of using earth materials to make useful objects (101-12)
- communicate questions, ideas, and intentions while using earth materials to make useful objects (203-1)

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

Physical Science: Invisible Forces

Magnetic Forces

Students will be expected to

- investigate the polarity of a magnet, determine the orientation of its poles, and demonstrate that opposite poles attract and like poles repel (100-32)
- investigate to identify and group materials that can be magnetized and materials that are attracted to magnets, and distinguish these from materials that are not attracted to magnets (100-31, 202-2)
- follow a simple procedure where instructions are given one step at a time to increase and test the strength of a temporary magnet by stroking it or storing it next to a stronger magnet (201-1)
- identify problems to be solved related to magnetizing materials (200-2)
- propose answers to questions raised related to magnetizing materials (202-7)
- make predictions about the number of objects that can be picked up by a magnet under different conditions (200-3)
- identify conditions that affect the force of magnets (100-33, 201-5)
- identify familiar uses of magnets (102-14)
- in cooperative groups, construct and evaluate a toy that is moved by attractive or repulsive magnetic forces (201-3, 202-8, 203-5)

Electrostatic Forces (Forces Arising from Static Electricity)

Students will be expected to

- describe and demonstrate ways to use everyday materials to produce static electric charges, and describe how charged materials interact (attract, repel) (101-8, 203-3)
- identify materials to be used to investigate conditions affecting the force of static electricity, and suggest ways to use them in their investigations (202-7)
- make and record relevant observations in investigations related to identify conditions that affect the force of static electricity, and draw simple conclusions that identify these conditions (100-33, 201-5, 202-7)
- identify new questions from what has been learned about static electricity (202-9)
- describe examples of the effects of static electricity in their daily lives, and identify ways in which static electricity can be used safely or avoided (102-15)

General Curriculum Outcomes

Specific Curriculum Outcomes

Physical Science: Materials and Structures

Proposing Solutions to Building Challenges

Students will be expected to

- identify problems to be solved while creating structures (200-2)
- describe the properties of some common materials, and evaluate their suitability for use in building structures (100-34)
- investigate ways to join materials and identify the most appropriate methods for the materials to be joined (101-11)
- identify shapes that are part of natural and human-built structures, and describe ways these shapes help provide strength, stability, or balance (102-16)
- identify materials that could be used to solve the problem posed, and suggest a plan for how they will be used (200-5)

Creating Solutions to Structural Challenges

Students will be expected to

- safely use appropriate tools for cutting, shaping, making holes, and assembling materials (101-10, 201-3)
- follow given safety procedures and rules while constructing structures and explain why they are needed (201-8)
- estimate measurements in order to select the required materials for the structure (201-6)
- manipulate materials purposefully in order to create the structure (201-2)
- respond to the ideas of partners while constructing the structure, acknowledge their ideas and contributions, and make changes in the structure as deemed necessary (203-5)

Evaluating the Structural Solution

Students will be expected to

- test the strength and stability of personally built structures, and identify ways of modifying a structure to increase its strength, stability, form, and function (101-9, 202-8)
- identify materials or parts of a structure that failed and suggest why (202-5)
- evaluate simple structures to determine if they are effective and safe, if they make efficient use of materials, and if they are appropriate to the user and the environment (102-17)
- illustrate their construction process, using drawings with explanations, demonstrations, and written and/or oral descriptions, and describe the structures and components of structures they have built (203-2, 203-3)

Social Studies

General Curriculum Outcomes

Citizenship, Power, and Governance

GCO: Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Culture and Diversity

GCO: Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Individuals, Societies, and Economic Decisions

GCO: Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Interdependence

GCO: Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.

