

# The Ontario Curriculum

## GRADE 3

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checklist format

compiled by: [The Canadian Homeschooler](#)  
using the 2023 Ontario Curriculum Guidelines



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## Introduction

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

In Ontario, the full curriculum outline is freely available through the Ministry of Education's website (<http://www.edu.gov.on.ca/eng/curriculum/>), however it is broken up into subjects, not by grades, which can prove to be a bit of a frustration.

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

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

French as a second language isn't technically required until about the 4<sup>th</sup> grade, which is why I haven't included it in this Grade 3 checklist. If you are interested in knowing what is required for Immersion French at this level, please check the curriculum listed on the Ministry website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

At the time of creating this checklist, I used the most up-to-date versions of the government curriculum for each subject (2022). I will attempt to edit and update the checklist if and when there are changes made, but I make no promises that I will always be able to keep up with it. Remember to keep an eye on the Ministry of Education's website for the most up-to-date information.

Happy learning!



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

# Math

## Social-Emotional Learning (SEL) Skills and the Mathematical Processes

By the end of Grade 3, students will: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

### Number

Section	Specific Expectations
<i>Number Sense</i>	
By the end of Grade 3, students will:  - demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<i>Whole Numbers</i>
	<input type="checkbox"/> Read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life
	<input type="checkbox"/> Compare and order whole numbers up to and including 1000, in various contexts
	<input type="checkbox"/> Round whole numbers to the nearest ten or hundred, in various contexts
	<input type="checkbox"/> Count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies
	<input type="checkbox"/> Use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials
	<i>Fractions</i>
	<input type="checkbox"/> Use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts
	<input type="checkbox"/> Represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths
<i>Operations</i>	
By the end of Grade 3, students will:  - use knowledge of	<i>Properties and Relationships</i>
	<input type="checkbox"/> Use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations

numbers and operations to solve mathematical problems encountered in everyday life	Math Facts
	<input type="checkbox"/> Recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts
	Mental Math
	<input type="checkbox"/> Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used
	Addition and Subtraction
	<input type="checkbox"/> Demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract
	<input type="checkbox"/> Represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms
	Multiplication and Division
	<input type="checkbox"/> Represent multiplication of numbers up to $10 \times 10$ and division up to $100 \div 10$ , using a variety of tools and drawings, including arrays
	<input type="checkbox"/> Represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings
	<input type="checkbox"/> Represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings, and standard fractional notation
	<input type="checkbox"/> use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems

## Algebra

Section	Specific Expectations
<i>Patterns and Relationships</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts
- identify, describe, extend, create, and make predictions about a	<input type="checkbox"/> Create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values

variety of patterns, including those found in real-life contexts	<input type="checkbox"/> Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations
	<input type="checkbox"/> Create and describe patterns to illustrate relationships among whole numbers up to 1000
<b>Equations and Inequalities</b>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts</p>	<input type="checkbox"/> Describe how variables are used, and use them in various contexts as appropriate
	<input type="checkbox"/> Determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not
	<input type="checkbox"/> Identify and use equivalent relationships for whole numbers up to 1000, in various contexts
<b>Coding</b>	
<p>By the end of Grade 3, students will:</p> <p>-solve problems and create computational representations of mathematical situations using coding concepts and skills</p>	<input type="checkbox"/> Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events
	<input type="checkbox"/> Read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes
<b>Mathematical Modelling</b>	
<p>By the end of Grade 3, students will:</p> <p>-apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</p>	<input type="checkbox"/> This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands.

