GRADE 3 CURRICULUM OVERVIEW

HEALTH AND LIFE SKILLS

- Comprehensive School Health
- Responsible, Healthy Choices

Wellness Choices
- Personal Health
- Safety and Responsibility

Life Learning Choices
- Learning Strategies
- Life Roles and Career Development
- Volunteerism

Relationship Choices
- Understanding and Expressing Feelings
- Interactions
- Group Roles and Processes

ENGLISH LANGUAGE ARTS

- Listening
- Reading
- Viewing
- Speaking
- Writing
- Representing

All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.

Explore thoughts, ideas, feelings and experiences
- Discover and explore
- Clarify and extend

Manage ideas and information
- Plan and focus
- Select and process
- Organize, record and evaluate
- Share and review

Enhance the clarity and artistry of communication
- Enhance and improve
- Attend to conventions
- Present and share

Respect, support and collaborate with others
- Respect others and strengthen community
- Work within a group

Comprehend and respond personally and critically to oral, print and other media texts
- Use strategies and cues
- Understand forms, elements and techniques
- Respond to texts
- Create original text

SOCIAL STUDIES

Connecting with the World
- Citizenship
- Identity
- Time, Continuity and Change
- The Land: Places and People
- Power, Authority and Decision Making
- Economics and Resources
- Global Connections
- Culture and Community

Global Citizenship

Communities in the World

Skills and Processes

SCIENCE

- Science Inquiry
- Problem Solving through Technology
- Attitudes
- Understandings

Building with a Variety of Materials

Testing Materials and Designs

Hearing and Sound

Rocks and Minerals

Animal Life Cycles

ART

- Individual
- Creative
- Visual
- Cultural
- Learning
- Environmental
- Communication

Composition
- emphasis
- unity
- craftsmanship

Depiction
- main forms and proportions
- actions and viewpoints
- qualities and details

Expression
- purpose—record, illustrate, decorate, express, create
- subject matter
- media and techniques

Reflection
- analysis
  - natural forms
- assessment
  - visual qualities of objects
- appreciation
  - interpret artworks through context and less visible characteristics

PHYSICAL EDUCATION

- Health
- Active Lifestyle
- Positive Interactions
- Academic Achievement
- Self-confidence
- Self-esteem
- Goal Setting
- Economic
- Skill Development

Acquire basic locomotor, nonlocomotor and manipulative skills through a variety of developmentally appropriate movement activities

Understand, experience and appreciate the health benefits that result from physical activity

Interact positively with others

Assume responsibility to lead an active way of life

Dimensions
- dance
- games
- activities in an alternative environment
- types of gymnastics
- individual activities

MATHEMATICS

- Communication
- Technology
- Connections
- Visualization
- Reasoning
- Problem Solving
- Mental Mathematics and Estimation

Number
- recognize and work with whole numbers 0 to 1000
- apply arithmetic operations on whole numbers
- compare fractions of the same whole that have like denominators.

Patterns and Relations
- investigate rules for numerical and non-numerical patterns, such as those found in the home
- use the rules to make predictions.

Statistics and Probability
- collect first- and second-hand data
- display data in more than one way
- interpret data to make predictions
- use simple probability experiments.

Shape and Space
- estimate, measure and compare using whole numbers and standard measurement units
- describe, classify, construct and relate 3-D objects and 2-D shapes.
- describe relative positions of objects in one dimension.

MUSIC

- Listening
- Moving
- Singing
- Playing instruments
- Reading (& Writing)
- Creating

Rhythm

Expression

Melody

Harmony

Form

OPTIONAL SUBJECT AREAS

Languages Other than English

Drama

The Rationale and Philosophy for all subjects can be found at http://education.alberta.ca/teachers.aspx.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT). The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.

General Outcome 1:
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding
- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

Experiment with language and forms
- choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others

Express preferences
- choose and share a variety of oral, print and other media texts in areas of particular interest

Set goals
- discuss areas of personal accomplishment as readers, writers and illustrators

1.2 Clarify and Extend

Consider the ideas of others
- ask for the ideas and observations of others to explore and clarify personal understanding

Combine ideas
- experiment with arranging and recording ideas and information in a variety of ways

Extend understanding
- ask questions to clarify information and ensure understanding

General Outcome 2:
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use prior knowledge
- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized, and use them to construct and confirm meaning

Use comprehension strategies
- use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- identify the main idea or topic and supporting details in simple narrative and expository passages
- extend sight vocabulary to include predictable phrases and words related to language use
- read silently with increasing confidence and accuracy
- monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems

Use textual cues
- use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning
- attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading

Use phonics and structural analysis
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context
- associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context

Use references
- put words in alphabetical order by first and second letter
- use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

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General Outcome 3:
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention
- use self-questioning to identify information needed to supplement personal knowledge on a topic
- identify facts and opinions, main ideas and details in oral, print and other media texts

Determine information needs
- ask topic-appropriate questions to identify information needs

Plan to gather information
- contribute ideas for developing a class plan to access and gather ideas and information

3.2 Select and Process

Use a variety of sources
- find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment

Access information
- use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- use card or electronic catalogues to locate information

