

## Learning Outcomes for Grade 3

### English Language Arts

#### Oral Language (Speaking and Listening)

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| A1 | <ul style="list-style-type: none"> <li>use speaking and listening to interact with others for the purposes of contributing to a class goal, sharing ideas and opinions, making connections, solving problems and completing tasks</li> </ul>   |
| A2 | <ul style="list-style-type: none"> <li>use speaking to explore, express, and present ideas, information, and feelings for different purposes, by staying on topic in a focussed discussion, recounting experiences in a logical sequence, presenting a central idea with supporting details, using specific and descriptive vocabulary and sharing connections made</li> </ul> |
| A3 | <ul style="list-style-type: none"> <li>listen purposefully to understand ideas and information, by identifying the main ideas and supporting details, generating questions, visualizing and sharing</li> </ul>   |

#### Strategies (Oral Language)

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| A4 | <ul style="list-style-type: none"> <li>use a variety of strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding and taking turns as speaker and listener</li> </ul>  |
| A5 | <ul style="list-style-type: none"> <li>use a variety of strategies when expressing and presenting ideas, information, and feelings, including, setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practising delivery, self-monitoring and self-correcting in response to feedback</li> </ul> |
| A6 | <ul style="list-style-type: none"> <li>use a variety of strategies when listening to make and clarify meaning, including accessing prior knowledge, making predictions about content before listening, focussing on speaker, listening for specifics, asking questions, recalling and summarizing, visualizing and monitoring comprehension</li> </ul>  |

#### Thinking (Oral Language)

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| A7  | <ul style="list-style-type: none"> <li>demonstrate enhanced vocabulary knowledge and usage</li> </ul>   |
| A8  | <ul style="list-style-type: none"> <li>engage in speaking and listening activities to develop a deeper understanding of texts (e.g., creative responses to text)</li> </ul>   |
| A9  | <ul style="list-style-type: none"> <li>use speaking and listening to extend thinking, by acquiring new ideas, making connections, inquiring, comparing and contrasting and summarizing</li> </ul>   |
| A10 | <ul style="list-style-type: none"> <li>reflect on and assess their speaking and listening, by – referring to class-generated criteria – reflecting on and discussing peer and adult feedback – setting goals and creating a plan for improvement – taking steps toward achieving goals</li> </ul> |

#### Features (Oral Language)

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| A11 | <ul style="list-style-type: none"> <li>use the features of oral language to convey and derive meaning, including text structure, sentence lengths and types, transitions, syntax (i.e., grammar and usage), enunciation, receptive listening posture</li> </ul>         |
| A12 | <ul style="list-style-type: none"> <li>recognize the structures and patterns of language in oral texts, including word families, root words, sound devices, such as rhyme, repetition, and alliteration, structural sequencing cue and idiomatic expressions</li> </ul> |