## Data

Section	Specific Expectations
<i>Data Literacy</i>	
<p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> <li>- manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</li> </ul>	<i>Data Collection and Organization</i>
	<ul style="list-style-type: none"> <li>□ Sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate</li> </ul>
	<ul style="list-style-type: none"> <li>□ Collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables</li> </ul>
	<i>Data Visualization</i>
	<ul style="list-style-type: none"> <li>□ Display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales</li> </ul>
	<i>Data Analysis</i>
	<ul style="list-style-type: none"> <li>□ Determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data</li> </ul>
	<ul style="list-style-type: none"> <li>□ Analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</li> </ul>
<i>Probability</i>	
<p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> <li>- describe the likelihood that events will happen, and use that information to make predictions</li> </ul>	<ul style="list-style-type: none"> <li>□ Use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</li> </ul>
	<ul style="list-style-type: none"> <li>□ Make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations</li> </ul>

## Spatial Sense

Section	Specific Expectations
<i>Geometric and Spatial Reasoning</i>	
<p>By the end of Grade 3, students will:</p> <p>-describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p>	<i>Geometric Reasoning</i>
	<input type="checkbox"/> Sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles
	<input type="checkbox"/> Compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain
	<input type="checkbox"/> Identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent
	<i>Location and Movement</i>
	<input type="checkbox"/> Give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns
<i>Measurement</i>	
<p>By the end of Grade 3, students will:</p> <p>- compare, estimate, and determine measurements in various contexts</p>	<i>Length, Mass, and Capacity</i>
	<input type="checkbox"/> Use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter
	<input type="checkbox"/> Explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths
	<input type="checkbox"/> Use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy
	<input type="checkbox"/> Compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units
	<input type="checkbox"/> Use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same
	<i>Time</i>
	<input type="checkbox"/> Use analog and digital clocks and timers to tell time in hours, minutes, and seconds
	<i>Area</i>



	<input type="checkbox"/> Compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area
	<input type="checkbox"/> Use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy
	<input type="checkbox"/> Use square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides

## Financial Literacy

Section	Specific Expectations
<i>Money and Finances</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of the value and use of Canadian currency</p>	<input type="checkbox"/> estimate and calculate the change required for various simple cash transactions involving whole-dollar amounts and amounts of less than one dollar

## Language Arts

### A: Literacy Connections and Applications

Section	Specific Expectations
<i>A1. Transferable Skills</i>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts</p>	<p>□ identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms</p>
	<p>□ demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning</p>
<i>A2. Digital Media Literacy</i>	
<p>By the end of Grade 3, students will:</p> <p>demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media</p>	<p>□ demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities</p>
	<p>□ demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission</p>
	<p>□ gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning</p>
	<p>□ demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts</p>

	<input type="checkbox"/> demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator
	<input type="checkbox"/> use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems
	<input type="checkbox"/> communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community
<i>A3. Applications, Connections, and Contributions</i>	
<p>By the end of Grade 3, students will:</p> <p>- apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations</p>	<input type="checkbox"/> apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life
	<input type="checkbox"/> demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts
	<input type="checkbox"/> identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

## B. Foundations of Language

Section	Specific Expectations
<i>B1. Oral &amp; Non-Verbal Communication</i>	
By the end of Grade 3, students will:  apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	<input type="checkbox"/> use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities
	<input type="checkbox"/> select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response
	<input type="checkbox"/> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently
	<input type="checkbox"/> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed
	<input type="checkbox"/> use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension
<i>B2. Language Foundations for Reading and Writing</i>	
By the end of Grade 3, students will:  - demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	<input type="checkbox"/> use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts
	<input type="checkbox"/> use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading
	<input type="checkbox"/> use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words
	<input type="checkbox"/> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context

	<ul style="list-style-type: none"> <li>□ read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading</li> </ul>
<i>B3. Language Conventions for Reading and Writing</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> <li>□ identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses</li> </ul>
demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	<ul style="list-style-type: none"> <li>□ demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly</li> </ul>
	<ul style="list-style-type: none"> <li>□ use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions</li> </ul>

### C. Comprehension: Understanding and Responding to Texts

Section	Specific Expectations
<i>C1. Knowledge About Texts</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> <li>□ read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</li> </ul>
-apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres	<ul style="list-style-type: none"> <li>□ identify and describe some characteristics of literary and informational text forms and their associated genres</li> </ul>
	<ul style="list-style-type: none"> <li>□ identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning</li> </ul>
	<ul style="list-style-type: none"> <li>□ describe ways in which images, graphics, and visual design are used in a given text, and demonstrate an understanding of their purpose and connection to the content of the text</li> </ul>
	<ul style="list-style-type: none"> <li>□ identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning</li> </ul>