Evaluate sources
- review information to determine its usefulness in answering research questions

3.3 Organize, Record and Evaluate

Organize information
- organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing
- draft ideas and information into short paragraphs, with topic and supporting sentences

Record information
- record facts and ideas using a variety of strategies; list titles and authors of sources
- list significant ideas and information from oral, print and other media texts

Evaluate information
- determine if gathered information is sufficient to answer research questions

3.4 Share and Review

Share ideas and information
- organize and share ideas and information on topics to engage familiar audiences
- use titles, headings and visuals to add interest and highlight important points of presentation

Review research process
- assess the research process, using pre-established criteria

General Outcome 4:
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Appraise own and others' work
- share own oral, print and other media texts with others to identify strengths and ideas for improvement

Revise and edit
- combine and rearrange existing information to accommodate new ideas and information
- edit for complete and incomplete sentences

Enhance legibility
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- space words and sentences consistently on a line and page
- use keyboarding skills to compose, revise and print text
- understand and use vocabulary associated with keyboarding and word processing

Expand knowledge of language
- explain relationships among words and concepts associated with topics of study
- experiment with words and word meanings to produce a variety of effects

Enhance artistry
- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts

4.2 Attend to Conventions

Attend to grammar and usage
- identify a variety of sentence types, and use in own writing
- identify correct subject–verb agreement, and use in own writing
- use adjectives and adverbs to add interest and detail to own writing
- distinguish between complete and incomplete sentences

Attend to spelling
- use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing
- identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing

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General Outcome 5:
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Appreciate diversity
- describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
- retell, paraphrase or explain ideas in oral, print and other media texts

Relate texts to culture
- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities

Celebrate accomplishments and events
- use appropriate language to acknowledge and celebrate individual and class accomplishments

Use language to show respect
- demonstrate respect for the ideas, abilities and language use of others

5.2 Work within a Group

Cooperate with others
- work cooperatively with others in small groups on structured tasks
- identify others who can provide assistance, and seek their help in specific situations

Work in groups
- contribute ideas and information on topics to develop a common knowledge base in the group
- ask others for their ideas, and express interest in their contributions

Evaluate group process
- assess the effectiveness of group process, using pre-established criteria

	(continued) **2.2 Respond to Texts** **Experience various texts** • choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays • tell or write about favourite parts of oral, print and other media texts • identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites • connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references **Construct meaning from texts** • connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences • summarize the main idea of individual oral, print and other media texts • discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts • make inferences about a character's actions or feelings • express preferences for one character over another **Appreciate the artistry of texts** • express feelings related to words, visuals and sound in oral, print and other media texts • identify how authors use comparisons, and explain how they create mental images **2.3 Understand Forms, Elements and Techniques** **Understand forms and genres** • identify distinguishing features of a variety of oral, print and other media texts • discuss ways that visual images convey meaning in print and other media texts **Understand techniques and elements** • include events, setting and characters when summarizing or retelling oral, print or other media texts • describe the main characters in terms of who they are, their actions in the story and their relations with other characters • identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques **Experiment with language** • recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment **2.4 Create Original Text** **Generate ideas** • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts **Elaborate on the expression of ideas** • use sentence variety to link ideas and create impressions on familiar audiences **Structure texts** • experiment with a variety of story beginnings to choose ones that best introduce particular stories • add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot		*(continued)* **Attend to capitalization and punctuation** • use capital letters appropriately in titles of books and stories • use exclamation marks, appropriately, as end punctuation in own writing • use apostrophes to form common contractions and to show possession in own writing • identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension **4.3 Present and Share** **Present information** • present ideas and information on a topic, using a pre-established plan **Enhance presentation** • use print and nonprint aids to illustrate ideas and information in oral, print and other media texts **Use effective oral and visual communication** • speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas **Demonstrate attentive listening and viewing** • rephrase, restate and explain the meaning of oral and visual presentations • identify and set purposes for listening and viewing	

Strand: Number

General Outcome
Develop number sense.

Specific Outcomes
1. Say the number sequence 0 to 1000 forward and backward 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.

   [C, CN, ME]
2. Represent and describe numbers to 1000, concretely, pictorially and symbolically.
   [C, CN, V]
3. Compare and order numbers to 1000.
   [C, CN, R, V]
4. Estimate quantities less than 1000, using referents.
   [ME, PS, R, V]
5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.
   [C, CN, R, V]
6. 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.

   [C, CN, ME, PS, R, V]
7. 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.

   [C, CN, ME, PS, R, V]
8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.
   [C, ME, PS, R]
9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:
   - using personal strategies for adding and subtracting with and without the support of manipulatives
   - creating and solving problems in context that involve addition and subtraction of numbers.

   [C, CN, ME, PS, R, V]
10. 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

    for basic addition facts and related subtraction facts to 18.
    [C, CN, ME, PS, R, V]
11. 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
    - relating multiplication to division.

    [C, CN, PS, R]

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Strand: Patterns and Relations (Patterns)

General Outcome
Use patterns to describe the world and to solve problems.

