

Prescribed Learning Outcomes for Grade 3 Required Areas of Study

Term			English Language Arts (2006)
1	2	3	Oral Language (Speaking and Listening)
			<i>Purposes (Oral Language)</i>
			It is expected that students will:
			Use speaking and listening to interact with others for the purposes of
			<ul style="list-style-type: none"> contributing to a class goal
			<ul style="list-style-type: none"> sharing ideas and opinions
			<ul style="list-style-type: none"> making connections
			<ul style="list-style-type: none"> solving problems
			<ul style="list-style-type: none"> completing tasks
			Use speaking to explore, express, and present ideas, information, and feelings for different purposes, by
			<ul style="list-style-type: none"> staying on topic in a focussed discussion
			<ul style="list-style-type: none"> recounting experiences in a logical sequence
			<ul style="list-style-type: none"> presenting a central idea with supporting details
			<ul style="list-style-type: none"> using specific and descriptive vocabulary
			<ul style="list-style-type: none"> sharing connections made
			Listen purposefully to understand ideas and information, by
			<ul style="list-style-type: none"> identifying the main ideas and supporting details
			<ul style="list-style-type: none"> generating questions
			<ul style="list-style-type: none"> visualizing and sharing
			<i>Strategies (Oral Language)</i>
			Use a variety of strategies when interacting with others, including
			<ul style="list-style-type: none"> accessing prior knowledge
			<ul style="list-style-type: none"> making and sharing connections
			<ul style="list-style-type: none"> asking questions for clarification and understanding
			<ul style="list-style-type: none"> taking turns as speaker and listener

			Use a variety of strategies when expressing and presenting ideas, information, and feelings, including
			<ul style="list-style-type: none"> • setting a purpose
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • generating ideas
			<ul style="list-style-type: none"> • making and sharing connections
			<ul style="list-style-type: none"> • asking questions to clarify and confirm meaning
			<ul style="list-style-type: none"> • organizing information
			<ul style="list-style-type: none"> • practising delivery
			<ul style="list-style-type: none"> • self-monitoring and self-correcting in response to feedback
			Use a variety of strategies when listening to make and clarify meaning, including
			<ul style="list-style-type: none"> • accessing prior knowledge
			<ul style="list-style-type: none"> • making predictions about content before listening
			<ul style="list-style-type: none"> • focussing on speaker
			<ul style="list-style-type: none"> • listening for specifics
			<ul style="list-style-type: none"> • asking questions
			<ul style="list-style-type: none"> • recalling and summarizing
			<ul style="list-style-type: none"> • visualizing
			<ul style="list-style-type: none"> • monitoring comprehension
			<i>Thinking (Oral Language)</i>
			Demonstrate enhanced vocabulary knowledge and usage
			Engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)
			Use speaking and listening to extend thinking, by
			<ul style="list-style-type: none"> • acquiring new ideas
			<ul style="list-style-type: none"> • making connections
			<ul style="list-style-type: none"> • inquiring
			<ul style="list-style-type: none"> • comparing and contrasting

			<ul style="list-style-type: none"> summarizing
			Reflect on and assess their speaking and listening, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> reflecting on and discussing peer and adult feedback
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			Features (Oral Language)
			Use the features of oral language to convey and derive meaning, including
			<ul style="list-style-type: none"> text structure
			<ul style="list-style-type: none"> sentence lengths and types
			<ul style="list-style-type: none"> transitions
			<ul style="list-style-type: none"> syntax (i.e., grammar and usage)
			<ul style="list-style-type: none"> enunciation
			<ul style="list-style-type: none"> receptive listening posture
			Recognize the structures and patterns of language in oral texts, including
			<ul style="list-style-type: none"> word families
			<ul style="list-style-type: none"> root words
			<ul style="list-style-type: none"> sound devices, such as rhyme, repetition, and alliteration
			<ul style="list-style-type: none"> structural sequencing cues
			<ul style="list-style-type: none"> idiomatic expressions
			Reading and Viewing
			Purposes (Reading and Viewing)
			Read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as
			<ul style="list-style-type: none"> stories from various Aboriginal and other cultures
			<ul style="list-style-type: none"> stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries)
			<ul style="list-style-type: none"> series and chapter books
			<ul style="list-style-type: none"> picture books