	<ul style="list-style-type: none"> <li>□ identify the narrator’s point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story</li> </ul>
	<ul style="list-style-type: none"> <li>□ read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences</li> </ul>
<i>C2. Comprehension Strategies</i>	
<p>By the end of Grade 3, students will:</p> <p>- apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>	<ul style="list-style-type: none"> <li>□ activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts</li> </ul>
	<ul style="list-style-type: none"> <li>□ identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives</li> </ul>
	<ul style="list-style-type: none"> <li>□ make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information</li> </ul>
	<ul style="list-style-type: none"> <li>□ use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of various texts</li> </ul>
	<ul style="list-style-type: none"> <li>□ identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them</li> </ul>
	<ul style="list-style-type: none"> <li>□ identify the main idea in a simple text, and relate important details in sequence</li> </ul>
	<ul style="list-style-type: none"> <li>□ describe how strategies, such as visualizing, making predictions, and connecting to their experiences, have helped them comprehend various texts</li> </ul>
<i>C3. Critical Thinking in Literacy</i>	
<p>By the end of Grade 3, students will:</p> <p>- apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics</p>	<ul style="list-style-type: none"> <li>□ Identify literary devices, including metaphor and assonance, and describe how they help communicate meaning</li> </ul>
	<ul style="list-style-type: none"> <li>□ Make inferences using stated and implied information and ideas to understand texts</li> </ul>
	<ul style="list-style-type: none"> <li>□ analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements</li> </ul>

are communicated and addressed in a variety of texts, including digital, media, and cultural texts	<input type="checkbox"/> identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning
	<input type="checkbox"/> identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience
	<input type="checkbox"/> describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility
	<input type="checkbox"/> identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences
	<input type="checkbox"/> identify thinking skills that have helped them analyze and better understand various texts

#### D. Composition: Expressing Ideas and Creating Texts

Section	Specific Expectations
<i>D1. Developing Ideas and Organizing Content</i>	
<p>By the end of Grade 3, students will:</p> <p>-plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics</p>	<input type="checkbox"/> identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning
	<input type="checkbox"/> generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas
	<input type="checkbox"/> gather information and content relevant to a topic, using three or more sources
	<input type="checkbox"/> sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used
	<input type="checkbox"/> identify the strategies that helped them to develop ideas for texts and organize content

<i>D2. Creating Texts</i>	
<p>By the end of Grade 3, students will:</p> <p>- apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created text</p>	<input type="checkbox"/> draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies
	<input type="checkbox"/> begin to write in cursive, forming letters with appropriate formation patterns, size, placement, and spacing
	<input type="checkbox"/> demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic
	<input type="checkbox"/> identify the point of view, including first person or third person, used in their texts
	<input type="checkbox"/> make revisions to texts using feedback from others, such as adding or deleting sentences
	<input type="checkbox"/> make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling
	<input type="checkbox"/> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections
<i>D3. Publishing, Presenting, and Reflecting</i>	
<p>By the end of Grade 3, students will:</p> <p>- select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics</p>	<input type="checkbox"/> produce final texts using simple techniques, to achieve the intended effect
	<input type="checkbox"/> present the texts they have created using appropriate strategies, including by reading aloud with expression
	<input type="checkbox"/> identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator



## Science & Technology

### STEM Skills and Connections: Overall Expectations

Section	Specific Expectations
<i>STEM Investigation and Communication Skills</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Use a scientific research process and associated skills to conduct investigations
-use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures	<input type="checkbox"/> Use a scientific experimentation process and associated skills to conduct investigations
	<input type="checkbox"/> Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
	<input type="checkbox"/> Follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials
	<input type="checkbox"/> Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
<i>Coding and Emerging Technologies</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Write and execute code in investigations and when modelling concepts, with a focus on testing, debugging, and refining programs
-use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life	<input type="checkbox"/> Identify and describe impacts of coding and of emerging technologies on everyday life
<i>Applications, Connections, and Contributions</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems
- demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences	<input type="checkbox"/> Investigate how science and technology can be used with other subject areas to address real-world problems
	<input type="checkbox"/> Analyse contributions to science and technology from various communities