Specific Outcomes
1. Demonstrate an understanding of increasing patterns by:
   - describing
   - extending
   - comparing
   - creating

   numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.
   [C, CN, PS, R, V]
2. Demonstrate an understanding of decreasing patterns by:
   - describing
   - extending
   - comparing
   - creating

   numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.
   [C, CN, PS, R, V]
3. Sort objects or numbers, using one or more than one attribute.
   [C, CN, R, V]

Strand: Patterns and Relations (Variables and Equations)

General Outcome
Represent algebraic expressions in multiple ways.

Specific Outcomes
4. Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.
   [C, CN, PS, R, V]

Strand: Shape and Space (Measurement)

General Outcome
Use direct and indirect measurement to solve problems.

Specific Outcomes
1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).
   [CN, ME, R]
2. 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]
3. 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.

   [C, CN, ME, PS, R, V]
4. 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.

   [C, CN, ME, PS, R, V]
5. Demonstrate an understanding of perimeter of regular and irregular shapes by:
   - estimating perimeter, using referents for cm or m
   - 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.

   [C, ME, PS, R, V]

Strand: Shape and Space (3-D Objects and 2-D Shapes)

General Outcome
Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Specific Outcomes
6. Describe 3-D objects according to the shape of the faces and the number of edges and vertices.
   [C, CN, PS, R, V]
7. Sort regular and irregular polygons, including:
   - triangles
   - quadrilaterals
   - pentagons
   - hexagons
   - octagons

   according to the number of sides.
   [C, CN, R, V]

Strand: Shape and Space (Transformations)

General Outcome
[no outcomes at this grade level]

Strand: Statistics and Probability (Data Analysis)

General Outcome
Collect, display and analyze data to solve problems.

Specific Outcomes
1. Collect first-hand data and organize it using:
   - tally marks
   - line plots
   - charts
   - lists

   to answer questions.
   [C, CN, PS, V]
   [ICT: C4–1.3]
2. Construct, label and interpret bar graphs to solve problems.
   [C, PS, R, V]
   [ICT: C4–1.3, C7–1.3, C7–1.4]

Strand: Statistics and Probability (Chance and Uncertainty)

General Outcome
[no outcomes at this grade level]

Mathematical Processes: Communication [C] Connections [CN] Mental Mathematics and Estimation [E] Problem Solving [PS]
Reasoning [R] Technology [T] Visualization [V]

(continued) 12. Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5) 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. [C, CN, PS, R] 13. 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 that have like denominators. [C, CN, ME, R, V]			

Mathematical Processes: Communication [C] Connections [CN] Mental Mathematics and Estimation [E] Problem Solving [PS]
Reasoning [R] Technology [T] Visualization [V]

SKILLS

Science Inquiry

General Learner Expectations
Students will:
3–1 Investigate the nature of things, demonstrating purposeful action that leads to observations and inferences.
3–2 Identify patterns and order in objects and events studied; and, with guidance, record observations, using pictures, words and charts; and make predictions and generalizations, based on observations.

Specific Learner Expectations
Students will:
Focus
- ask questions that lead to exploration and investigation
- identify one or more possible answers to questions by stating predictions or hypotheses

Explore and Investigate
- identify, with guidance, procedures to be followed in finding answers to given questions
- carry out procedures developed by themselves or identified by others
- identify materials and how they are used
- work independently or with others to carry out the identified procedures
- identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources

Reflect and Interpret
- record observations and measurements, using captioned pictures and charts, with guidance in the construction of charts. Computer resources may be used for record keeping and for display and interpretation of data
- state an inference, based on observations
- identify applications of what was learned
- identify new questions that arise from the investigation.

Problem Solving through Technology

General Learner Expectations
Students will:
3–3 Investigate a practical problem, and develop a possible solution.
Note: *The problem will involve building a rigid or semi-rigid structure, using available materials.*

Specific Learner Expectations
Students will:
Focus
- identify the purpose of the object to be constructed: What is to be developed? What is it for?

Explore and Investigate
- attempt a variety of strategies to complete tasks
- identify steps followed in completing the task and explain the purpose of each step
- identify materials and how they are used
- engage in all parts of the task and support the efforts of others
- identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources

Reflect and Interpret
- communicate results of construction activities, using written and oral language and pictures
- evaluate the product and identify possible improvements
- identify new applications for the design or method of construction.

ATTITUDES

General Learner Expectations
Students will:
3–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

Specific Learner Expectations
Students will show growth in acquiring and applying the following traits:
- curiosity
- confidence in personal ability to explore materials and learn by direct study
- inventiveness and willingness to consider new ideas
- perseverance in the search for understandings and for solutions to problems
- a willingness to base their conclusions and actions on the evidence of their own experiences
- a willingness to work with others in shared activities and in sharing of experiences
- appreciation of the benefits gained from shared effort and cooperation
- a sense of responsibility for personal and group actions
- respect for living things and environments, and commitment for their care.

UNDERSTANDINGS

Rocks and Minerals

General Learner Expectations
Students will:
3–5 Demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials.