			<ul style="list-style-type: none"> poems
			Read fluently and demonstrate comprehension of grade-appropriate information texts, such as
			<ul style="list-style-type: none"> non-fiction books
			<ul style="list-style-type: none"> textbooks and other instructional materials
			<ul style="list-style-type: none"> materials that contain simple diagrams, charts, or maps
			<ul style="list-style-type: none"> reports and articles from children’s magazines
			<ul style="list-style-type: none"> reference materials
			<ul style="list-style-type: none"> web sites designed for children
			<ul style="list-style-type: none"> instructions and procedures
			Read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension
			View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)
			<i>Strategies (Reading and Viewing)</i>
			Use a variety of strategies before reading and viewing, including
			<ul style="list-style-type: none"> accessing prior knowledge to make connections
			<ul style="list-style-type: none"> setting a purpose
			<ul style="list-style-type: none"> making predictions
			<ul style="list-style-type: none"> asking questions
			<ul style="list-style-type: none"> previewing texts
			Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including
			<ul style="list-style-type: none"> predicting
			<ul style="list-style-type: none"> making connections
			<ul style="list-style-type: none"> visualizing
			<ul style="list-style-type: none"> asking and answering questions
			<ul style="list-style-type: none"> using ‘text features’
			<ul style="list-style-type: none"> self-monitoring and self-correcting
			<ul style="list-style-type: none"> figuring out unknown words
			<ul style="list-style-type: none"> reading selectively

			<ul style="list-style-type: none"> summarizing
			Use a variety of strategies after reading and viewing to confirm and extend meaning, including
			<ul style="list-style-type: none"> self-monitoring and self-correcting
			<ul style="list-style-type: none"> generating and responding to questions
			<ul style="list-style-type: none"> generating a response
			<ul style="list-style-type: none"> visualizing
			<ul style="list-style-type: none"> retelling and summarizing
			<ul style="list-style-type: none"> using 'text features' to locate information
			<ul style="list-style-type: none"> using graphic organizers to record information
			Thinking (Reading and Viewing)
			Respond to selections they read or view, by
			<ul style="list-style-type: none"> expressing an opinion with some supporting evidence
			<ul style="list-style-type: none"> making text-to-self, text-to-text, and text-to-world connections
			<ul style="list-style-type: none"> giving reasons for choosing to read or view particular texts
			Read and view to extend thinking, by
			<ul style="list-style-type: none"> predicting
			<ul style="list-style-type: none"> developing connections and explanations
			<ul style="list-style-type: none"> distinguishing between fact and fiction
			<ul style="list-style-type: none"> drawing conclusions
			Reflect on and assess their reading and viewing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			Features (Reading and Viewing)
			Recognize and derive meaning from the structures and features of texts, including
			<ul style="list-style-type: none"> form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
			<ul style="list-style-type: none"> literary elements (e.g., plot, conflict, theme, character, setting)

			<ul style="list-style-type: none"> literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration)
			<ul style="list-style-type: none"> 'text features' (e.g., headings, diagrams, columns, sidebars)
			Writing and Representing
			<i>Purposes (Writing and Representing)</i>
			Create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring
			<ul style="list-style-type: none"> ideas supported by related details
			<ul style="list-style-type: none"> sentence fluency using a variety of sentence lengths and patterns
			<ul style="list-style-type: none"> experimentation with word choice by using new and different words
			<ul style="list-style-type: none"> an emerging voice demonstrating a developing writing style
			<ul style="list-style-type: none"> an organization that is meaningful and logical
			Create a variety of clear, easy-to-follow informational writing and representations, featuring
			<ul style="list-style-type: none"> ideas that are adequately developed through relevant details and explanations
			<ul style="list-style-type: none"> sentence fluency through a variety of correctly constructed sentences
			<ul style="list-style-type: none"> word choice by using some new and precise words including content-specific vocabulary
			<ul style="list-style-type: none"> a voice that demonstrates interest in and knowledge of the topic
			<ul style="list-style-type: none"> an organization that includes an introduction, and logically connected and sequenced details
			Create a variety of imaginative writing and representations following patterns modeled from literature, featuring
			<ul style="list-style-type: none"> ideas developed through interesting sensory detail
			<ul style="list-style-type: none"> sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural
			<ul style="list-style-type: none"> experimentation with word choice by using new, unusual words and varied descriptive and sensory language
			<ul style="list-style-type: none"> an emerging voice demonstrating a developing writing style
			<ul style="list-style-type: none"> an organization that develops logically from an engaging opening through to a satisfying ending
			<i>Strategies (Writing and Representing)</i>
			Use a variety of strategies before writing and representing, including
			<ul style="list-style-type: none"> setting a purpose