## Life Systems: Growth and Changes in Plants

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
<p>By the end of Grade 3, students will:</p> <p>-assess ways in which plants are beneficial to society and the environment, and ways in which human activity has an impact on plants and plant habitats</p>	<input type="checkbox"/> Assess ways in which plants are important to humans and other living things, taking different perspectives into consideration, and identify ways in which humans can protect native plant species and their habitats
	<input type="checkbox"/> Assess ways in which human activities have an impact on plants and plant habitats, and identify personal actions that they could take to minimize harmful effects and enhance positive ones
	<input type="checkbox"/> Assess the benefits and limitations of locally grown food
<i>Exploring and Understanding Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of characteristics and uses of plants and of plants' responses to the natural environment</p>	<input type="checkbox"/> Describe the basic needs of plants, including the need for air, water, light, heat, nutrients, and space, and identify environmental conditions that may threaten plant survival
	<input type="checkbox"/> Identify different parts of plants, including the root, stem, flower, stamen, pistil, leaf, seed, cone, and fruit, and describe how each part contributes to plants' survival within their environment
	<input type="checkbox"/> Describe changes that different plants undergo in their life cycles
	<input type="checkbox"/> Describe ways in which a variety of plants adapt and/or react to their environment and to changes in their environment
	<input type="checkbox"/> Demonstrate an understanding that most plants get energy directly from the Sun through the process of photosynthesis, which involves the absorption of carbon dioxide and the release of oxygen
	<input type="checkbox"/> Describe ways in which people, including Indigenous peoples, from various cultures around the world use plants for food, shelter, medicine, and clothing
	<input type="checkbox"/> Describe various plants used for food, including those grown by First Nations, Métis, and Inuit, and identify local settings where these plants are grown or found
	<input type="checkbox"/> Describe ways in which plants and animals, including humans, depend on each other

**Matter and Energy: Forces And Motion**

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 3, students will:  -assess the impact of various forces on society and the environment	<input type="checkbox"/> Assess the effects of the action of forces from natural phenomena on natural and built environments, and identify ways in which human activities can reduce or enhance these effects
	<input type="checkbox"/> Assess harmful effects of forces that may result from various human activities, and describe how health and safety devices can minimize these effects
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 3, students will:  - demonstrate an understanding of how forces cause motion and changes in motion	<input type="checkbox"/> Describe different types of contact forces and non-contact forces
	<input type="checkbox"/> Describe different ways a force can be exerted on an object
	<input type="checkbox"/> Describe how different forces applied to an object, including forces of varying magnitude, can cause the object to start, stop, or change its direction, speed, or shape
	<input type="checkbox"/> Identify ways in which forces are used in their daily lives

## Structures and Mechanisms: Strong and Stable Structures

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Assess effects on society and the environment of strong and stable structures
-assess the importance of form, function, strength, and stability in structures to society and the environment	<input type="checkbox"/> Assess the environmental impact of structures built by various animals, including structures built by humans
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Describe a structure as a supporting framework that holds a load and has a definite size, shape, and function, and identify structures in the natural environment and in the built environment
- demonstrate an understanding of the concepts of strength and stability as they relate to structures with various forms and functions, and of the factors that affect structures' strength and stability	<input type="checkbox"/> Demonstrate an understanding of the relationship between form and function for various structures
	<input type="checkbox"/> Identify the strength of a structure as its ability to support a load and describe ways to increase the strength of structures, including ways to increase the strength of different materials used to build them
	<input type="checkbox"/> Describe the stability of a structure as its ability to keep its shape, maintain balance, float, and/or stay fixed in one spot when a force is applied to the structure, and describe ways to improve a structure's stability
	<input type="checkbox"/> Identify properties of materials that need to be considered when building structures
	<input type="checkbox"/> Describe ways in which different forces can affect the shape, balance, or position of structures
	<input type="checkbox"/> Explain the role of struts and ties in structures under load