Specific Learner Expectations
Students will:
1. Compare samples of various kinds of rock, and identify similarities and differences.
2. Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include:
   - colour
   - lustre or "shininess"; e.g., shiny, dull, glassy, metallic, earthy
   - texture; e.g., rough, smooth, uneven
   - hardness, based on scratch tests with available materials
   - presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid
   - crystal shape for minerals, or overall pattern of rocks.

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Building with a Variety of Materials

General Learner Expectations
Students will:
3–6 Use, safely, a variety of tools, techniques and materials in construction activities.
3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.

Specific Learner Expectations
Students will:
1. Using a variety of materials and techniques, design, construct and test structures that are intended to:
   - support objects
   - span gaps
   - serve as containers
   - serve as models of particular living things, objects or buildings.
2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.
3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively.
4. Understand and use a variety of methods to join or fasten materials.

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Testing Materials and Designs

General Learner Expectations
Students will:
3–8 Evaluate the suitability of different materials and designs for their use in a building task.

Specific Learner Expectations
Students will:
1. Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use.
2. Compare and evaluate the strength and stability of different models or objects constructed.
3. Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials.
4. Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood.
5. Apply procedures to test different designs.
6. Apply procedures to test the strength of different methods of joining.
7. Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles.

Hearing and Sound

General Learner Expectations
Students will:
3–9 Describe the nature of sound, and demonstrate methods for producing and controlling sound.

Specific Learner Expectations
Students will:
1. Identify examples of vibration.
2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound.
3. Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear.
4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound.
5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings.
6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced.
7. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.

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Animal Life Cycles

General Learner Expectations
Students will:
3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.
3–11 Identify requirements for animal care.

Specific Learner Expectations
Students will:
1. Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.
2. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.

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3. Describe and classify a group of rocks and minerals, based upon the above properties.
4. Recognize that rocks are composed of a variety of materials; and given a course-grained rock and magnifier, describe some of the component materials.
5. Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples.
6. Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water; by striking rocks together.
   Note: Safety goggles should be used.
7. Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community.

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5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.
6. Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example.
7. Recognize the importance of good workmanship, and demonstrate growth toward good workmanship.
8. Maintain and store materials and tools safely and properly.
9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project.

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8. Describe how the human ear senses vibrations.
9. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats.
10. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics.
11. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging.
12. Construct and evaluate different kinds of soundproofing and sound-amplifying devices.
13. Explain the role that sound plays in communication.

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3. Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.
4. Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.
5. Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.
6. Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
7. Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments.
8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.
10. Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.

3.1 COMMUNITIES IN THE WORLD

General Outcome
Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

Values and Attitudes

Students will:

3.1.1 appreciate similarities and differences among people and communities:
- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

Knowledge and Understanding

Students will:

3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

3.13 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

3.14 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)
- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

3.2 GLOBAL CITIZENSHIP

General Outcome
Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

Values and Attitudes

Students will:

3.2.1 appreciate elements of global citizenship:
- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

Knowledge and Understanding

Students will:

3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:
- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

SKILLS AND PROCESSES

Dimensions of Thinking

Students will:

3.S.1 develop skills of critical thinking and creative thinking:
- evaluate ideas and information from different points of view
- choose and justify a course of action
- generate original ideas and strategies in individual and group activities
- ➢ compare and contrast information from similar types of electronic sources, such as information collected on the Internet

3.S.2 develop skills of historical thinking:
- correctly apply terms related to time, including past, present, future
- arrange events, facts and/or ideas in sequence

3.S.3 develop skills of geographic thinking:
- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes
- apply the concept of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

3.S.4 demonstrate skills of decision making and problem solving:
- apply new ideas and strategies to contribute to decision making and problem solving
- support proposed ideas, strategies and options with facts and reasons
- collaborate with others to devise strategies for dealing with problems and issues
- ➢ use technology to organize and display data in a problem-solving context

Social Participation as a Democratic Practice

Students will:

3.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment
- ➢ share information collected from electronic sources to add to a group task

3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
- participate in projects that improve or meet the particular needs of their school or community

Research for Deliberative Inquiry

Students will:

3.S.7 apply the research process:
- make connections between cause-and-effect relationships from information gathered from varied sources
- evaluate whether information supports an issue or a research question
- ➢ develop questions that reflect a personal information need
- ➢ follow a plan to complete an inquiry
- ➢ access and retrieve appropriate information from electronic sources for a specific inquiry
- ➢ navigate within a document, compact disc or other software program that contains links
- ➢ organize information from more than one source

(continued)

Core Concepts: C Citizenship; I Identity
Strands: ER Economics and Resources; LPP The Land: Places and People; GC Global Connections; CC Culture and Community; PADM Power, Authority and Decision Making; TCC Time, Continuity and Change

➢ ICT Outcomes

		(continued) ➢ process information from more than one source to retell what has been discovered ➢ draw conclusions from organized information ➢ make predictions based on organized information ➢ formulate new questions as research progresses **Communication** *Students will:* **3.S.8 demonstrate skills of oral, written and visual literacy:** • organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration • listen to others in order to understand their points of view • interact with others in a socially appropriate manner ➢ create visual images for particular audiences and purposes ➢ use technology to support and present conclusions **3.S.9 develop skills of media literacy:** • compare information on the same issue or topic from print media, television, photographs and the Internet • identify key words from information gathered from a variety of media on a topic or issue