			<ul style="list-style-type: none"> identifying an audience
			<ul style="list-style-type: none"> participating in developing class-generated criteria
			<ul style="list-style-type: none"> generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics
			Use a variety of strategies during writing and representing to express thoughts, including
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> referring to word banks
			<ul style="list-style-type: none"> examining models of literature/visuals
			<ul style="list-style-type: none"> using information from multiple sources
			<ul style="list-style-type: none"> consulting reference materials
			<ul style="list-style-type: none"> revising and editing
			Use a variety of strategies after writing and representing to improve their work, including
			<ul style="list-style-type: none"> checking their work against established criteria
			<ul style="list-style-type: none"> revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization)
			<ul style="list-style-type: none"> editing for conventions (e.g., capitals, punctuation, spelling)
			<i>Thinking (Writing and Representing)</i>
			Use writing and representing to express personal responses and opinions about experiences and texts
			Use writing and representing to extend thinking, by
			<ul style="list-style-type: none"> developing explanations
			<ul style="list-style-type: none"> expressing an alternative viewpoint
			<ul style="list-style-type: none"> demonstrating new understandings
			Reflect on and assess their writing and representing, by
			<ul style="list-style-type: none"> referring to class-generated criteria
			<ul style="list-style-type: none"> setting goals and creating a plan for improvement
			<ul style="list-style-type: none"> taking steps toward achieving goals
			<i>Features (Writing and Representing)</i>
			Use the features and conventions of language to express meaning in their writing and representing, including

			<ul style="list-style-type: none"> • complete simple and compound sentences
			<ul style="list-style-type: none"> • various sentence types (e.g., declarative, interrogative, imperative, exclamatory)
			<ul style="list-style-type: none"> • paragraphs, with some accuracy
			<ul style="list-style-type: none"> • correct subject-verb agreement
			<ul style="list-style-type: none"> • past and present tenses
			<ul style="list-style-type: none"> • noun and pronoun agreement
			<ul style="list-style-type: none"> • capitalization in titles of books and stories
			<ul style="list-style-type: none"> • punctuation at the end of sentences
			<ul style="list-style-type: none"> • apostrophes to form common contractions and to show possession
			<ul style="list-style-type: none"> • commas in a series, dates, addresses, and locations
			<ul style="list-style-type: none"> • new words from their oral language and reading experiences
			<ul style="list-style-type: none"> • spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory
			<ul style="list-style-type: none"> • conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist
			<ul style="list-style-type: none"> • strategies for correctly spelling frequently misspelled words
			<ul style="list-style-type: none"> • legible print, and begin to show proper alignment, shape, and slant of cursive writing
			<ul style="list-style-type: none"> • spacing words and sentences consistently on a line and page