**Earth and Space Systems: Soils in the Environment**

Section	Specific Expectations
<i>Relating Science and Technology to Our Changing World</i>	
By the end of Grade 3, students will:  -assess the importance of soils for society and the environment, and the impact of human activity on soils	<input type="checkbox"/> Assess the importance of soils for society and the environment
	<input type="checkbox"/> Assess the impact of human activity on soils, and describe ways in which humans can improve the quality of soils and/or lessen or prevent harmful effects on soils
<i>Exploring and Understanding Concepts</i>	
By the end of Grade 3, students will:  - demonstrate an understanding of the composition of soils, of different types of soils, and of processes and practices that can affect the health of soil	<input type="checkbox"/> Identify the living and non-living components of soil, and describe the characteristics of healthy soil
	<input type="checkbox"/> Identify different substances that are commonly added to, or absorbed by, the soil, and describe their effects on soil health
	<input type="checkbox"/> Examine different types of soils found in Ontario, and describe how different soils are suited to growing different types of food, including crops
	<input type="checkbox"/> Explain the process of erosion, including its causes and its impact on soils
	<input type="checkbox"/> Identify various strategies used to maintain and improve soil health in Ontario
	<input type="checkbox"/> Describe the process of composting, and explain some benefits of composting

## Social Studies

### Heritage and Citizenship: Communities in Canada 1780 - 1850

Section	Specific Expectations
<i>Application: Life in Canada – Then &amp; Now</i>	
<p>By the end of Grade 3, students will:</p> <p>- compare ways of life among some specific groups in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe some of the changes between that era and the present day</p>	<input type="checkbox"/> Describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, religious/spiritual practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850
	<input type="checkbox"/> Compare what life was like between 1780 and 1850 in a few First Nations, Métis, and Inuit communities with the ways in which later colonial policies, including the residential school system, changed life in these communities
	<input type="checkbox"/> Compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day, including people in a few First Nations, Métis, and/or Inuit communities
	<input type="checkbox"/> Identify some key components of identity in Canada today, including First Nations, Métis, and Inuit identity and describe some of the ways in which communities that were in Canada between 1780 and 1850 have had an impact on this identity
<i>Inquiry: Community Challenge and Adaptations</i>	
<p>By the end of Grade 3, students will:</p> <p>- use the social studies inquiry process to investigate some of the major challenges that various groups and communities, including a few First Nations, Métis, and Inuit communities, faced in Canada from around 1780 to 1850, and key measures taken to address these challenges</p>	<input type="checkbox"/> Formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 and measures taken to address these challenges
	<input type="checkbox"/> Gather and organize information on major challenges facing different groups and communities, including at least one First Nation, Métis, or Inuit community, and on measures taken to address these challenges, using a variety of primary and/or secondary sources
	<input type="checkbox"/> Analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing different groups and communities in Canada during this period, and measures taken to address these challenges
	<input type="checkbox"/> Interpret and analyse information relevant to their investigations, using a variety of tools

	<input type="checkbox"/> Evaluate evidence and draw conclusions about some of the major challenges facing various groups and communities in Canada, including at least one First Nation, Métis, or Inuit community, during this period, and measures taken to overcome these challenges
	<input type="checkbox"/> Communicate the results of their inquiries using appropriate vocabulary
<i>Understanding Context: Life in Colonial Canadian Communities</i>	
<p>By the end of Grade 3, students will:</p> <p>- identify some of the communities in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe their relationships to the land and to each other</p>	<input type="checkbox"/> Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
	<input type="checkbox"/> Identify various settler communities in Canada during this period and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program
	<input type="checkbox"/> Identify some of the main factors that helped shape the development of settlements in Canada during this period, , including First Nations, Métis, and Inuit communities, during this period, and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life
	<input type="checkbox"/> Describe some of the major challenges facing communities in Canada during this period, including at least one First Nation, Métis, or Inuit community
	<input type="checkbox"/> Describe the impact of some different kinds of settlements on the natural environment and on any existing settlements
	<input type="checkbox"/> Describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children
	<input type="checkbox"/> Identify a few key treaties relevant to Indigenous people in their region during this period, including wampum belts exchanged and explain how some of these agreements affected various peoples and communities in that region and beyond
	<input type="checkbox"/> Describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation

## People and Environments: Living and Working in Ontario

Section	Specific Expectations
<i>Application: Land Use and the Environment</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations communities, and/or Métis regions in Ontario</p>	<p>□ Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region</p>
	<p>□ Describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions, including First Nations communities and/or Métis regions, in Ontario</p>
	<p>□ Identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, including First Nations communities and/or Métis regions, using mapping and globe skills</p>
<i>Inquiry: Community Challenges and Adaptations</i>	
<p>By the end of Grade 3, students will:</p> <p>- use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, First Nations communities, and/or Métis regions, as well as some of the measures taken to reduce the negative impact of that use</p>	<p>□ Formulate questions to guide investigations into some of the major challenges facing various groups and communities in Canada from around 1780 to 1850 and measures taken to address these challenges</p>
	<p>□ Gather and organize information on major challenges facing various groups and communities, including at least one First Nation, Métis, or Inuit community, and on measures taken to address these challenges, using a variety of primary and/or secondary sources</p>
	<p>□ Analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing various groups and communities, including at least one First Nation, Métis, or Inuit community, in Canada during this period, and measures taken to address these challenges</p>
	<p>□ Interpret and analyse information and data relevant to their investigations, using a variety of tools</p>
	<p>□ Evaluate evidence and draw conclusions about some of the major challenges facing various groups and communities in Canada, including at least one First Nation, Métis, or Inuit community, during this period, and measures taken to overcome these challenges</p>



	<input type="checkbox"/> Communicate the results of their inquiries, using appropriate vocabulary and formats
<i>Understanding Context: Regions and Land Use in Ontario</i>	
<p>By the end of Grade 3, students will:</p> <p>-describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities, including First Nations communities and/or Métis regions, addresses human needs and wants, including the need for jobs</p>	<input type="checkbox"/> Demonstrate an understanding that Ontario is divided into different municipal or regional entities and that local governments within these entities provide specific services and regulate development according to local needs
	<input type="checkbox"/> Demonstrate an understanding that political maps, both print and digital, use different typographical styles to indicate different types of entities
	<input type="checkbox"/> Identify the major landform regions in Ontario ( <i>e.g., the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands</i> ), and describe the major characteristics that make each distinct
	<input type="checkbox"/> Identify and describe the main types of employment that are available in two or more municipal regions in Ontario, including First Nations communities and/or Métis regions
	<input type="checkbox"/> Describe major types of land use and how they address human needs and wants
	<input type="checkbox"/> Compare some aspects of land use in two or more municipalities, including First Nations communities and/or Métis regions
	<input type="checkbox"/> Construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, including First Nations communities and/or Métis regions, using appropriate elements of a map, including standard units of measurement

# The Arts

## Dance

### Fundamental Concepts for Grade 3

#### Elements of Dance

- *body*: body actions, body shapes, locomotor movements, non-locomotor movements, body bases, use of body zones
- *space*: levels, pathways, directions, size of movement
- *time*: freeze, tempo
- *energy*: force, effort, quality
- *relationship*

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrases
-apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas.	<input type="checkbox"/> Use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy
	<input type="checkbox"/> Create dance phrases using a variety of pattern forms
	<input type="checkbox"/> Demonstrate how dance elements can be used to create and expand the movement vocabulary within different sections of a larger pattern
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Demonstrate an understanding of how the elements of dance can be used in their own and others' dance phrases to illustrate or explore learning in other subject areas
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences	<input type="checkbox"/> Identify, using dance vocabulary, the elements of dance used in their own and other's dance phrases
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as dance creators and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Describe, with teacher guidance, a variety of dances from different communities in Canada that they have seen in the media, at live performances and social gatherings, or in the classroom
-demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts	<input type="checkbox"/> Identify and describe the role of dance in the community