#### Purposes (Reading and Viewing)

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| B1 | <ul style="list-style-type: none"> <li>read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as stories from various Aboriginal and other cultures, stories from a variety of genres (e.g., folktales, legends, adventure,</li> </ul> |
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	humour, biographies, mysteries), series and chapter books, picture books and poems
B2	<ul style="list-style-type: none"> <li>read fluently and demonstrate comprehension of grade-appropriate information texts, such as non-fiction books, textbooks and other instructional materials, materials that contain simple diagrams, charts, or maps, reports and articles from children’s magazines, reference materials , web sites designed for children , and instructions and procedures</li> </ul>
B3	<ul style="list-style-type: none"> <li>read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension</li> </ul>
B4	<ul style="list-style-type: none"> <li>view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters)</li> </ul>
<b>Strategies (Reading and Viewing)</b>	
B5	<ul style="list-style-type: none"> <li>use a variety of strategies before reading and viewing, including accessing prior knowledge to make connections, setting a purpose, making predictions, asking questions and previewing texts</li> </ul>
B6	<ul style="list-style-type: none"> <li>use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning, including, predicting, making connections, visualizing, asking and answering questions, using ‘text features’, self-monitoring and self-correcting, figuring out unknown words, reading selectively and summarizing</li> </ul>
B7	<ul style="list-style-type: none"> <li>use a variety of strategies after reading and viewing to confirm and extend meaning, including, self-monitoring and self-correcting, generating and responding to questions, generating a response, visualizing, retelling and summarizing, using ‘text features’ to locate information and using graphic organizers to record information</li> </ul>
<b>Thinking (Reading and Viewing)</b>	
B8	<ul style="list-style-type: none"> <li>respond to selections they read or view, by expressing an opinion with some supporting evidence making text-to-self, text-to-text, and text-to-world connections and giving reasons for choosing to read or view particular texts</li> </ul>
B9	<ul style="list-style-type: none"> <li>read and view to extend thinking, by predicting, developing connections and explanations, distinguishing between fact and fiction and drawing conclusions</li> </ul>
B10	<ul style="list-style-type: none"> <li>reflect on and assess their reading and viewing, by referring to class-generated criteria , setting goals and creating a plan for improvement and taking steps toward achieving goals</li> </ul>
<b>Features (Reading and Viewing)</b>	
B11	<ul style="list-style-type: none"> <li>recognize and derive meaning from the structures and features of texts, including form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive), literary elements (e.g., plot, conflict, theme, character, setting), literary devices (e.g., imagery, simile, rhyme, rhythm, alliteration) and ‘text features’ (e.g., headings, diagrams, columns, sidebars)</li> </ul>
<b>Purposes (Writing and Representing)</b>	
C1	<ul style="list-style-type: none"> <li>create a variety of clear personal writing and representations that express connections to personal experiences, ideas, and opinions, featuring, ideas supported by related details, sentence fluency using a variety of sentence lengths and patterns, experimentation with word choice by using new and different words and an emerging voice demonstrating a developing</li> </ul>
C2	<ul style="list-style-type: none"> <li>create a variety of clear, easy-to-follow informational writing and representations, featuring – ideas that are adequately developed through relevant details and explanations, sentence fluency through a variety of correctly constructed sentences, word choice by using some new and precise words including content-specific vocabulary, a voice that demonstrates interest in and knowledge of the topic, an organization that includes an introduction, and logically connected and sequenced details</li> </ul>
C3	<ul style="list-style-type: none"> <li>create a variety of imaginative writing and representations following patterns modelled from literature,</li> </ul>

	featuring, ideas developed through interesting sensory detail, sentence fluency developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural, experimentation with word choice by using new, unusual words and varied descriptive and sensory language, an emerging voice demonstrating a developing writing style, an organization that develops logically from an engaging opening through to a satisfying ending
<b>Strategies (Writing and Representing)</b>	
C4	<ul style="list-style-type: none"> <li>use a variety of strategies before writing and representing, including setting a purpose, identifying an audience, participating in developing class-generated criteria, generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics</li> </ul>
C5	<ul style="list-style-type: none"> <li>use a variety of strategies during writing and representing to express thoughts, including referring to class-generated criteria, referring to word banks, examining models of literature/visuals, using information from multiple sources, consulting reference materials and revising and editing</li> </ul>
C6	<ul style="list-style-type: none"> <li>use a variety of strategies after writing and representing to improve their work, including checking their work against established criteria, revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) and editing for conventions (e.g., capitals, punctuation, spelling)</li> </ul>
<b>Thinking (Writing and Representing)</b>	
C7	<ul style="list-style-type: none"> <li>use writing and representing to express personal responses and opinions about experiences and texts</li> </ul>
C8	<ul style="list-style-type: none"> <li>use writing and representing to extend thinking, by developing explanations, expressing an alternative viewpoint and demonstrating new understandings</li> </ul>
C9	<ul style="list-style-type: none"> <li>reflect on and assess their writing and representing, by referring to class-generated criteria, setting goals and creating a plan for improvement, taking steps toward achieving goals</li> </ul>
<b>Features (Writing and Representing)</b>	
C10	<ul style="list-style-type: none"> <li>use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> <li>complete simple and compound sentences</li> <li>various sentence types (e.g., declarative, interrogative, imperative, exclamatory)</li> <li>paragraphs, with some accuracy</li> <li>correct subject-verb agreement</li> <li>past and present tenses</li> <li>noun and pronoun agreement</li> <li>capitalization in titles of books and stories</li> <li>punctuation at the end of sentences</li> <li>apostrophes to form common contractions and to show possession</li> <li>commas in a series, dates, addresses, and locations</li> <li>new words from their oral language and reading experiences</li> <li>spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory</li> <li>conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist</li> <li>strategies for correctly spelling frequently misspelled words</li> <li>legible print, and begin to show proper alignment, shape, and slant of cursive writing</li> <li>spacing words and sentences consistently on a line and page</li> </ul> </li> </ul>
<b>Mathematics</b>	
<b>Number</b>	