Term			Fine Arts (1998)
1	2	3	It is expected that students will:
			DANCE
			<i>Elements of Movement</i>
			<ul style="list-style-type: none"> • move safely in both personal and general space
			<ul style="list-style-type: none"> • move in a variety of levels, pathways, and directions, using a variety of body shapes
			<ul style="list-style-type: none"> • move in time to a variety of rhythms, metres, and tempos
			<ul style="list-style-type: none"> • demonstrate balance in movements
			<i>Creation and Composition</i>
			<ul style="list-style-type: none"> • move expressively to a variety of sounds and music
			<ul style="list-style-type: none"> • create movement sequences based on patterns, characters, and stories
			<i>Presentation and Performance</i>
			<ul style="list-style-type: none"> • demonstrate a willingness to rehearse and perform dance
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			<ul style="list-style-type: none"> • demonstrate an awareness of appropriate performance skills and audience etiquette
			<i>Dance and Society</i>
			<ul style="list-style-type: none"> • identify similarities and differences between dances
			<ul style="list-style-type: none"> • describe a variety of reasons why people dance
			DRAMA
			<i>Exploration and Imagination</i>
			<ul style="list-style-type: none"> • describe their feelings and ideas to be used in a dramatic work
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			<ul style="list-style-type: none"> • identify aspects of a dramatic work that evoke a response
			<ul style="list-style-type: none"> • demonstrate co-operative effort in dramatic work
			<i>Drama Skills</i>
			<ul style="list-style-type: none"> • use vocal elements appropriately when developing a variety of roles
			<ul style="list-style-type: none"> • use a variety of movements to express an idea, mood, or role
			<ul style="list-style-type: none"> • demonstrate the ability to take on a role
			<ul style="list-style-type: none"> • tell stories that have a beginning, middle, and end

			<ul style="list-style-type: none"> • create suitable environments for drama
			Context
			<ul style="list-style-type: none"> • identify ideas and emotions expressed in dramatic work from a variety of cultures
			<ul style="list-style-type: none"> • demonstrate an awareness of the role of drama in the community and other cultures
			<ul style="list-style-type: none"> • demonstrate appropriate audience skills
			MUSIC
			Structure (Elements of Rhythm)
			<ul style="list-style-type: none"> • reproduce patterns using accented beats
			<ul style="list-style-type: none"> • perform rhythmic patterns from classroom repertoire
			<ul style="list-style-type: none"> • maintain a repeated rhythmic pattern in a simple texture
			<ul style="list-style-type: none"> • describe form in terms of repetition and unity of rhythmic phrases
			<ul style="list-style-type: none"> • use symbols to represent metre and rhythmic patterns
			Structure (Elements of Melody)
			<ul style="list-style-type: none"> • demonstrate changes in pitch and melodic direction
			<ul style="list-style-type: none"> • use singing skills to reproduce melodies
			<ul style="list-style-type: none"> • maintain a melody or repeated melodic pattern in a simple texture
			<ul style="list-style-type: none"> • describe form in terms of repetition and unity of melodic phrases
			Thoughts, Images, and Feelings
			<ul style="list-style-type: none"> • describe personal thoughts, images, and feelings experienced in classroom repertoire
			<ul style="list-style-type: none"> • demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music
			Context (Self and Community)
			<ul style="list-style-type: none"> • demonstrate a willingness to participate in rehearsals and performances
			<ul style="list-style-type: none"> • demonstrate appropriate performance skills and audience etiquette
			<ul style="list-style-type: none"> • demonstrate respect for the contributions of others
			Context (Historical and Cultural)
			<ul style="list-style-type: none"> • identify historical and cultural contexts of music
			<ul style="list-style-type: none"> • describe a variety of purposes for music
			<ul style="list-style-type: none"> • demonstrate a willingness to experience music from a variety of historical and cultural contexts