## Drama

### Fundamental Concepts in Grade 3

#### Elements of Drama

- *role/character*: adopting the attitude/point of view of a number of different fictional characters, dialogue
- *relationships*: listening and responding in role to other characters in role
- *time and place*: establishing a clear setting
- *tension*: identifying factors that contribute to mystery or tension in a drama
- *focus and emphasis*: identifying the central theme and/or problem in a drama

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places
-apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories	<input type="checkbox"/> Demonstrate an understanding of how the element of time and place can support the development of role
	<input type="checkbox"/> Plan and shape the direction of dramatic place or role play by building on their own and others' ideas, both in and out of role
	<input type="checkbox"/> Communicate feelings and ideas to a familiar audience using audio, visual, and/or technological aids to support or enhance their drama work to support and enhance their drama work
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Express thoughts, feelings, and ideas about a variety of drama experiences and performances
-apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences	<input type="checkbox"/> Describe, using drama terminology, how elements and conventions of drama are used to shape their own and others' work
	<input type="checkbox"/> Identify and give examples of their strengths, interests, and areas for improvement as drama participants and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Identify some distinct stylistic features of a few drama and theatre forms they experience in their home, school, and community, and the media
- demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts	<input type="checkbox"/> Demonstrate an awareness of ideas and emotions expressed in drama works from communities around the world

## Music

### Fundamental Concepts for Grade 3

#### Elements of Music

- *duration*: three beats per bar (3/4 metre), dotted half note, sixteenth-note patterns, sixteenth rest; very fast (presto), very slow (largo)
- *pitch*: low “so”, low “la”, higher and lower pitch, pitch contour
- *dynamics and other expressive controls*: standard symbols for soft and loud; invented symbols for soft and loud; articulation and expression marks encountered in music listened to, sung, and played
- *timbre*: classification of instruments by means of sound production
- *texture/harmony*: simple two-part rounds, partner songs, canons
- *form*: section, ternary (ABA) form

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods
-apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music	<input type="checkbox"/> Apply the elements of music when singing, playing, and moving
	<input type="checkbox"/> Create compositions for specific purpose and a familiar audience
	<input type="checkbox"/> Use the tools and techniques of musicianship in musical performances
	<input type="checkbox"/> Demonstrate an understanding of standard and non-traditional musical notation
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Express personal reactions to musical performances in a variety of ways
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences	<input type="checkbox"/> Describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create
	<input type="checkbox"/> Identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members
<i>Exploring Forms and Cultural Contexts</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Identify and describe ways in which music can be used in a community
-demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts	<input type="checkbox"/> Identify, through performing and/or listening to them, a variety of musical forms or pieces from different communities, times, and places

## Visual Arts

### Fundamental Concepts for Grade 3

#### Elements of Design

- *line*: variety of line
- *shape and form*: composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world
- *space*: foreground, middle ground, and background to give illusion of depth
- *colour*: colour for expression, colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints
- *texture*: real versus visual or illusory texture; etching by scratching through surfaces
- *value*: mixing a range of light colours and dark colours

#### Principles of Design

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

Section	Specific Expectations
<i>Creating and Presenting</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
-apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings	<input type="checkbox"/> Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
	<input type="checkbox"/> Use elements of design in art works to communicate ideas, messages, and personal understandings
	<input type="checkbox"/> Use a variety of materials, tools, and techniques to respond to design challenges: <ul style="list-style-type: none"> <li><input type="checkbox"/> drawing</li> <li><input type="checkbox"/> mixed media</li> <li><input type="checkbox"/> painting</li> <li><input type="checkbox"/> printmaking</li> <li><input type="checkbox"/> sculpture</li> </ul>
<i>Reflecting, Responding, and Analysing</i>	
By the end of Grade 3, students will:	<input type="checkbox"/> Express personal feelings and ideas about art experiences and images
- apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of art works and art experiences	<input type="checkbox"/> Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
	<input type="checkbox"/> Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art
	<input type="checkbox"/> Identify and document their strengths, their interests, and areas for improvement as creators of art

*Exploring Forms and Cultural Contexts*

By the end of Grade 3, students will:  
-demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

- ☐ Identify and describe visual art forms that they see in their home, at school, in their community, and in visual art experiences
- ☐ Demonstrate an awareness of a variety of works of art from diverse communities, times, and places