A1	<ul style="list-style-type: none"> <li>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</li> </ul>
A2	<ul style="list-style-type: none"> <li>represent and describe numbers to 1000, concretely, pictorially, and symbolically</li> </ul>
A3	<ul style="list-style-type: none"> <li>compare and order numbers to 1000</li> </ul>
A4	<ul style="list-style-type: none"> <li>estimate quantities less than 1000 using referents</li> </ul>
A5	<ul style="list-style-type: none"> <li>illustrate, concretely and pictorially, the meaning of place value for numerals to 1000</li> </ul>
A6	<ul style="list-style-type: none"> <li>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</li> </ul>
A7	<ul style="list-style-type: none"> <li>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</li> </ul>
A8	<ul style="list-style-type: none"> <li>apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context</li> </ul>
A9	<ul style="list-style-type: none"> <li>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</li> </ul>
A10	<ul style="list-style-type: none"> <li>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</li> </ul>
A11	<ul style="list-style-type: none"> <li>demonstrate an understanding of multiplication to <math>5 \times 5</math> 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 relating multiplication to division</li> </ul>
A12	<ul style="list-style-type: none"> <li>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 <math>5=5</math>)</li> </ul>
A13	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>PATTERNS AND RELATIONS</b>	
<b>Patterns</b>	
B1	<ul style="list-style-type: none"> <li>demonstrate an understanding of increasing patterns by describing extending comparing creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000)</li> </ul>
B2	<ul style="list-style-type: none"> <li>demonstrate an understanding of decreasing patterns by describing extending comparing creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000)</li> </ul>

	<b>Variables and Equations</b>
B3	<ul style="list-style-type: none"> <li>• solve one-step addition and subtraction equations involving symbols representing an unknown number</li> </ul>
	<b>SHAPE AND SPACE</b>
	<b>Measurement</b>
C1	<ul style="list-style-type: none"> <li>• relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years)</li> </ul>
C2	<ul style="list-style-type: none"> <li>• 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</li> </ul>
C3	<ul style="list-style-type: none"> <li>• 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</li> </ul>
C4	<ul style="list-style-type: none"> <li>• demonstrate an understanding of measuring mass (g, kg) by selecting and justifying referents for the units g and k, modelling and describing the relationship between the units g and kg, estimating mass using referents measuring and recording mass</li> </ul>
C5	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<b>3-D Objects and 2-D Shapes</b>
C6	<ul style="list-style-type: none"> <li>• describe 3-D objects according to the shape of the faces, and the number of edges and vertices</li> </ul>
C7	<ul style="list-style-type: none"> <li>• sort regular and irregular polygons, including triangles quadrilaterals pentagons hexagons octagons according to the number of sides</li> </ul>
	<b>STATISTICS AND PROBABILITY</b>
	<b>Data Analysis</b>
D1	<ul style="list-style-type: none"> <li>• collect first-hand data and organize it using tally marks line plots charts lists to answer questions</li> </ul>
D2	<ul style="list-style-type: none"> <li>• construct, label and interpret bar graphs to solve problems</li> </ul>
	<b>Science</b>
	<b>Processes and Skills of Science</b>
	<b>It is expected that students will:</b>
1	<ul style="list-style-type: none"> <li>• ask questions that foster investigations and explorations relevant to the content</li> </ul>
2	<ul style="list-style-type: none"> <li>• measure objects and events</li> </ul>
	<b>Life Science: Plant Growth and Change</b>
	<b>It is expected that students will:</b>
3	<ul style="list-style-type: none"> <li>• compare familiar plants according to similarities and differences in appearance and life cycles</li> </ul>
4	<ul style="list-style-type: none"> <li>• describe ways in which plants are important to other living things and the environment</li> </ul>
5	<ul style="list-style-type: none"> <li>• describe how plants are harvested and used throughout the seasons</li> </ul>