			VISUAL ARTS
			<i>Image-Development and Design Strategies</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify a variety of image sources, including feelings, imagination, memory, and observation
			<ul style="list-style-type: none"> suggest purposes for a variety of images
			<ul style="list-style-type: none"> identify differences between original artworks and reproductions
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> use feelings, observation, memory, and imagination as sources for images
			<ul style="list-style-type: none"> make 2-D and 3-D images: using a variety of design strategies, including multiplication; exploring a variety of media; to communicate experiences, moods, and stories; to illustrate and decorate; that engage more than one of the senses
			Context
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify images from a variety of historical and cultural contexts
			<ul style="list-style-type: none"> demonstrate an awareness that particular images have value in the community
			<ul style="list-style-type: none"> suggest reasons for preferences in artworks
			<ul style="list-style-type: none"> demonstrate an awareness of a variety of reasons why people make and use art
			<ul style="list-style-type: none"> demonstrate respect for the work of self and others
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> create images: based on objects, places, events, or issues in their classroom, school, and community; in response to images from a variety of cultural contexts
			<ul style="list-style-type: none"> demonstrate a willingness to display individual and group artworks in a variety of ways
			<i>Visual Elements and Principles of Art and Design</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> identify the elements of colour, shape, line, and texture and the principles of pattern and repetition in images and in natural and human-built environments
			<ul style="list-style-type: none"> identify the expressive qualities of individual visual elements
			<ul style="list-style-type: none"> suggest reasons for the use of elements and principles in their work
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> create images using the elements and principles to produce a particular effect
			<i>Materials, Technologies, and Processes</i>
			<i>(Perceiving/Responding)</i>
			<ul style="list-style-type: none"> demonstrate an awareness that materials, tools, equipment, and processes can be used to create particular effects

			<ul style="list-style-type: none"> • identify safe and environmentally sensitive use of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • use appropriate vocabulary to identify the materials, tools, equipment, and processes used to create particular images
			<i>(Creating/Communicating)</i>
			<ul style="list-style-type: none"> • make images using a variety of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • demonstrate a willingness to explore a range of materials, tools, equipment, and processes
			<ul style="list-style-type: none"> • demonstrate appropriate setup, use, clean-up, and storage procedures for the materials, tools, and equipment they use

Term			Health and Career Education (2006)
1	2	3	It is expected that students will:
			<i>Goals and Decisions</i>
			<ul style="list-style-type: none"> • apply a goal-setting model to a short-term goal
			<ul style="list-style-type: none"> • identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)
			<i>Career Development</i>
			<ul style="list-style-type: none"> • describe the attributes of people they admire
			<ul style="list-style-type: none"> • demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)
			<i>Health: Healthy Living</i>
			<ul style="list-style-type: none"> • describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)
			<ul style="list-style-type: none"> • describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)
			<ul style="list-style-type: none"> • describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)
			<i>Health: Healthy Relationships</i>
			<ul style="list-style-type: none"> • describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)
			<ul style="list-style-type: none"> • describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully
			<i>Health: Safety and Injury Prevention</i>
			<ul style="list-style-type: none"> • demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including, using a strong voice to say “no,” “stop,” “I don’t like this,” calling out for help and getting away if possible, telling a trusted adult, keep telling a trusted adult until you get help, not giving out personal information (e.g., to strangers, on the Internet)
			<ul style="list-style-type: none"> • describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community
			<i>Health: Substance Misuse Prevention</i>
			<ul style="list-style-type: none"> • describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences)
			<ul style="list-style-type: none"> • demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)

Key to symbols used in Mathematics section

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

Term			Mathematics (2007)
1	2	3	<i>It is expected that students will:</i>
			Number
			<ul style="list-style-type: none"> 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, and 25s using starting points that are multiples of 25 [C, CN, ME]
			<ul style="list-style-type: none"> represent and describe numbers to 1000, concretely, pictorially, and symbolically [C, CN, V]
			<ul style="list-style-type: none"> compare and order numbers to 1000 [CN, R, V]
			<ul style="list-style-type: none"> estimate quantities less than 1000 using referents [ME, PS, R, V]
			<ul style="list-style-type: none"> illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]
			<ul style="list-style-type: none"> 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, and using doubles [C, ME, PS, R, V]
			<ul style="list-style-type: none"> 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, and using doubles [C, ME, PS, R, V]
			<ul style="list-style-type: none"> apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context [C, ME, PS, R]
			<ul style="list-style-type: none"> 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 [C, CN, ME, PS, R]
			<ul style="list-style-type: none"> apply mental mathematics strategies and number properties, such as using doubles, making 10, using the commutative property, using the property of zero, and thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]