Core Concepts: C Citizenship; I Identity

Strands: ER Economics and Resources; LPP The Land: Places and People; GC Global Connections; CC Culture and Community; PADM Power, Authority and Decision Making; TCC Time, Continuity and Change

➢ ICT Outcomes

WELLNESS CHOICES

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

Personal Health

Students will:

W–3.1 analyze the factors that affect choices for physical activity; e.g., the impact of technology/media

W–3.2 improve and practise positive health habits; e.g., lifting and carrying book bags/ backpacks, maintaining good posture

W–3.3 examine that individuals grow through similar stages of development at different rates and at different times

W–3.4 recognize factors that influence unique body characteristics; e.g., genetics, body type, environment

W–3.5 apply guidelines from *Canada's Food Guide to Healthy Eating* to individual nutritional circumstances; e.g., active children eat/drink more

W–3.6 describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens

Safety and Responsibility

Students will:

W–3.7 identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares

W–3.8 employ practices that provide safety for self and others; e.g., describe strategies for safely preparing and storing food

W–3.9 describe, apply and analyze appropriate safety behaviours in the local community; e.g., street, railway crossings, dugouts, farm equipment, waterfront

W–3.10 describe and apply age-appropriate behaviours when encountering an emergency; e.g., call for assistance, do not move an injured person

RELATIONSHIP CHOICES

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

Understanding and Expressing Feelings

Students will:

R–3.1 recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others

R–3.2 demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings

R–3.3 develop, with guidance, strategies to deal with stress/change

R–3.4 develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger

Interactions

Students will:

R–3.5 develop strategies to build and enhance friendships

R–3.6 demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic

R–3.7 examine the effects of conflict on relationships

Group Roles and Processes

Students will:

R–3.8 develop skills to work cooperatively in a group

R–3.9 encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings

LIFE LEARNING CHOICES

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

Learning Strategies

Students will:

L–3.1 develop and demonstrate test-taking skills; e.g., adequate preparation, predicting questions, dealing with test anxiety

L–3.2 identify ways individuals learn in various environments

L–3.3 generate alternative solutions to a problem, and predict consequences of solutions; e.g., how they could affect physical, emotional, social wellness

L–3.4 identify the steps of the goal-setting process, and apply these components to short-term personal goals

Life Roles and Career Development

Students will:

L–3.5 examine personal skills and assets; e.g., physical, verbal, intellectual

L–3.6 examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend

Volunteerism

Students will:

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 as a group

General Outcome A

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Students will:

Basic Skills—Locomotor; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding, propulsion through water

A3–1 respond to a variety of stimuli to create locomotor sequences

Basic Skills—Nonlocomotor; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling, hanging

A3–3 respond to a variety of stimuli to create nonlocomotor sequences

Basic Skills—Manipulative: receiving; e.g., catching, collecting; retaining: e.g., dribbling, carrying, bouncing, trapping: sending; e.g., throwing, kicking, striking

A3–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and, perform manipulative skills individually and with others while using a variety of pathways

Application of Basic Skills in an Alternative Environment

A3–7 select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing

Application of Basic Skills in Dance

A3–8 select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others

A3–9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

Application of Basic Skills in Games

A3–10 perform and play lead-up games and demonstrate elements of space awareness, effort and relationship

A3–11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games

Application of Basic Skills in Types of Gymnastics

A3–12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence

Application of Basic Skills in Individual Activities

A3–13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling

General Outcome B

Students will understand, experience and appreciate the health benefits that result from physical activity.

Students will:

Functional Fitness

B3–1 describe the concept of energy required for muscles

B3–2 demonstrate and describe ways to improve personal growth in physical abilities

B3–3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities

Body Image

B3–4 describe personal physical attributes that contribute to physical activity

Well-being

B3–6 describe the benefits of physical activity to the body

B3–7 describe the changes that take place in the body during physical activity

B3–8 understand the connections between physical activity and emotional well-being; e.g., feels good

General Outcome C

Students will interact positively with others.

Students will:

Communication

C3–1 describe and demonstrate respectful communication skills appropriate to context

Fair Play

C3–3 identify and demonstrate etiquette and fair play

Leadership

C3–4 accept responsibility for assigned roles while participating in physical activity

Teamwork

C3–5 display a willingness to share ideas, space and equipment when participating cooperatively with others

General Outcome D

Students will assume responsibility to lead an active way of life.

Students will:

Effort

D3–1 express a willingness to participate regularly in physical education class

D3–2 describe factors that encourage movement and a personal feeling about movement

Safety

D3–3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity

D3–4 demonstrate and participate in safe warm-up and cool-down activities

D3–5 tell about safe movement experiences in various environments; e.g., gymnastic equipment

Goal Setting/Personal Challenge

D3–6 set and achieve a short-term goal to increase effort and participation in one area of physical activity

D3–7 identify ways to change an activity to make it a challenge based on personal abilities

Active Living in the Community

D3–8 describe types of physical activities people choose within the community and reasons for their choices

D3–9 make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

REFLECTION

Responses to visual forms in nature, designed objects and artworks.