<b>Physical Science: Materials and Structures</b>	
<b>It is expected that students will:</b>	
6	<ul style="list-style-type: none"> <li>describe shapes that are part of natural and human-built structures (e.g., domes, arches, pyramids)</li> </ul>
7	<ul style="list-style-type: none"> <li>compare the effects of different materials, shapes, and forces on the strength and stability of different structures</li> </ul>
8	<ul style="list-style-type: none"> <li>conduct investigations into ways to improve the strength and stability of structures</li> </ul>
<b>Earth and Space Science: Stars and Planets</b>	
<b>It is expected that students will:</b>	
9	<ul style="list-style-type: none"> <li>describe characteristics and movements of objects in our solar system</li> </ul>
10	<ul style="list-style-type: none"> <li>compare familiar constellations in seasonal skies</li> </ul>
11	<ul style="list-style-type: none"> <li>demonstrate awareness of the special significance of celestial objects for Aboriginal peoples</li> </ul>
<b>Social Studies</b>	
<b>SKILLS AND PROCESSES OF SOCIAL STUDIES</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues</li> </ul>
A2	<ul style="list-style-type: none"> <li>identify a variety of symbolic representations</li> </ul>
A3	<ul style="list-style-type: none"> <li>use simple maps to interpret and present information</li> </ul>
A4	<ul style="list-style-type: none"> <li>gather information from a variety of sources</li> </ul>
A5	<ul style="list-style-type: none"> <li>organize information in chronological order</li> </ul>
A6	<ul style="list-style-type: none"> <li>create a presentation on a selected topic</li> </ul>
A7	<ul style="list-style-type: none"> <li>formulate a response to a relevant classroom, school, or community problem or issue</li> </ul>
<b>IDENTITY, SOCIETY, AND CULTURE</b>	
<b>It is expected that students will:</b>	
B1	<ul style="list-style-type: none"> <li>identify changes that can occur in communities over time</li> </ul>
B2	<ul style="list-style-type: none"> <li>describe the importance of communities</li> </ul>
B3	<ul style="list-style-type: none"> <li>identify cultural similarities and differences</li> </ul>
B4	<ul style="list-style-type: none"> <li>identify characteristics of Canadian society</li> </ul>
<b>GOVERNANCE</b>	
<b>It is expected that students will:</b>	
C1	<ul style="list-style-type: none"> <li>describe how an understanding of personal roles, rights, and responsibilities can affect the wellbeing of the school and community</li> </ul>

C2	<ul style="list-style-type: none"> <li>summarize the roles and responsibilities of local governments</li> </ul>
<b>ECONOMY AND TECHNOLOGY</b>	
<b>It is expected that students will:</b>	
D1	<ul style="list-style-type: none"> <li>compare ways in which needs and wants are met in communities</li> </ul>
D2	<ul style="list-style-type: none"> <li>assess how technology affects individuals and communities</li> </ul>
<b>HUMAN AND PHYSICAL ENVIRONMENT</b>	
<b>It is expected that students will:</b>	
E1	<ul style="list-style-type: none"> <li>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</li> </ul>
E2	<ul style="list-style-type: none"> <li>identify characteristics of the provinces and territories of Canada</li> </ul>
E3	<ul style="list-style-type: none"> <li>demonstrate a sense of responsibility for the local environment</li> </ul>
E4	<ul style="list-style-type: none"> <li>describe how the physical environment influenced early settlement in their local community or another community studied</li> </ul>
<b>Health and Career Education</b>	
<b>Goals and Decisions</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>apply a goal-setting model to a short-term goal</li> </ul>
A2	<ul style="list-style-type: none"> <li>identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)</li> </ul>
<b>Career Development</b>	
<b>It is expected that students will:</b>	
B1	<ul style="list-style-type: none"> <li>describe the attributes of people they admire</li> </ul>
B2	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Health</b>	
<b>Healthy Living</b>	
<b>It is expected that students will:</b>	
C1	<ul style="list-style-type: none"> <li>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)</li> </ul>
C2	<ul style="list-style-type: none"> <li>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)</li> </ul>
C3	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Healthy Relationships</b>	
<b>It is expected that students will:</b>	