		<ul style="list-style-type: none"> 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, modelling multiplication using concrete and visual representations, and recording the process symbolically, relating multiplication to repeated addition, and relating multiplication to division [C, CN, PS, R]
		<ul style="list-style-type: none"> 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, and relating division to multiplication (limited to division related to multiplication facts up to 5×5) [C, CN, PS, R]
		<ul style="list-style-type: none"> demonstrate an understanding of fractions by explaining that a fraction represents a part of a whole, describing situations in which fractions are used, and comparing fractions of the same whole with like denominators [C, CN, ME, R, V]
<i>Patterns and Relations</i>		
<i>Patterns.</i>		
		<ul style="list-style-type: none"> demonstrate an understanding of increasing patterns by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]
		<ul style="list-style-type: none"> demonstrate an understanding of decreasing patterns by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]
<i>Variables and Equations.</i>		
		<ul style="list-style-type: none"> solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]
<i>Shape and Space</i>		
<i>Measurement</i>		
		<ul style="list-style-type: none"> relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]
		<ul style="list-style-type: none"> relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]
		<ul style="list-style-type: none"> 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, and measuring and recording length, width, and height [C, CN, ME, PS, R, V]
		<ul style="list-style-type: none"> 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, and measuring and recording mass [C, CN, ME, PS, R, V]

			<ul style="list-style-type: none"> 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), and constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]
			<i>3-D Objects and 2-D Shapes</i>
			<ul style="list-style-type: none"> describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]
			<ul style="list-style-type: none"> sort regular and irregular polygons, including triangles, quadrilaterals, pentagons, hexagons, and octagons according to the number of sides [C, CN, R, V]
			<i>Statistics and Probability</i>
			<i>Data Analysis</i>
			<ul style="list-style-type: none"> collect first-hand data and organize it using tally marks, line plots, charts, and lists to answer questions [C, CN, V]
			<ul style="list-style-type: none"> construct, label and interpret bar graphs to solve problems [PS, R, V]

Term			Physical Education (1995)
1	2	3	It is expected that students will:
			<i>Active Living</i>
			<ul style="list-style-type: none"> participate regularly in vigorous physical activities
			<ul style="list-style-type: none"> demonstrate behaviours that indicate interest and enjoyment in physical activity
			<ul style="list-style-type: none"> describe the benefits of physical activity
			<ul style="list-style-type: none"> identify changes in personal growth and development
			<ul style="list-style-type: none"> describe the changes that take place in the body during physical activity
			<ul style="list-style-type: none"> participate in warm-up and cool-down activities
			<ul style="list-style-type: none"> identify good nutritional habits
			<ul style="list-style-type: none"> participate in physical activity performed in a natural setting
			<i>Movement (Alternative-Environment Activities)</i>
			<ul style="list-style-type: none"> move safely in a variety of alternative environments
			<ul style="list-style-type: none"> demonstrate activity-specific motor skills in a variety of alternative environments
			<i>Movement (Dance)</i>
			<ul style="list-style-type: none"> respond to a variety of stimuli to create movement sequences, alone and with others
			<ul style="list-style-type: none"> demonstrate basic dance steps and patterns using locomotor and non-locomotor skills, alone and with others
			<ul style="list-style-type: none"> perform simple movement sequences using elements of body and space awareness
			<ul style="list-style-type: none"> perform simple movement sequences using elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects
			<i>Movement (Games)</i>
			<ul style="list-style-type: none"> demonstrate ways to retain possession of an object
			<ul style="list-style-type: none"> demonstrate ways to send and receive an object using a variety of body parts and implements
			<ul style="list-style-type: none"> demonstrate ways to project an object using a variety of body parts and movements
			<ul style="list-style-type: none"> create and explain games that use specific skills
			<ul style="list-style-type: none"> demonstrate body and space awareness when performing simple game-skills activities
			<i>Movement (Gymnastics)</i>