1. Students will make distinctions within classes of natural objects or forms.
   - A. Each class of natural forms has distinguishing characteristics.
   - B. Natural forms are related functionally to their environment.
   - C. Earth and water forms reveal many variations.
   - D. Environments are altered by natural forces.
   - E. Change in natural forms occurs over time.
2. Students will assess the visual qualities of objects.
   - A. Form should follow function.
   - B. Durability influences the function of an object.
   - C. Materials should be used honestly.
   - D. Materials influence the form and function of an object.
   - E. Useful objects can be derived from designs in nature.
   - F. Surface treatments should harmonize with and not detract from the main form.
3. Students will interpret artworks by examining their context and less visible characteristics.
   - A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
   - B. Artistic style is largely the product of an age.
   - C. Technological change affects types of art.
   - D. Our associations influence the way we experience a work of art.
   - E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
   - F. Art serves societal as well as personal needs.

DEPICTION

Development of imagery based on observations of the visual world.

1. Students will perfect forms and develop more realistic treatments.
   - A. Shapes can suggest movement or stability.
   - B. Many shapes are symmetrical.
   - C. Images can be portrayed in varying degrees of realism.
   - D. Internal as well as external proportions can be depicted.
   - E. Landscapes can show middle ground, background and foreground.
   - F. Size variations among objects give the illusion of depth.
2. Students will select appropriate references for depicting.
   - A. Looking at negative shapes helps create a different view of something.
   - B. Drawing strategies, such as gesture to capture action, contour to study important edges and massing to show bulk or weight, are helpful in depicting animate forms.
   - C. Actions among things in a setting create a dynamic interest.
   - D. Objects can be depicted selectively from a broad range of viewpoints.
3. Students will refine surface qualities of objects and forms.
   - A. Texture can be represented from a range of different studio techniques.
   - B. Colour can be made to appear dull or bright.
   - C. Gradations of tone are useful to show depth or the effect of light on objects.
   - D. By increasing details in the foreground the illusion of depth and reality can be enhanced.

COMPOSITION

Organization of images and their qualities in the creation of unified statements.

1. Students will create emphasis by the treatment of forms and qualities.
   - A. The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.
   - B. Format can be adjusted and composition tightened by editing or cropping the unnecessary areas from the edges of a work, after it is completed.
   - C. Details, accents and outlines will enhance the dominant area or thing.
2. Students will create unity by interrelating the parts of a composition.
   - A. The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area.
   - B. Parallel edges induce harmony within a composition.
   - C. Every major area of a composition should be interesting in itself.
   - D. Limited colours and materials tighten a composition.
3. Students will improve compositions by refining, rehearsing and critiquing.
   - A. Refinement of forms and surface qualities is necessary to give a finished appearance to a composition.
   - B. Rehearsals and ongoing critiques should be scheduled to improve composing skills.

EXPRESSION

Use of art materials as a vehicle or medium for saying something in a meaningful way.

1. Students will record or document activities, people and discoveries.
   - A. Everyday activities can be documented visually.
   - B. Special events, such as field trips, visits and festive occasions can be recorded visually.
   - C. Family groups and people relationships can be recorded visually.
   - D. Knowledge gained from study or experimentation can be recorded visually.
   - E. Local and provincial events can be recorded visually.
2. Students will illustrate or tell a story.
   - A. A narrative can be retold or interpreted visually.
   - B. An original story can be created visually.
   - C. Material from any subject discipline can be illustrated visually.
3. Students will decorate items personally created.
   - A. Details, patterns or textures can be added to two-dimensional works.
   - B. Details, patterns or textures can be added to the surface of three-dimensional works.
4. Students will express a feeling or a message.
   - A. Feelings and moods can be interpreted visually.
   - B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.
5. Students will create an original composition, object or space based on supplied motivation.
   - A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
6. Students will develop themes, with an emphasis on social concerns, based on:
   - A. Plants and animals
   - B. Environments and places
   - C. Manufactured or human-made things
   - D. Fantasy
   - E. People
7. Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
   - A. Drawing
     - Continue to explore ways of using drawing materials.
     - Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel.
     - Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition).
     - Place more emphasis on direct observation as a basis for drawing.
     - Use drawing to add details, texture or to create pattern including drawing for high detail.
     - Make quick sketches.
     - Make drawings from a wide range of viewpoints.
     - Experiment with blind contour drawing and continuous line drawing.
     - Use drawing media to achieve gradations of tone or value in drawings.
     - Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground.
   - B. Painting
     - Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.
     - Continue to paint, using experimental methods including without a brush.
     - Continue working with tempera paint or tempera paint with additives, and be introduced to water colour.
     - Mix paints to show intensity of colour.
     - Continue to use paint in combination with other media and techniques.
     - Apply washes, using tempera or water colour.
     - Use preliminary sketches as the basis for a painting, as well as painting directly.
   - C. Print Making
     - Further explore print-making materials and their uses and effects.
     - Make relief prints (printing from a built-up surface) using glue line, string, cardboard or collage materials.
     - Make prints using stencils.
     - Make smudge or blot prints by folding paper with ink between.
     - Explore printing with more than one colour.
     - Make monoprints, working directly with the plate or a surface.
     - Continue using print-making techniques learned in other grades.
     - Apply print-making techniques to compositions.