C4	<ul style="list-style-type: none"> <li>describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)</li> </ul>
C5	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Safety and Injury Prevention</b>	
<b>It is expected that students will:</b>	
C6	<ul style="list-style-type: none"> <li>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)</li> </ul>
C7	<ul style="list-style-type: none"> <li>describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community</li> </ul>
<b>Substance Misuse Prevention</b>	
<b>It is expected that students will:</b>	
C8	<ul style="list-style-type: none"> <li>describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long term health consequences)</li> </ul>
C9	<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Physical Education</b>	
<b>Active Living</b>	
<b>Knowledge</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>describe the importance of regular, sustained participation in physical activity for developing the strength of the heart, lungs, muscles, and bones</li> </ul>
A2	<ul style="list-style-type: none"> <li>describe healthy nutritional choices for physical activity</li> </ul>
A3	<ul style="list-style-type: none"> <li>identify choices people can make to be more active</li> </ul>
	<ul style="list-style-type: none"> <li>4 identify the characteristics of athletes and physically active people they admire (e.g., other students in the school, family members, community role models, Olympic athletes)</li> </ul>
<b>Participation</b>	
<b>It is expected that students will:</b>	
A4	<ul style="list-style-type: none"> <li>participate daily (e.g., five times a week) in moderate to vigorous physical activities</li> </ul>
<b>Movement Skills</b>	
<b>It is expected that students will:</b>	
B1	<ul style="list-style-type: none"> <li>demonstrate an ability to balance in a variety of activities</li> </ul>
B2	<ul style="list-style-type: none"> <li>demonstrate proper technique for performing specific locomotor movement skills including but not limited to the following: running jump leap</li> </ul>
B3	<ul style="list-style-type: none"> <li>demonstrate proper technique for performing specific manipulative movement skills including but not limited to the following: pull or push an object, kick an object to a stationary target, trap an object with the foot, and dribble an object with hands</li> </ul>
B4	<ul style="list-style-type: none"> <li>perform selected non-locomotor and locomotor movement skills in sequence</li> </ul>
<b>Safety, Fair Play, and Leadership</b>	

	<b>It is expected that students will:</b>
C1	<ul style="list-style-type: none"> <li>demonstrate safe behaviours while participating in a variety of physical activities</li> </ul>
C2	<ul style="list-style-type: none"> <li>demonstrate respect and encouragement for others during a variety of types of physical activity</li> </ul>
C3	<ul style="list-style-type: none"> <li>demonstrate leadership in physical activity (e.g., lead small groups, provide assistance with equipment set-up)</li> </ul>
<b>Fine Arts</b>	
<b>Dance</b>	
<b>Creating Dance</b>	
	<b>It is expected that students will:</b>
A1	<ul style="list-style-type: none"> <li>move expressively to a variety of sounds and music</li> </ul>
A2	<ul style="list-style-type: none"> <li>create movement sequences based on patterns, stories, and themes</li> </ul>
A3	<ul style="list-style-type: none"> <li>demonstrate deliberate use of the creative process (exploration, selection, combination, refinement, reflection) when creating dances</li> </ul>
<b>Elements of Dance</b>	
B1	<ul style="list-style-type: none"> <li>move safely in both personal space and general space during dance activities</li> </ul>
B2	<ul style="list-style-type: none"> <li>move using a variety of levels, pathways, dynamics, and directions</li> </ul>
B3	<ul style="list-style-type: none"> <li>move in time to a variety of rhythms, metres, and tempi</li> </ul>
<b>Context</b>	
C1	<ul style="list-style-type: none"> <li>compare similarities and differences among dances</li> </ul>
C2	<ul style="list-style-type: none"> <li>describe a variety of reasons people dance</li> </ul>
<b>Presenting and Performing</b>	
D1	<ul style="list-style-type: none"> <li>demonstrate willingness to rehearse and perform dance</li> </ul>
D2	<ul style="list-style-type: none"> <li>demonstrate appropriate performance skills in a range of dance settings</li> </ul>
<b>Drama</b>	
<b>Exploring and Creating</b>	
	<b>It is expected that students will:</b>
A1	<ul style="list-style-type: none"> <li>use imagination, exploration, and reflection to create drama</li> </ul>
A2	<ul style="list-style-type: none"> <li>demonstrate collaboration skills in drama explorations</li> </ul>
<b>Drama Forms, Strategies, and Skills</b>	
B1	<ul style="list-style-type: none"> <li>use voice to convey intended ideas or feelings</li> </ul>
B2	<ul style="list-style-type: none"> <li>use movement and their bodies to convey intended ideas or feelings</li> </ul>
B3	<ul style="list-style-type: none"> <li>participate in a variety of drama forms</li> </ul>
B4	<ul style="list-style-type: none"> <li>participate safely in drama activities</li> </ul>
<b>Context</b>	