People, Place, and Environment

GCO: Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Time, Continuity, and Change

GCO: Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Specific Curriculum Outcomes

Conceptual Organizer: Provincial Identity

Unit One: Place

Students will be expected to

- 3.1.1 locate their province in the Atlantic region, Canada, North America, and the world
- 3.1.2 describe the major physical features, climates, and vegetation of their province and the Atlantic region
- 3.1.3 examine where people live and how people make a living in their province

Unit Two: Peoples

Students will be expected to

- 3.2.1 examine the diverse peoples in their province
- 3.2.2 examine how diverse peoples in their province express their culture
- 3.2.3 take age-appropriate action to promote positive interactions among people

Unit Three: Citizenship

Students will be expected to

- 3.3.1 examine the purpose, function, and structure of governments in their province
- 3.3.2 examine the rights and responsibilities of citizens
- 3.3.3 demonstrate an understanding of how citizens participate in public decision making

Visual Arts

General Curriculum Outcomes

Strand One: Fundamental Concepts

Students will be expected to develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Strand Two: Creating and Presenting

Students will be expected to apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Specific Curriculum Outcomes

Elements of Art and Design

Students will be expected to

- FC3.1 develop an understanding of the elements and principles of art and design
- line: variety of the line (e.g., thick, thin, dotted)
 - shape and form: compose shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world
 - space: foreground, middle ground, and background to give illusion of depth
 - texture: real versus visual or illusory texture
 - colour: colour for expression; colour to indicate emotion; mixing of colours with white to make a range of light and dark tints
 - value: mixing a range of light and dark colours

Principles of Art and Design

Students will develop understanding of all principles of art and design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 3 will be on variety.

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

Students will be expected to

- CP3.1 create two- and three-dimensional works of art that express feelings and ideas inspired by environment or that have the community as their subject (e.g., draw a picture depicting a solution to the problem of litter in their community)
- CP3.2 demonstrate an understanding of composition, using principles of art and design to create narrative art works or art works on a theme or topic (e.g., use shapes of various sizes, in the foreground, middle ground, and background, to create an illusion of depth [perspective] in a painting about a make-believe world)
- CP3.3 use the elements of art and design in artworks to communicate ideas, messages, and understandings (e.g., use asymmetrical cut paper composite shapes to depict a Canadian landscape, with a clear foreground, middle ground, and background)
- CP3.4 use a variety of materials, tools, and techniques to respond to design challenges
- drawing: use a variety of lines and shapes, drawn with pencil and marker, to show movement in a flipbook about weather

General Curriculum Outcomes

Specific Curriculum Outcomes

Students will be expected to

- mixed media: use wax crayons, oil pastels, paint resist, and materials of various textures to depict a tree or plant above ground, and use the technique of elaboration to depict what is hidden below ground
- painting: create a watercolour or tempera painting of animals using colour in a non-representational and expressive way
- printmaking: paint stencil prints in warm and cool colours, creating a simplified pattern inspired by a favourite fruit
- sculpture: modelling clay to create organic forms that are inspired by nature, such as shells, seed pods, and water-worn stones, that show some kind of metamorphosis or transformation into another form or figure

Strand Three: Reflecting, Responding, and Analysing

Students will be expected to apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.

- RRA3.1 express personal feelings and ideas about art experiences and images
(e.g., create a poster for an exhibition, using words of different sizes and colours to show their excitement about the event)
- RRA3.2 explain how elements and principles of art and design are used to communicate meaning or understanding in their own and others' art work
(e.g., organic shapes to make the monsters look less frightening and more like stuffed animals in *Where the Wild Things Are* by Maurice Sendak)
- RRA3.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
(e.g., fonts or logos that remind them of specific companies, messages, or moods)
- RRA3.4 identify and document their strengths, their interests, and areas for improvement as creators of art
(e.g., keep an art journal to record what they think they have done well in their art works, or learned about in their art works, as they complete them)

Strand Four: Exploring Forms and Cultural Context

Students will be expected to demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

- EC3.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences
(e.g., original paintings at a community gallery, sculptures in a local park, art reproductions in offices, murals or sculptural monuments in the community, mixed media art works at arts festivals)
- EC3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places
(e.g., a picture book that tells a story about people and the time and place in which they work, play, and build their community)