(continued)

			(continued) D. Sculpture • Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché. • Continue exploring the modelling possibilities of clay beyond Level One—techniques such as wedging, welding, making of slabs by rolling, throwing, paddling, impressing with objects, decorating with coils, pellets, extruded clay, firing, glazing. • Continue exploring paper sculpture as a means of making three-dimensional forms. • Explore wood relief using fastening techniques such as nailing and gluing, and finishing techniques such as sanding and staining. • Continue casting of plaster, advancing to include both relief and intaglio with a greater emphasis on composition and finishing work. • Explore the possibilities of simple wire sculpture, including bending, twisting, cutting, looping. E. Fabric Arts • Decorate fabric, using simple stitching techniques, such as running stitch, blanket stitch, cross-stitch, couching, French knot, satin stitch. • Continue to advance weaving techniques beyond Level One to include such things as warping a simple loom; achieving interesting surface qualities with open weave, double weave; using looms that are not rectangular in shape; altering the weave of an existing, loosely woven fabric. • Use simple batik, using melted wax and one colour of dye. • Continue using collage, braiding and tie-dyeing techniques from previous grades, if possible. • Decorate and/or design, using appliqué. F. Photography and Technographic Arts • Take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level, and advancing from previous grades: – simple camera for recording specific effects such as textures, rhythm, pattern – overhead projector for experimenting with shapes, colours, compositions and sequencing of events, using felt pen on acetate – filmstrips handmade with felt pen for experimenting and sequencing – slides as a basis for study and motivation in reflection and depiction; handmade for experimenting with line, shape and pattern – computer and computer software packages and input devices, such as the light pen and the mouse, to explore, design, compose, animate and program to make simple geometric forms – copying devices for making compositions and designs – laserdisc visuals as a basis for study and motivation in reflection and depiction – 8 mm movie camera for documentation, sequencing and animation – lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects – emerging new technologies, as available and applicable. • Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level and advancing from previous grades: – adjustable framing devices to select and cut out scenes from a larger picture, and to sequence – shadow puppets – photograms to make compositions or develop a story line – printers to record computer compositions, or direct photography off the screen – animation techniques available through computer software packages – simple film animation with jointed figures, movable paper shapes or plasticene models – lighting techniques for highlighting and creating an effect or mood.

GENERAL LEARNER EXPECTATIONS

Through the elementary music program, students will develop:

- enjoyment of music
- awareness and appreciation of a variety of music, including music of the many cultures represented in Canada
- insights into music through meaningful musical activities
- self-expression and creativity
- musical skills and knowledge.

CONCEPTS

Rhythm

The student will understand that:

- Duration is extended by a dot, a tie or a fermata; e.g., η. , θ‿θ or Y
- Beats may be grouped in 2s or 3s.
- Some music does not have a steady beat.
- A time signature tells how beats are grouped in a measure.

Melody

The student will understand that:

- A melody may have an ending home tone (tonic).

Harmony

The student will understand that:

- Two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants.
- The I and V_7 chords may be used to accompany melodies.
- Pitched percussion instruments can be combined to make harmony.

Form

The student will understand that:

- Musical phrases, which give organization to music, may be short or long.
- Music may be accompanied by a repeated pattern (ostinato).

Expression

The student will understand that:

- Changes in dynamics add to the effect of music.
- Musical instruments produce tone colour by being blown, bowed, plucked, strummed, struck, scraped or shaken.

SKILLS

Listening

The student will be able to:

- Detect the contour (shape) of melody.
- Identify differences in tempo, timbre (tone colour) and dynamics.
- Identify the difference in sound between songs in major and minor keys.
- Identify repetition and contrast.
- Identify binary (AB) and ternary (ABA) forms.
- Recognize the instruments of the four families of the orchestra: string, woodwind, brass, percussion.

Moving

The student will be able to:

- Perform rhythmic patterns in music.
- Move to round or canon form.
- Participate in folk, square or traditional ethnic dances.

Singing

The student will be able to:

- Extend the use of sol–fa training with hand signals to include "la_1" "so_1" "do_1" (low "la", low "so" and high "do").
- Sing ostinato patterns with songs.
- Sing two-part rounds and simple descants.
- Continue vocal development: sing with expression and good enunciation
- Sing with various instrumental accompaniments.
- Participate in singing alone or in a group, a capella (unaccompanied).
- Sing partner and nonsense songs.

Playing Instruments

The student will be able to:

- Use pitched (keyboard-type) instruments to play tone-matching games, conversational games and pentatonic (5-tone) accompaniments.
- Use resonator bells to build and play chords.

Reading and Writing

The student will be able to:

- Recognize the eighth rest ™.
- Recognize the dotted half note, the concept of the dot and the fermata. η. Y
- Recognize 4/4 time signature.
- Continue sol–fa training to include low "la" and low "so" ("la_1," "so_1") and high "do" ("do^1").
- Recognize the symbol for a phrase.