			<ul style="list-style-type: none"> perform simple gymnastic movements using locomotor and non-locomotor skills, elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects
			<ul style="list-style-type: none"> use a variety of gymnastic themes to create sequences using small equipment and large apparatus, individually and with others
			<i>Movement (Individual and Dual Activities)</i>
			<ul style="list-style-type: none"> select and perform locomotor and non-locomotor skills involved in a variety of individual and dual activities
			<ul style="list-style-type: none"> demonstrate ways to throw an object at a target with increasing accuracy
			<ul style="list-style-type: none"> select and combine activity-specific motor skills involved in individual and dual activities
			<i>Personal and Social Responsibility</i>
			<ul style="list-style-type: none"> demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
			<ul style="list-style-type: none"> demonstrate safe behaviours when participating in physical activity
			<ul style="list-style-type: none"> demonstrate self-confidence while participating in activities from different movement categories
			<ul style="list-style-type: none"> demonstrate self-confidence while participating in activities from different movement categories
			<ul style="list-style-type: none"> accept responsibility for assigned roles while participating in physical activity
			<ul style="list-style-type: none"> display a willingness to work with others of various abilities, interests, and cultural backgrounds
			<ul style="list-style-type: none"> identify the links between work and leisure

Term			Science (2005)
1	2	3	It is expected that students will:
			<i>Processes and Skills of Science</i>
			<ul style="list-style-type: none"> ask questions that foster investigations and explorations relevant to the content
			<ul style="list-style-type: none"> measure objects and events
			<i>Life Science: Plant Growth and Change</i>
			<ul style="list-style-type: none"> compare familiar plants according to similarities and differences in appearance and life cycles
			<ul style="list-style-type: none"> describe ways in which plants are important to other living things and the environment
			<ul style="list-style-type: none"> describe how plants are harvested and used throughout the seasons
			<i>Physical Science: Materials and Structures</i>
			<ul style="list-style-type: none"> describe shapes that are part of natural and human-built structures (e.g., domes, arches, pyramids)
			<ul style="list-style-type: none"> compare the effects of different materials, shapes, and forces on the strength and stability of different structures
			<ul style="list-style-type: none"> conduct investigations into ways to improve the strength and stability of structures
			<i>Earth and Space Science: Stars and Planets</i>
			<ul style="list-style-type: none"> describe characteristics and movements of objects in our solar system
			<ul style="list-style-type: none"> compare familiar constellations in seasonal skies
			<ul style="list-style-type: none"> demonstrate awareness of the special significance of celestial objects for Aboriginal peoples

Term			Social Studies (2006)
1	2	3	It is expected that students will:
<i>Skills and Processes of Social Studies</i>			
			<ul style="list-style-type: none"> • apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
			<ul style="list-style-type: none"> • identify a variety of symbolic representations
			<ul style="list-style-type: none"> • use simple maps to interpret and present information
			<ul style="list-style-type: none"> • gather information from a variety of sources
			<ul style="list-style-type: none"> • organize information in chronological order
			<ul style="list-style-type: none"> • create a presentation on a selected topic
			<ul style="list-style-type: none"> • formulate a response to a relevant classroom, school, or community problem or issue
<i>Identity, Society, and Culture</i>			
			<ul style="list-style-type: none"> • identify changes that can occur in communities over time
			<ul style="list-style-type: none"> • describe the importance of communities
			<ul style="list-style-type: none"> • identify cultural similarities and differences
			<ul style="list-style-type: none"> • identify characteristics of Canadian society
<i>Governance</i>			
			<ul style="list-style-type: none"> • describe how an understanding of personal roles, rights, and responsibilities can affect the well being of the school and community
			<ul style="list-style-type: none"> • summarize the roles and responsibilities of local governments
<i>Economy and Technology</i>			
			<ul style="list-style-type: none"> • compare ways in which needs and wants are met in communities
			<ul style="list-style-type: none"> • assess how technology affects individuals and communities
<i>Human and Physical Environment</i>			
			<ul style="list-style-type: none"> • locate major landforms and bodies of water in BC and Canada, including: St. Lawrence Seaway, Great Lakes, Fraser River, Queen Charlotte Islands, Canadian Shield, Hudson Bay, and locally relevant examples
			<ul style="list-style-type: none"> • identify characteristics of the provinces and territories of Canada
			<ul style="list-style-type: none"> • demonstrate a sense of responsibility for the local environment
			<ul style="list-style-type: none"> • describe how the physical environment influenced early settlement in their local community or another community studied