C1	<ul style="list-style-type: none"> <li>identify ideas expressed in drama work from a variety of contexts</li> </ul>
C2	<ul style="list-style-type: none"> <li>identify opportunities for participation in drama</li> </ul>
<b>Presenting and Performing</b>	
D1	<ul style="list-style-type: none"> <li>engage actively in drama presentations</li> </ul>
D2	<ul style="list-style-type: none"> <li>identify aspects of a drama presentation that evoke a response</li> </ul>
<b>Music</b>	
<b>Exploring and Creating</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>sing and play classroom repertoire</li> </ul>
A2	<ul style="list-style-type: none"> <li>represent personal thoughts, images, and feelings experienced in classroom repertoire</li> </ul>
A3	<ul style="list-style-type: none"> <li>create music to interpret poems, stories, and songs</li> </ul>
<b>Elements and Skills</b>	
B1	<ul style="list-style-type: none"> <li>perform rhythmic patterns and sequences from classroom repertoire</li> </ul>
B2	<ul style="list-style-type: none"> <li>sing simple melodies</li> </ul>
B3	<ul style="list-style-type: none"> <li>represent metre, rhythmic patterns, and melody</li> </ul>
B4	<ul style="list-style-type: none"> <li>perform elements of tempo, dynamics, and articulation in classroom repertoire</li> </ul>
B5	<ul style="list-style-type: none"> <li>demonstrate appropriate use of classroom instruments</li> </ul>
<b>Context</b>	
C1	<ul style="list-style-type: none"> <li>participate in music activities from a variety of historical, cultural, and social contexts</li> </ul>
<b>Presenting and Performing</b>	
D1	<ul style="list-style-type: none"> <li>demonstrate appropriate performance skills in a range of music settings</li> </ul>
D2	<ul style="list-style-type: none"> <li>identify aspects of a music presentation that evoke a response</li> </ul>
<b>Visual Arts</b>	
<b>Creative Processes</b>	
<b>It is expected that students will:</b>	
A1	<ul style="list-style-type: none"> <li>use a variety of image sources to create images, including feelings, imagination, memory, observation, and sensory experience</li> </ul>
A2	<ul style="list-style-type: none"> <li>create images using the image development strategies of fragmentation, multiplication and superimposition</li> </ul>
A3	<ul style="list-style-type: none"> <li>create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects: colour , shape, line, texture, pattern, radial balance</li> </ul>
A4	<ul style="list-style-type: none"> <li>experiment with materials, technologies, and processes to create particular effects</li> </ul>

A5	<ul style="list-style-type: none"> <li>• create 2-D and 3-D images to communicate experiences, moods, and stories , to illustrate and decorate, that represent time as transformation</li> </ul>
<b>Skills and Strategies</b>	
B1	<ul style="list-style-type: none"> <li>• describe and apply image development strategies including multiplication, superimposition and fragmentation</li> </ul>
B2	<ul style="list-style-type: none"> <li>• describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including colour, shape, line, pattern, texture and radial balance</li> </ul>
B3	<ul style="list-style-type: none"> <li>• describe and apply a variety of materials, technologies, and processes to create images</li> </ul>
B4	<ul style="list-style-type: none"> <li>• demonstrate safe and environmentally responsible use of materials, technologies, and processes</li> </ul>
<b>Context</b>	
C1	<ul style="list-style-type: none"> <li>• describe a variety of reasons people make and use visual arts</li> </ul>
C2	<ul style="list-style-type: none"> <li>• identify differences between original artworks and reproductions</li> </ul>
<b>Exhibition and Response</b>	
D1	<ul style="list-style-type: none"> <li>• describe their response to 2-D and 3-D images created to communicate experiences, moods, and stories, from observation, memory, and imagination and to illustrate and decorate</li> </ul>
D2	<ul style="list-style-type: none"> <li>• suggest reasons for preferences in artworks D3</li> </ul>
D3	<ul style="list-style-type: none"> <li>• display individual and group artworks in a variety of ways</li> </ul>