## Health & Physical Education

### Social-Emotional Learning Skills

Section	Specific Expectations
<p>By the end of Grade 3, students will:</p> <p>-apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p><b>Identification and Management of Emotions</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</li> </ul>
	<p><b>Stress Management and Coping</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience</li> </ul>
	<p><b>Positive Motivation and Perseverance</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</li> </ul>
	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity</li> </ul>
	<p><b>Self-Awareness and Sense of Identity</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</li> </ul>
	<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>□ Apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making</li> </ul>

## Active Living

Section	Specific Expectations
<i>Active Participation</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> <li>□ Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part</li> </ul>
-participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the value of regular physical activity in their daily lives;	<ul style="list-style-type: none"> <li>□ Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities</li> <li>□ Describe the benefits of participating in physical activity every day</li> </ul>
<i>Physical Fitness</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> <li>□ Daily Physical Activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day</li> </ul>
- demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to healthy, active living	<ul style="list-style-type: none"> <li>□ Identify new capabilities and other benefits that may result from improved cardio-respiratory fitness</li> <li>□ Assess their degree of physical exertion during cardio-respiratory fitness activities, using simple self-assessment methods</li> <li>□ Develop and act on personal goals related to physical fitness</li> </ul>
<i>Safety</i>	
By the end of Grade 3, students will:	<ul style="list-style-type: none"> <li>□ Demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity</li> </ul>
-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities	<ul style="list-style-type: none"> <li>□ Describe how to respond to accidents, including concussions, or injuries incurred while participating in physical activities</li> </ul>



**Movement Competence: Skills, Concepts, and Strategies**

Section	Specific Expectations
<i>Movement Skills and Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>- perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities</p>	<input type="checkbox"/> Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment
	<input type="checkbox"/> Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control
	<input type="checkbox"/> Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions
	<input type="checkbox"/> Send and receive objects of different shapes and sizes in different ways, using different body parts, in different ways, and using various types of equipment
	<input type="checkbox"/> Retain objects of different shapes and sizes in different ways, using different body parts and equipment
<i>Movement Strategies</i>	
<p>By the end of Grade 3, students will:</p> <p>- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities</p>	<input type="checkbox"/> Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
	<input type="checkbox"/> Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities

## Healthy Living

Section	Specific Expectations
<i>Understanding Health Concepts</i>	
<p>By the end of Grade 3, students will:</p> <p>-demonstrate an understanding of factors that contribute to healthy development</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others (<i>e.g., the way we consume and dispose of food</i>) can affect the environment</li> </ul>
	<p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol</li> </ul>
	<p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of different types of legal and illegal substance use and both the mental and physical impacts of problematic use of these substances on themselves and others</li> </ul>
	<p><b>Human Development and Sexual Health</b></p> <ul style="list-style-type: none"> <li>□ Identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges and of communicating consent in their interactions with others</li> <li>□ Identify factors that affect physical development and/or emotional development</li> </ul>
	<p><b>Mental Health Literacy</b></p> <ul style="list-style-type: none"> <li>□ Explain how the brain responds (<i>i.e., the brain's stress response – fight, flight, freeze</i>) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions</li> </ul>
<i>Making Healthy Choices</i>	
<p>By the end of Grade 3, students will:</p> <p>- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>□ Demonstrate an understanding of good oral health to overall health, and assess the effect of different food choices on oral health</li> </ul>
	<p><b>Personal Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>□ Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online</li> </ul>
	<p><b>Substance Use, Addictions, and Related Behaviours</b></p> <ul style="list-style-type: none"> <li>□ Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered</li> </ul>

*Making Connections for Healthy Living*

By the end of Grade 3, students will:

-demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

**Healthy Eating**

- Explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices

**Personal Safety and Injury Prevention**

- Explain how the portrayal of fictional violence in various media, both on- and offline, can create an unrealistic view of consequences of real violence

**Human Development and Sexual Health**

- Describe how visible differences and invisible differences make each person unique, and identify ways of showing respect for differences in others

**Mental Health Literacy**

- Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry and identify ways to help them manage these feelings