θ θ θ θ θ [θ θ θ η [

Creating

The student will be able to:

- Create movement to demonstrate form in music.
- Improvise, using instrumental and□or singing activities.
- Create rhythmic and melodic ostinati for poems and songs.

ATTITUDES

An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.

Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.

OPTIONAL SUBJECT AREAS GRADE 3 OUTCOMES

Drama: For Grade 3 outcomes in Drama, please refer to the Fine Arts section of the *Program of Studies: Elementary Schools*.

Languages Other than English: Please refer to the *Program of Studies: Elementary Schools* for Grade 3 outcomes in the following other languages programs:

- Français
- French Language Arts
- French as a Second Language
- Ukrainian Language Arts
- Blackfoot Language and Culture Program
- Cree Language and Culture Program

Communicating, Inquiring, Decision Making and Problem Solving

General Outcome C1
Students will access, use and communicate information from a variety of technologies.

Specific Outcomes
1.1 access and retrieve appropriate information from electronic sources for a specific inquiry
1.2 process information from more than one source to retell what has been discovered

General Outcome C2
Students will seek alternative viewpoints, using information technologies.

Specific Outcome
1.1 [no outcomes for this division]

General Outcome C3
Students will critically assess information accessed through the use of a variety of technologies.

Specific Outcome
1.1 compare and contrast information from similar types of electronic sources

General Outcome C4
Students will use organizational processes and tools to manage inquiry.

Specific Outcomes
1.1 follow a plan to complete an inquiry
1.2 formulate new questions as research progresses
1.3 organize information from more than one source

General Outcome C5
Students will use technology to aid collaboration during inquiry.

Specific Outcome
1.1 share information collected from electronic sources to add to a group task

General Outcome C6
Students will use technology to investigate and/or solve problems.

Specific Outcomes
1.1 identify a problem within a defined context
1.2 use technology to organize and display data in a problem-solving context
1.3 use technology to support and present conclusions

General Outcome C7
Students will use electronic research techniques to construct personal knowledge and meaning.

Specific Outcomes
1.1 develop questions that reflect a personal information need
1.2 summarize data by picking key words from gathered information and by using jottings, point form or retelling
1.3 draw conclusions from organized information
1.4 make predictions based on organized information

Foundational Operations, Knowledge and Concepts

General Outcome F1
Students will demonstrate an understanding of the nature of technology.

Specific Outcomes
1.1 identify techniques and tools for communicating, storing, retrieving and selecting information
1.2 apply terminology appropriate to the technologies being used at this division level
1.3 demonstrate an understanding that the user manages and controls the outcomes of technology

General Outcome F2
Students will understand the role of technology as it applies to self, work and society.

Specific Outcomes
1.1 identify technologies used in everyday life
1.2 describe particular technologies being used for specific purposes

General Outcome F3
Students will demonstrate a moral and ethical approach to the use of technology.

Specific Outcomes
1.1 demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies
1.2 work collaboratively to share limited resources
1.3 demonstrate appropriate care of technology equipment
1.4 recognize and acknowledge the ownership of electronic material
1.5 use appropriate communication etiquette

General Outcome F4
Students will become discerning consumers of mass media and electronic information.

Specific Outcome
1.1 compare similar types of information from two different electronic sources

General Outcome F5
Students will practise the concepts of ergonomics and safety when using technology.

Specific Outcomes
1.1 demonstrate proper posture when using a computer
1.2 demonstrate safe behaviours when using technology

General Outcome F6
Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

Specific Outcomes
1.1 perform basic computer operations, which may vary by environment, including powering up, inserting disks, moving the cursor, clicking on an icon, using pull-down menus, executing programs, saving files, retrieving files, printing, ejecting disks and powering down
1.2 use proper keyboarding techniques for the home row, enter, space bar, tab, backspace, delete and insertion-point arrow keys
1.3 operate basic audio and video equipment, including inserting, playing, recording and ejecting media

Processes for Productivity

General Outcome P1
Students will compose, revise and edit text.

Specific Outcomes
1.1 create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
1.2 edit complete sentences, using such features of word processing as cut, copy and paste

General Outcome P2
Students will organize and manipulate data.

Specific Outcome
1.1 read information from a prepared database

General Outcome P3
Students will communicate through multimedia.

Specific Outcomes
1.1 access images, such as clip art, to support communication
1.2 create visual images by using such tools as paint and draw programs for particular audiences and purposes
1.3 access sound clips or recorded voice to support communication

General Outcome P4
Students will integrate various applications.

Specific Outcomes
1.1 integrate text and graphics to form a meaningful message
1.2 balance text and graphics for visual effect

General Outcome P5
Students will navigate and create hyperlinked resources.

Specific Outcomes
1.1 navigate within a document, compact disc or other software program that contains links
1.2 access hyperlinked sites on an intranet or the Internet

General Outcome P6
Students will use communication technology to interact with others.

Specific Outcomes
1.1 compose a message that can be sent through communication technology
1.2 communicate electronically with people outside the classroom

Note: The ICT curriculum is not intended to stand alone as a course but rather to be infused within core courses and programs.